THE EFFECTS OF INSTRUCTION IN SENTENCE COMBINING AND REVISION ON NINTH AND TENTH GRADERS' EXPLANATORY WRITING

by

Franklin Robert Horstman

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Advisory Committee:

Professor Wayne H. Slater, Chairman/Advisor
Professor E. G. Campbell
Professor Mariam J. Dreher
Professor William S. Hall
Professor Jean R. Hebeler

ABSTRACT

Title of Dissertation: The Effects of Instruction in Sentence Combining and Revision on Ninth and Tenth Graders' Explanatory Writing

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In this study, I examined the effects of instruction in sentence combining on three measures of student writing: 1.) syntactic fluency; 2.) overall writing quality; and 3.) sentence -combining ability. Sentence combining is a method of writing instruction in which students rewrite a series of sentences into one syntactically more complex sentence.

Two teachers instructed experimental group one (37 students) in sentence combining applied to revision. The same two teachers also instructed experimental group two (37 students) in sentence combining alone. A third teacher instructed the control students (38 students) in the standard ninth-grade English curriculum.

To examine syntactic fluency, I analyzed students' writing for words per T-unit, clauses per T-unit, and words per clause. To examine overall writing quality, two trained raters assessed students' writing using forced choice holistic scoring. I also assessed students' sentence-combining ability.

On syntactic fluency, the control group demonstrated statistically significant gains for mean number of words per clause. On overall writing quality, the control group also demonstrated statistically significant gains. On sentence-combining ability, both experimental group one and experimental group two demonstrated statistically significant gains.

While the results do not support the first two research questions, on sentence-combining ability, the results suggest that ninth-grade writers can be taught sentence combining in a four-week, intensive instructional unit. Additionally, results suggest links between rhetorical and psychological theories and writing. However, the limitations of the results also suggest further sentence-combining research.

To Rosemary and the boys:

Jake, Sam, and Will

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CHAPTER I

Introduction

Writing researchers (Bereiter, 1980; Graves & Piché, 1989; Flower & Hayes, 1980, 1981; Hayes & Flower, 1980; Hillocks, 1986; Scardamalia & Bereiter, 1982, 1986) have suggested that proficient writing requires a variety of skills. Proficient writers are able to organize their writing. They set rhetorical goals in which they determine their purpose for writing, the mode of writing required by the rhetorical situation, and their intended audience. In determining their intended audience, they consider the counterclaims they will need to address (Toulmin, 1964). They also make specific decisions concerning voice, register, and tone. Proficient writers are also able to translate their goals into a written text. They manipulate the syntactic elements necessary to produce a variety of sentences. They also construct paragraphs that introduce, support, elaborate, and conclude. Additionally, proficient writers are able to assess the degree to which their writing matches their original goals. They edit their writing for surface errors in mechanics and usage. They also edit their writing for its stylistic appropriateness and ability to communicate their thesis. Thus, writing researchers (Bereiter, 1980; Graves & Piché, 1989; Flower & Hayes, 1980, 1981; Hayes & Flower, 1980; Hillocks, 1986; Scardamalia & Bereiter, 1982, 1986) have distinguished proficient writers from developing writers by their ability to integrate the several skills needed to produce good writing.

In order to improve the proficiency of developing writers, writing researchers (de Beaugrande, 1982; Bereiter, 1980; Combs, 1975, 1976; Daiker, Kerek, & Morenberg, 1978, 1979a; Flower, 1981; Graves & Piché, 1989; Hayes & Flower, 1980; Flower and Hayes, 1980, 1981; Hillocks, 1986; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Scardamalia & Bereiter, 1982, 1986; Stewart, 1978) have suggested that teachers provide two types of instruction: 1.) in the rhetorical and the cognitive procedures involved in writing; and 2.) in syntactic manipulation. Flower (1981) and de Beaugrande (1982) have advocated that teachers provide direct instruction in the rhetorical and cognitive procedures necessary for students to

organize their writing, to transfer their intentions onto paper, and to determine whether their writing meets those intentions. Additionally, Scardamalia and Bereiter (1982) have suggested that teachers also provide the individualized direction necessary to facilitate competence in rhetorical and cognitive procedures. They have suggested that teachers can direct the procedural efficiency of student writing through written response, conferencing techniques, and peer response. Writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Graves & Piché, 1989; Hillocks, 1986; Mellon, 1967, 1969; O'Hare, 1971, 1973; Scardamalia & Bereiter, 1986; Stewart, 1978) have also suggested that teachers provide instruction in syntactic manipulation. Mellon (1967, 1969), O'Hare (1971, 1973), Combs (1975, 1976), Pederson (1978), Daiker et al. (1978, 1979a), and Stewart (1978) have reported that sentence-combining instruction can increase the syntactic repetoire and the proficiency of developing writers.

In their review of writing research, Scardamalia and Bereiter (1986) found that writing researchers advocating instruction in sentence combining (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) had provided the most compelling evidence of student transfer from instruction to actual writing. With seventh-grade writers and college freshmen writers, writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have reported statistically significant gains in both syntactic fluency and overall writing quality.

In the present study, I examined the extent to which writing students receiving sentence-combining instruction might transfer gains in syntactic fluency and overall writing quality to revision. As an introduction to the present study, I will discuss following points: 1.) the issue of improving overall writing quality through grammar instruction; 2.) the particular issue of sentence-combining research as a product of grammar instruction; 3.) the theories that may inform sentence combining research; 4.) the practical implications of sentence-combining research; 5.) the definition of terms; and 6.) the purpose of the present study.

Grammar Instruction and Writing Instruction

In order to improve the quality of student writing, teachers have traditionally taught formal grammar (Hillocks, 1986; O'Hare, 1971, 1973). The use of formal grammar instruction can be traced to educational theories used to train orators in classical rhetoric. In particular, rhetoricians of the ancient world included formal grammar instruction in the training of the classical orator. Not only Aristotle (335 B. C./1984) but both Cicero (55 B. C./1949) and Quintillian (100 A. D./1920) argued that the practical necessities of the three rhetorical speech situations -- the forensic, the deliberative, and the epideictic -- dictated that an orator employ the highest level of language. Thus, as a preparation for civic life, teachers of rhetoric instructed students in the grammar of the prescribed standard dialect. Cicero (55 B. C./1949) and Quintillian (100 A. D./1920) also prescribed formal grammar instruction in the training of orators for its ability to provide students with appropriate language models. Through exposure to the best models of language, students would not only learn the characteristics of correct usage but would also learn to transfer that level of usage to their own orations.

Although subsequent rhetoricians (Augustine, 427/1986; Basevorn, 1322/1971; Blair, 1783/1971; Campbell, 1776/1963; Whately, 1828/1963) redefined the nature of rhetoric, teachers of English retained formal grammar instruction based on Latinate grammars as a primary method of improving syntactic fluency well into the twentieth century. However, in the second half of this century, several researchers (Bateman & Zidonis, 1964, 1966; Bowden, 1979; Davenport, 1971; Davis, 1967, 1973; Elley, Barham, Lamb, & Wyllie, 1975; Fry, 1972; Harris, 1963; Harter, 1978; Kennedy & Larson, 1969; Morgan, 1971; Mulcahy, 1974; Smith & Sustakowski, 1968; White, 1965; Whitehead, 1966) examined the efficacy of formal grammar instruction to improve overall writing quality. They compared treatments derived from structural and transformational grammars with treatments derived from traditional Latinate grammar but reported no statistically significant differences between the treatments in improving writing quality. Although these writing researchers were not successful in establishing a link between

grammar instruction and writing improvement, their application of transformational grammar to classroom instruction was based on both linguists' and writing researchers' growing acceptance of Chomskyan theories about language.

In Syntactic Structures, Chomsky (1957) posited a theory of language competence. He suggested that language was both far more complex than linguists had originally conceived and that the ability to produce language was an essential component of human nature. Additionally, Chomsky challenged both traditional grammar based on the prescriptive Latin grammar of the ancient world and structural grammar developed by descriptive linguists. He asserted that a grammar must posit a set of rules that accounts for all possible sentences in a natural language. To describe his theory of language competence, he offered transformational grammar. However, Chomsky (1957, 1965) constructed a transformational grammar of English as an explanation of the possible sentences that could be produced by native English speakers and not as a theory of actual linguistic performance. He left to other linguists the problem of explaining how English speakers actually produce sentences in social discourse. Nevertheless, several writing researchers (Bateman & Zidonis, 1964, 1966; Davenport, 1971; Davis, 1967, 1973; Elley et al., 1975; Fry, 1972; Goddin, 1969; Harter, 1978; Mellon, 1967, 1969) suggested that a knowledge of transformational grammar might allow students to improve both their abilty to manipulate syntax and their writing quality.

Because of an inability to demonstrate a direct transfer between instruction in transformational grammar and writing improvement, writing researchers (Bateman & Zidonis, 1964, 1966; Davenport, 1971; Davis, 1967, 1973; Elley et al., 1975; Fry, 1972; Goddin, 1969; Harter, 1978) experimented with other methods of instruction that might allow students to make that transfer. Their attempt to improve student writing based on instructional methods derived from transformational grammar fostered the rediscovery and development of one instructional method that did allow student writers to improve both syntactic fluency and overall writing quality. That instructional method was sentence combining.

Sentence Combining

Sentence combining is a method of writing instruction in which students practice synntactic manipulation. In a sentence-combining problem, students combine several base sentences into one solution sentence that is syntactically more complex than the original base sentences. There are two basic types of sentence-combining problems: 1.) signaled sentence-combining problems in which students construct a solution sentence with the aid of cues included in the text; and 2.) open sentence-combining problems in which students construct a solution sentence without the aid of cues. Additionally, there are two basic types of sentence-combining exercises: 1.) arhetorical (Combs, 1975, 1976; Mellon, 1967, 1969; O'Hare, 1971, 1973, 1975, 1985) in which students combine base sentences to form one solution sentence; and 2.) rhetorical (Daiker et al., 1978 1979a; Stewart, 1978; Strong, 1973, 1981, 1983) in which students combine base sentences to form both a solution sentence and a larger discourse unit.

In the example below, I have provided the base sentences and the solution sentence for a signaled sentence-combining problem (OHare, 1985, p.2).

Base Sentences

Battaglia glanced at first base.

He went into his windup. **(,)**

Then he threw a hanging curve that Ryan knocked out of the stadium. **(, AND)**

Solution Sentence

Battaglia glanced at first base, went into his windup, and threw a hanging curve that Ryan knocked out of the stadium.

Sentence-Combining Research as a Product of Grammar Instruction

The concept of solving syntactic problems can be traced to the rhetorical exercises of copia. Teachers assigned students creative problems in syntax as well as semantics. In the ancient world, both Cicero (55 B. C./1949) and Quintillian (100 A. D./1920) advocated the

practice of copia. As evidenced by Erasmus' text (1512/1963) on copia, teachers of rhetoric continued the practice of syntactic play as an integral part of a classical education in rhetoric until well into the late Renaissance. In the United States, Rose (1983) traced syntactic practice to the prairie schools of the last century. Teachers assigned students problems in syntactic manipulation as an extension to formal grammar instruction. However, while paralleling the major objective of sentence-combining instruction, these methods were still tied to formal grammar instruction.

Mellon (1967, 1969), the first writing researcher to systematically examine the effects of a program of sentence combining on student writing, attempted to separate syntactic manipulation from formal grammar instruction. He designed an instructional unit using a system of sentence-combining cues derived from transformational grammar. For students who received sentence-combining instruction, Mellon reported statistically significant gains in syntactic fluency. However, O'Hare (1971, 1973), criticized Mellon's results. He argued that Mellon's sentence-combining cues still required that a student have at least a rudimentary knowledge of transformational grammar. He also argued that Mellon's gains were not the product of sentence-combining cues derived from transformational grammar but were, instead, the product of sentence-combining practice itself. In a study in which he deleted formal grammar instruction from an instructional treatment in sentence combining, O'Hare reported statistically significant gains both in syntactic fluency and in overall writing quality. Thus, while Mellon originally rediscovered and developed sentence combining, O'Hare demonstrated that sentence-combining instruction was in its own right a valid instructional procedure for further inquiry.

In subsequent studies, writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Pederson, 1978; Stewart, 1978) have validated O'Hare's findings. Some researchers (Combs, 1975, 1976; Pederson, 1978) have also measured the ability of students to retain writing gains produced through sentence-combining instruction on a delayed posttest. Others (Daiker et al., 1978, 1979a; Stewart, 1978) have also extended sentence-combining instruction

to other populations. In these replications and extensions of the Mellon (1967, 1969) and the O'Hare (1971, 1973) studies, writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Pederson, 1978; Stewart, 1978) have reported statistically significant gains in syntactic fluency and overall writing quality for students receiving treatments in sentence combining.

The Theoretical Implications of Sentence-Combining Research

Although writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) examined the pragmatic and not the theoretical dimensions of sentence combining, they have reported results that have broader theoretical implications for writing instruction.

Writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have reported results that strengthen the links between classical rhetoric and written communication. In their prescriptions for the training of orators, Cicero (55 A. D./1949) and Quintillian (100 A. D./1920) advocated that students master a succession of oratorical models and syntactical models. Both rhetoricians argued that successful imitation of increasingly sophisticated models would allow students to transfer that sophistication to their own oratory. During instruction in sentence combining, writing students encounter a syntactically more sophisticated model than that which they bring to the classroom. Writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have not discussed the possible relationship between rhetorical models and sentence combining. However, the theory of rhetorical models is one that may explain how sentence combining works.

Writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have reported results that may also be explained by information-processing theory. Hayes and Flower (1980) suggested that writing is a cognitive process that may be explained by the information-processing models proposed by Atkinson and Shifrin (1968) and Newell and Simon (1972). Atkinson and Shifrin (1968) proposed

a theoretical model of information processing based on the successive reception, interaction, and either retention or decay of information in memory stores. They identified three memory stores as part of the human processing system: a sensory register, a short-term memory, and a long-term memory. The sensory register receives information from the environment. If that information is not to decay almost immediately, it must be transferred to the short-term or working memory. To effect that transfer, an individual must allocate such control processes as rehearsal, elaboration, and organization. Similarly, Atkinson and Shifrin suggested that retrieval from long-term memory is the reverse of this process.

Where Atkinson and Shifrin (1968) proposed a theoretical model of the human processing system, Newell and Simon (1972) suggested that information processing occurs as a response to a particular problem. For them, the individual perceives a problem state and identifies a goal state. To reach the goal state, the individual plans, executes, and evaluates the efficiency of actions needed to accomplish the task. Newell and Simon also identified intermediary states that occur between the problem state and the goal state. It is in those intermediary states, that the individual must assess the progress made and plan further action based on that progress. When Hayes and Flower (1980) proposed a process model of writing, they did so informed by both the Atkinson and Shifrin (1968) and Newell and Simon (1972) models of information processing.

In the construction of their process model of writing (see Figure 1), Hayes and Flower (1980) proposed that writing necessitated setting and achieving specific writing goals. They suggested that writers plan specific goals, translate those goals into text, and review that text to confirm whether they have met their intended goals. They also proposed that writers complete these processes in a recursive not a linear fashion. However, Flower and Hayes (1980) contended that the recursive nature of their process model also suggests that the writer is faced with cognitive constraints. Because the processes are recursive, the attempt by writers to attend to more than one process at a time can cause an overload of the cognitive system.

The Structure of the Writing Process

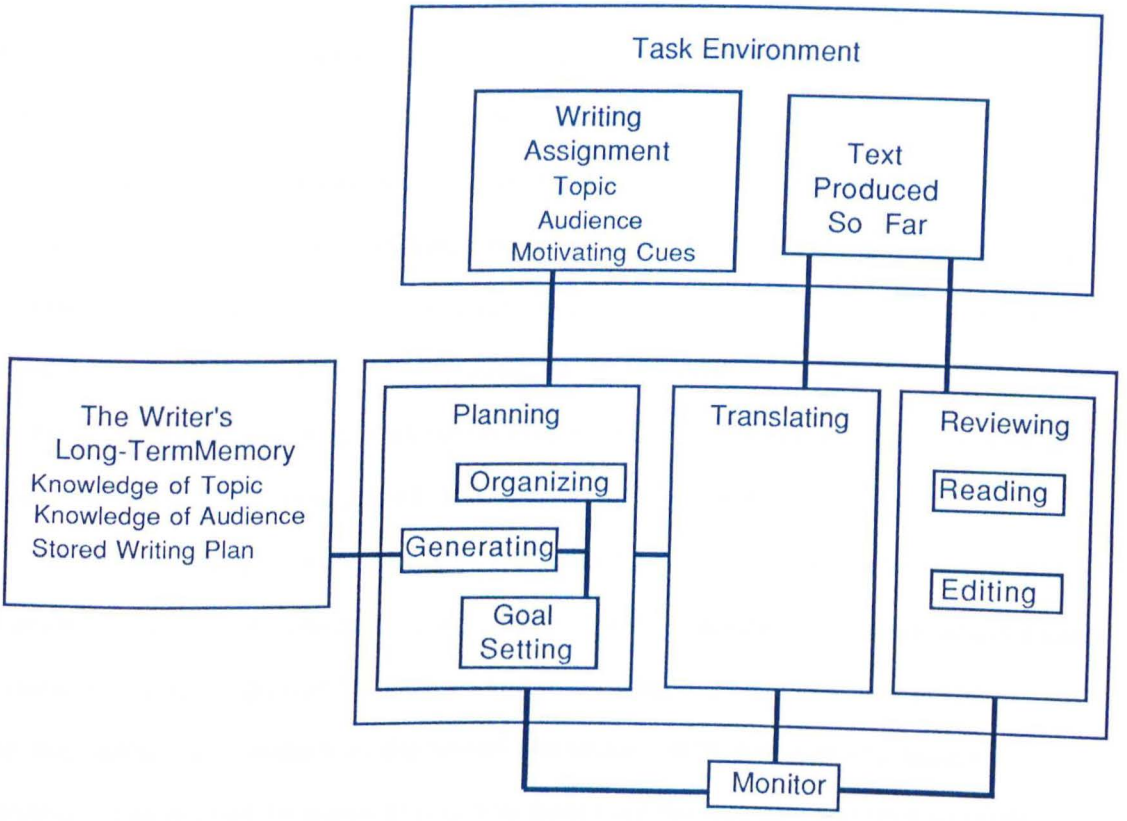

Figure 1. Structure of the Writing Process

From Hayes, J. R., & Flower, L. S. (1980). Identifying the organization of writing processes. In L. W. Gregg & E. R. Steinberg (Eds.), Cognitive processes in writing (pp. 3-30). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Flower and Hayes (1980) suggested that overloading the short-term memory with too many demands can actually impede writing. To prevent such an overload, Flower and Hayes (1980) suggested that writers pursue strategies that allow the reduction or the integration of such constraints as content, intended audience, and syntax. They offered sentence combining as one strategy to facilitate integration. In sentence-combining instruction, students combine base sentences to form one sentence. Students must still plan a particular solution to a sentence-combining problem, translate their plans into writing, and review their writing to confirm that what they have written matches their intentions. However, in sentence-combining instruction, they encounter a particular writing problem in which the content, the intended audience, and the syntactic range have been dictated by the author of the sentence-combining textbook. If instruction in sentence combining does not remove all the constraints facing writers, it does at least provide students with writing practice in which those constraints are reduced.

Flower and Hayes (1980) suggested a relationship between sentence combining and their writing process model (Hayes & Flower, 1980). They also suggested a relationship between their model and theories derived from information processing. Hayes and Flower (1980) developed their process model from the Newell and Simon (1972) model of information processing. They applied the theory of cognitive limits from the Atkinson and Shifrin (1968) model of information processing. By extension, they suggested that writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have also reported results that suggest a connection between information processing theories and sentence combining.

In addition to information-processing theory, writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have reported results that may be explained by schema theory. In his explication of the notion of schema theory, Rumelhart (1980) defined a schema as a cognitive representation based on an individual's life experiences. He suggested that individuals employ schemata to first

develop theories about the world and then set procedures and scenarios for interacting with it. Applied to writing and more specifically sentence combining, students solve sentence problems that are syntactically complex. In experimenting with several possible solutions to a sentence problem, students may develop a representation of what constitutes a well-written sentence. In solving a series of sentence problems, students may develop cognitive procedures which allow syntactic manipulation to become more automatic. Students constructing solutions to sentence-combining problems may instantiate a schema for syntactic complexity. Additionally, they may also incorporate and apply such a schema for syntactic complexity within a general schema for writing.

While writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have demonstrated the practical benefits of sentence combining for student writing, they have not addressed the theoretical implications of their research. However, that does not mean that sentence combining cannot be explained in theoretical terms, for writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have reported results that suggest a connection between sentence combining and theories derived from classical rhetoric, information processing, and schema instantiation.

The Practical Implications of Sentence-Combining Research

For the writing teacher, writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have offered an empirically validated instructional method. They have offered the writing teacher an instructional method of improving student writing that is not dependent on formal grammar instruction. They have also offered the writing teacher an instructional method that can be integrated with other English/Language Arts activities (Mellon, 1967, 1969; O'Hare, 1971, 1973; Combs, 1975, 1976; Pederson, 1978) or administered as the primary focus of a writing unit (Daiker et al., 1978, 1979a; Stewart, 1978). Additionally, they have offered the writing teacher an

instructional method that can be administered over the entire school year (Mellon, 1967, 1969; O'Hare, 1971, 1973) or in as little as six weeks (Murray, 1978). While writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have offered the writing teacher an instructional method to effect gains in syntactic fluency and overall writing, Combs (1975, 1976) and Pederson (1978) have cautioned that such gains are subject to decay. However, they have also suggested that with continued practice, those gains might be maintained. Although writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have reported only statistically significant gains in syntactic fluency and overall writing quality for seventh-grade writers and college freshmen writers, they have offered an instructional method that teachers might adapt to other grade levels. Similarly, teachers might also adapt sentence-combining instruction to effect gains in more than just syntactic fluency and overall writing quality. In particular, they might teach students to extend skill in syntactic manipulation to specific segments of the writing process.

Definition of Terms

I have defined the following terms used in this dissertation.

Analytical Scoring

Analytical scoring is a method of assessing writing quality in which a rater assigns a score based on an analysis of particular criteria.

Arhetorical Sentence-Combining Exercises

In an arhetorical sentence-combining exercise, students combine base sentences to form one solution sentence. Arhetorical sentence combining is not considered a rhetorical exercise because the solution sentence is not used to form a larger discourse unit. Mellon (1967, 1969), O'Hare (1971, 1973), and Combs (1975, 1976) employed arhetorical sentence-combining problems. Daiker et al. (1978, 1979a) and Stewart (1978) employed rhetorical

sentence-combining problems. In the present study, I employed arhetorical sentence-combining problems (O'Hare, 1985).

Audience

The primary audience is the intended reader to whom a writer directs his or her writing. In a larger sense, an audience constitutes any reader who reads or is affected by a piece of writing.

Automaticity

Automaticity designates an ability level. An action becomes automatic when it has been practiced to the extent that it can be performed without thinking.

Base Sentences

Base sentences are the problem sentences which a student combines to form a solution sentence.

Behaviorism

Behaviorism is a school of psychology which studies the observable and quantifiable components of human behavior. In Behaviorism, the enviromment plays the most important role in determining human behavior.

Behaviorist Theories of Language

Behaviorist theories of language are psychological theories which explain language acquisition and language production as the product of environmental conditioning.

Chomskyan Theories of Language

Chomskyan theories of language are linguistic theories of language which explain language acquisition and language production as the product of an innate biological competence.

Chunking

Miller (1956) posited the chunking concept to explain the limits of human processing ability. He suggested that the limits of human processing ability approximate seven units or chunks plus or minus two.

Classical Rhetoric

Classical rhetoric refers to the rhetorical tradition established in the ancient world. The most notable rhetoricians of this period were Aristotle, Cicero, and Quintillian.

Cognitive Procedures

Cognitive procedures are the mental processes by which human beings perceive, process, and act upon their environment. Applied to writing, they are the mental processes involved in planning, translating, and reviewing (Hayes & Flower, 1980).

Cognitive Psychology

Cognitive psychology is the study of the mental processes by which human beings perceive, process, and act upon their environment. In cognitive psychology, mental constructs or representations play an important role in determining human behavior.

Cognitive Representation

Cognitive psychologists have proposed that the human mind is capable of mental constructs or representations.

Conferencing Techniques

Conferencing is an instructional technique in which a writing teacher confers individually with a student concerning the strengths and weaknesses of a piece of writing.

Controlled Writing

A controlled writing assignment is one in which the teacher designates the audience, the mode, the topic, and the content.

Copia

Copia is a rhetorical exercise in which students manipulate both the syntactic and the semantic features of language. Teachers of rhetoric assigned students to be as creative as possible, even to the point of absurdity. Rhetoricians theorized that exercises in copia not only improved students' abilities to manipulate language but also improved students' abilities to discern acceptable from unacceptable language.

Deliberative Speech Situation

Aristotle (335 B. C./1984) defined the deliberative speech situation as concerned with persuading an audience to future action. He designated the deliberative speech situation as best suited to politics.

Deep Structure

Chomsky (1957, 1965) defined deep structure as the underlying syntactic structure of a sentence. He posited that speakers apply a series of transformation rules to deep structure constructions to produce the variety of surface structures that are perceived as sentences.

Direct Instruction

Direct instruction is a teacher-centered model of instruction where the teacher is the principal planner and director of classroom instruction.

Editing

Hayes and Flower (1980) defined editing as a subprocess of reviewing. They suggested that during editing, writers assess the degree to which their writing matches their original goals.

Epideictic Speech Situation

Aristotle (335 B. C./1984) defined the epideictic speech situation as concerned with persuading an audience to the present praise or blame of a particular issue. He also designated the epideictic speech situation as best suited to the ceremonial occasion.

Empiricist

Empiricists contend that knowledge is acquired through sense experience.

Explanatory Writing Mode

The State of Maryland (1988b) defines the explanatory writing mode as one in which writers provide evidence for their assertions.

Forced Choice Holistic Scoring

O'Hare (1971, 1973) developed forced choice holistic scoring to measure overall writing quality in seventh-grade writers. In forced choice holistic scoring, raters score matched pairs or

triads of compositions. After reading the matched compositions, raters decide which paper they consider best in overall writing quality.

Forensic Speech Situation

Aristotle (335 B. C./1984) defined the forensic speech situation as concerned with persuading an audience of the probability of a past action. He designated the forensic speech situation as best suited to the law court.

Formal Grammar Instruction

Formal grammar instruction is instruction in any system of grammar.

Free Writing

A free writing assignment is one in which the student designates the audience, the mode, the topic, and the content.

General Impression Scale

A general impression scale is a particular holistic scoring method in which trained raters assign one score based on their overall impression of the paper.

Goal State

Newell and Simon (1972) defined a goal state as the perception that a problem has been solved.

Grammar-Free Sentence Combining

In grammar-free sentence combining, students do not need a knowledge of formal grammar to solve sentence problems.

Holistic Scoring

Holistic scoring is a general term applied to several methods of assessing writing quality. While holistic scoring procedures differ, they all employ trained raters who assign a score based on a predetermined rubric.

Howard County English/Language Arts

Howard County English/Language Arts is a non-graded, continuous-phase program, offering courses spanning student reading and writing ability from grade four through advanced placement level. Phases I and II, which are usually completed during middle school, lead to the college preparatory Phase III. What corresponds to academic ninth-, tenth-, eleventh-, and twelfth grade English is covered in Phases IIIA through IIID. Phases IV through VI are designed for students capable of college-level work. High school students in the gifted and talented program complete Phases IIIC and IIID as ninth graders, Phases IVA and IVB as tenth graders, and Phases V and VI as eleventh and twelfth graders (Howard County Public Schools, 1987, 1988). "Student placement in the appropriate phase is determined by current level of performance and rate of progress" (Howard County Public Schools, 1988, p. 25) (see Figure 2).

Figure 2. The Howard County English Phase System

The Howard County English Phase System

Phase I--->	**Phase II**--->	**Phase III**-->	**Phase IV**--->	**Phase V**--->	**Phase VI**
IA=grade 4	IIA=grade 6	IIIA=grade 9	IVA=grade 12+	Honors English	Advanced
IB=grade 5	IIB=grade 7	IIIB=grade10	IVB=grade 12+		Placement
	IIC=grade 8	IIIC=grade 11	IVB optional		
		IIID=grade 12			

Electives: Advanced Composition, Business English, Drama I, Adv Drama I-III, Lab Aide-Communication Skills (Phase I), Public Speaking, Yearbook

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Imitation

Imitation of models is an instructional method derived from classical rhetoric.

Individualized Direction

Individualized direction is an instructional method in which a teacher or a student provides specific instruction to an individual student. In writing classrooms, teachers provide individualized direction through written comments, conferences, and fostering peer assessment.

Information-Processing Theory

Information-processing theory is a branch of cognitive psychology. Information-processing theorists study the cognitive system by which human beings perceive, process, and act upon their environment.

Instantiation

Rumelhart (1980) defined instantiation as the development of a particular schema.

Intermediary States

Newell and Simon (1972) defined intermediary states as the solutions to sub-goals that lead to an overall solution of a problem.

Latinate Grammars

Grammarians in the eighteenth century constructed grammars based on Latin models. Such grammars were designed to prescribe formal rules for English usage, not describe the language competence of English speakers. Traditional grammars are the modern counterparts of earlier Latinate grammars.

Linear Process Model

A linear process model of writing suggests that writers compose in a non-recursive fashion. In a linear model, writers plan, write, and then revise.

Linguistics

Linguists study language from the perspectives of phonology, morphology, syntax, pragmatics, and language history.

Linguistic Competence

Chomsky (1957, 1965) defined linguistic competence as the general human ability to acquire and produce language.

Linguistic Performance

Chomsky (1957, 1965) defined linguistic performance as an individual's particular ability to produce language.

Maryland Writing Test

To certify writing proficiency, the Maryland State Department of Education administers the Maryland Writing Test to ninth-grade students and students who failed the writing test in ninth grade. Students complete two writing samples: 1.) a narrative sample; and 2.) an explanatory sample. Using a rubric developed by the Maryland State Department of Education, two trained raters assess the writing samples using a general impression holistic scoring method and assign a numerical score between 1 and 5. The Maryland State Department of Education determines students' final scores by first averaging the scores from both raters and then adding the averaged scores for both writing samples. The minimum score for passing is a combined score of 5.5.

Matched Pairs/Triads

When scoring papers using forced choice holistic scoring, raters score papers from two or three students which match on specific criteria. In this study, I employed triads matched on English grade and teacher recommendation.

Mechanics

Writing teachers define mechanics as the following skills: 1.) spelling; 2.) capitalization; 3.) punctuation; 4.) standard sentence structure; and 5.) standard usage.

Mode of Writing

Classical rhetoricians (Aristotle, 335 B. C./1984; Cicero, 55 B. C./ 1949) defined four modes of writing: 1.) narrative; 2.) explanatory; 3.) descriptive; and 4.) persuasive.

Natural Language

A natural language is a human language system used by a particular group of speakers.

Non-graded Curriculum

A non-graded curriculum is one in which students register for a particular class based on ability level as opposed to age or years of schooling.

Open Sentence Combining

Students solve open sentence-combining problems without the aid of cues.

Oratorical Models

Teachers of classical rhetoric provided students with specific speeches that served as models of acceptable oratory.

Overall Writing Quality

Overall writing quality is a holistic measure of writing. In this study, raters determined overall writing quality by assessing student writing using a forced choice holistic scoring method.

Paraphrasis

Paraphrasis is a rhetorical exercise in which students summarize an oratorical model. Classical rhetoricians theorized that exercises in paraphrasis taught students to read closely and to reconstruct the important elements of an oratorical model.

Peer Response

Peer response is an instructional method in which students learn to assess other students' writing.

Phase III English

In Howard County, Phase III English represents the college preparatory English/Language Arts program. "The usual progression for a high school student is Phase IIIA English in ninth grade, English Phase IIIB in tenth grade, English Phase IIIC in eleventh grade, and English Phase IIID in twelfth grade" (Howard County Public Schools, 1988, p. 25). It is the general rule that Phase III English teachers design their instruction to meet the needs of ninth-

grade students in Phase IIIA, tenth-grade students in Phase IIIB, eleventh-grade students in Phase IIIC, and twelfth-grade students in Phase IIID.

Phase IIIA English

The Howard County Public School System (1988) suggests that "the usual progression for a high school student is Phase IIIA English in ninth grade . . . " (p.25). Although Howard County English/Language Arts is a non-graded, continuous-phase program, it is the general rule that Phase IIIA teachers design their instruction to meet the needs of English students functioning on a ninth-grade level.

Plain Style

The plain-style movement was a reaction by several members of the Royal Society of London (Bacon, 1667/1902; Sprat, 1667/1958) to the writing styles contemporary to the seventeenth century. They were anti-rhetorical in that they attacked writers for practicing copia.

Planning

Hayes and Flower (1980) defined planning as one of the recursive stages in their writing process model. They suggested that planning includes organizing the writing task and setting rhetorical goals.

Pragmatic Research Orientation

Krathwohl (1985) defined a pragmatic researcher as more concerned with generating results and less concerned with relating those results to explanatory theories.

Prescribed Standard Dialect

Teachers of classical rhetoric taught students of the Greek and Roman citizen classes the prescribed standard dialect of the Greek city states and the Roman Empire. Today, we identify those languages as Classical Greek and Classical Latin.

Problem State

Newell and Simon (1972) defined a problem state as the perception of a task that requires a solution.

Procedural Efficiency

Procedural efficiency (Bereiter & Scardamalia, 1982) is the ability with which writers integrate the several skills needed to produce good writing.

Process Model of Writing

Hayes and Flower (1980) developed a recursive model of the writing process. They designated three recursive stages in the model: 1.) planning; 2.) translating; and 3.) reviewing (see Figure 1).

Progymnasmata

In schools of classical rhetoric, students mastered the writing and oratorical curriculum prescribed in the progymnasmata.

Psycholinguistics

Psycholinguists study the relationships between language and human behavior.

Rationalist

Rationalists contend that knowledge exists independent of experience.

Recursivity

Hayes and Flower (1980) suggested that planning, translating, and reviewing are not discrete behaviors but recursive behaviors because they occur and recur throughout the writing process.

Register

Writing teachers define register as a level of style directed to a particular audience.

Revision Organizer

I designed the revision organizer as an external device for prompting writers to revise their writing. First, students follow directions disigned to prompt them to assess the extent to which their writing meets their goals. Next, students revise their writing by constructing base sentences that elaborate points in their text. Finally, they combine those base sentences into solution sentences and incorporate them into their text.

Reviewing

Hayes and Flower (1980) defined reviewing as one of the recursive stages in their writing process model. They suggested that during the reviewing stage, writers are editing their writing to assess the degree to which it matches their original goals and revising their writing to meet those goals. Hayes and Flower (1980) developed the term reviewing as the general term to describe the subprocesses of editing and of revising. However, writing researchers continue to use the term revision as the general term. I will continue that practice and use revision as the general term and use reviewing only when discussing the particular stages of the Hayes and Flower (1980) writing process model.

Revising

Hayes and Flower (1980) defined revising as a subprocess of reviewing. They suggested that during revising, writers amend their writing to match their original goals.

Revision

Writing researchers use revision as synonymous with the Hayes and Flower (1980) concept of reviewing. During revision, writers assess the degree to which their writing matches their original goals and amend their writing to meet those goals. They edit their writing both for surface errors in mechanics and usage and for its stylistic appropriateness and ability to communicate their thesis.

Because writing researchers use the term revision and not reviewing as the general term to describe this stage of the writing process, I will continue that practice and use revision as the general term. I will use the term reviewing only when discussing the particular stages of the Hayes and Flower (1980) writing process model.

Rhetoric

Aristotle (335 B. C./1984) defined rhetoric as "the faculty of observing in any given case the available means of persuasion" (p. 3).

Rhetorical Goals

In the planning stage, writers set specific rhetorical goals. They make decisions about several writing features: 1.) the intended audience; 2.) the mode of writing; and 3.) the organization of their arguments.

Rhetorical Sentence-Combining Exercises

In a rhetorical sentence-combining exercise, students combine base sentences to form one solution sentence. Arhetorical sentence combining is not considered a rhetorical exercise because the solution sentence is not used to form both a solution sentence and a larger discourse unit. Mellon (1967, 1969), O'Hare (1971, 1973), and Combs (1975, 1976) employed arhetorical sentence-combining problems. Daiker et al. (1978, 1979a) and Stewart (1978) employed rhetorical sentence-combining problems. In the present study, I employed arhetorical sentence-combining problems (O'Hare, 1985).

Sentence Level

Language analysis on the sentence level is limited to those words contained within one sentence.

Schema Theory

Cognitive psychologists define schema as the existence of mental constructs or representations that become instantiated through experience.

Sentence Combining

Sentence combining is a method of writing instruction designed to enhance syntactic fluency and overall writing quality. In a sentence-combining problem, students combine several base sentences into one solution sentence that is syntactically more complex than the base sentences.

Sentence-Combining Instruction

During sentence-combining instruction, teachers instruct students in combining base sentences into a solution sentence.

Signaled Sentence Combining

Students solve signaled sentence-combining problems using signals included in the text.

Solution Sentence

A solution sentence is the combination of base or problem sentences which a student constructs to solve a sentence-combining problem.

Structural Grammar

In the the twentieth century, grammarians (Fries, 1952; Herndon, 1970) have constructed grammars based on three levels of analysis: 1.) phonology; 2.) morphology; 3.) and syntax. Such grammars were designed to describe English as a member of the Germanic family of languages. Unlike traditional grammarians, structural grammarians do not prescribe formal rules of English usage. Unlike transformational grammarians, structural grammarians do not propose to describe the language competence of English speakers.

Surface Structure

Chomsky (1957) defined surface structure as the sentence structure uttered by a native speaker. Chomsky posited that speakers apply a series of transformational rules to deep structure constructions to produce the variety of surface structures that are percieved as sentences.

Syntactic Fluency

Syntactic fluency describes a writer's ability to manipulate syntax measured in T-units (Hunt, 1965, 1970).

Syntactic Growth

Syntactic growth can be described as a gain in syntactic fluency.

Syntactic Manipulation

Syntactic manipulation is the ability of a writer to construct sentences that demonstrate a variety of syntactic forms.

Syntactic Maturity

Syntactic maturity describes a writer's ability to manipulate syntax relative to norms developed by Hunt (1965, 1970).

Syntactical Models

Teachers of classical rhetoric provided students with specific speeches that served as models of acceptable syntax.

T-unit

Hunt (1965, 1970) developed the T-unit to define the boundaries of a sentence. He defined a T-unit as one main clause and all related subordinate clauses.

Tone

Tone is the emotion a writer intends to communicate to a reader.

Traditional Grammar

Traditional grammars, the modern counterparts of earlier Latinate grammars, prescribe formal rules for English usage. Unlike structural grammarians, traditional grammarians do not attempt to describe English as a member of the Germanic family of languages. Unlike transformational grammarians, traditional grammarians do not propose to describe the language competence of English speakers.

Transformation

Chomsky (1957, 1965) defined a transformation as a manipulation of a deep structure sentence to produce a surface structure sentence.

Transformational Grammar

In the twentieth century, grammarians (Akmajian & Heny, 1975; Chomsky, 1957, 1965; Herndon, 1970) have constructed transformational grammars to describe the language competence of native speakers. Unlike traditional grammarians, transformational grammarians do not prescribe formal rules of English usage. Unlike structural grammarians, transformational grammarians analyze language soley on the syntactic level.

Transformational Sentence Combining

In transformational sentence combining Mellon (1967, 1969), students use a knowledge of transformational grammar to solve the sentence problems.

Translating

Hayes and Flower (1980) defined translating as one of the recursive stages in their writing process model. They have suggested that during the translating stage, writers produce a written text from the goals they established during the planning stage.

Translation

Translation is a rhetorical exercise in which students translate an oratorical model from one language to another. Classical rhetoricians theorized that exercises in translation improved students' abilities to manipulate vocabulary and syntax.

Usage

Usage is the ability to employ acceptable forms of language.

Voice

Voice is an ability to project a consistent, authoritative, and authentic speaker in writing.

Whole Discourse Level

Language analysis on the whole discourse level incorporates language beyond the sentence level.

Writing Researchers

Writing researchers attempt to improve writing behavior through experimental methods.

The Purpose of the Present Study

Writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have reported statistically significant gains in syntactic fluency and overall writing quality for seventh-grade writers and college freshmen writers. The purpose of this study is to replicate those studies and to extend the results to a Phase IIIA population. Additionally, the purpose of this study is to examine the extent to which

writing students might apply their knowledge about sentence combining to revision. I asked three research questions in this study:

1.) Will students receiving instruction in sentence combining applied to revision demonstrate a greater increase in syntactic fluency than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

2.) Will students receiving instruction in sentence combining applied to revision write compositions that raters will judge better in overall writing quality than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

3.) Will students receiving instruction in sentence combining applied to revision score higher on a sentence-combining posttest than students receiving sentence combining alone or students receiving a standard Phase IIIA English curriculum?

In this chapter, I have provided an introduction to the present study.

In Chapter II, I will discuss the historical developments that led to sentence combining. Additionally, I will discuss theories from linguistics, psychology, and classical rhetoric relevant to sentence combining. Finally, I will review studies in both sentence-combining research and revision research.

CHAPTER II

Review of the Literature

Writing researchers investigating the effects of sentence-combining instruction across grade and ability levels have reported statistically significant gains in syntactic fluency and overall writing quality with seventh-grade and college writers. Although writing researchers have developed sentence-combining research along several lines of inquiry, I have limited the scope of this chapter to five areas of sentence-combining research specific to writing instruction. In Part I, I discuss the history of sentence-combining. In Part II, I discuss theories from linguistics, psychology, and classical rhetoric relevant to sentence combining. In Part III, I discuss studies in sentence-combining research. In Part IV, I discuss studies in revision research. In Part V, I discuss the research questions for the present study.

Part I: A Brief History of Sentence-Combining

In this section, I provide an historical perspective of the two research traditions from which sentence combining developed: 1.) the search for an alternative to formal grammar instruction; and 2.) the development of the T-unit as a more valid measure of syntactic growth.

Grammar Research

Lloyd-Jones and Schoer (1963) in reporting the results of the Harris study (1962) argued that traditional grammar had been demonstrated to have a "negligible" if not "harmful effect on the improvement of writing" (pp. 37-38). Based on that review, writing researchers conducted studies to develop an alternative to traditional grammar instruction. Whitehead (1966), Sullivan (1969), and Bowden (1979) compared traditonal grammar with no grammar instruction across grade levels and generated no statistically significant differences between the two treatments.

White (1965) compared two grammar treatments -- one derived from structural grammar and one derived from traditional grammar -- with a treatment that included no grammar. Although he reported the structural group superior on STEP writing tests, STEP essay tests, and teacher-assigned themes; White only reported statistically significant differences on the STEP writing test

which does not include a writing sample. Gale (1968), Smith and Sustakowski (1968), Kennedy and Larson (1969), Morgan (1971), and Mulcahy (1974) compared treatments derived from structural grammar with treatments derived from traditional grammar. However, only Mulcahy reported statistically significant gains with college freshmen receiving a treatment derived from structural grammar. Gale (1968), Smith and Sustakowski (1968), Kennedy and Larson (1969), and Morgan (1971) reported gains with structural treatments but not statistically significant gains.

Although Bateman and Zidonis (1964, 1966) did report statistically significant gains for students receiving instruction in transformational grammar, Mellon (1967, 1969) criticized their work for reporting significant gains that could be attributed to only four students. In other studies comparing treatments derived from transformational grammar with treatments derived from structural grammar, Davis (1967, 1973) and Goddin (1969) reported gains but not statistically significant gains for the transformational treatments. Using measures of writing quality, Sullivan (1969), Davenport (1971), Fry (1972), and Harter (1978) reported similar findings: grammar instruction did not improve writing.

Elley et al. (1975) conducted one of the most comprehensive grammar studies using New Zealand high school students over a three-year period. Elley et al. compared three treatments: one derived from transformational grammar, one derived from the Oregon curriculum which relies heavily on rhetoric and literature, and one from traditional grammar. They measured treatment groups for reading vocabulary and comprehension, syntactic complexity measured in T-units, usage and spelling, listening comprehension, literature knowledge, and essay quality. Although they reported the transformational group best in sentence combining and the traditional grammar group best in usage, they reported that over time the groups showed no statistically significant differences between treatments.

T-unit Research

During the same time that writing researchers were examining grammar instruction, Hunt (1965) began an inquiry into syntactic maturity. In 1965, Hunt sampled a target population of

fourth, eighth, and twelfth graders and educated adult writers both to develop a "quantitative analysis of syntactic structures" and to "identify developmental trends in syntactic maturity" (Hunt, 1965, p. 2). He defined syntactic maturity as the "observed characteristics of writers" (Hunt, 1965, p. 2) in a particular grade. He did not operationalize his definition to evaluate writing styles but simply to discover what norms existed across maturity levels.

To measure syntactic maturity, Hunt developed the T-unit, the minimal terminable unit, as an improvement over such earlier measures as words per sentence, words per clause, and subordinate clauses per total clauses. For Hunt, the sentence provided too many problems of definition with fourth graders whose tendancy to underpunctuate led to long, recursive sentences joined by the conjunction and. Hunt addressed the problem by defining the T-unit as one independent clause and all related subordinate clauses.

Hunt (1965) examined 1,000 word samples of the free writing of 48 students equally divided across fourth-, eighth-, and twelfth-grade levels and eighteen articles equally divided among Harper's and the Atlantic Monthly. He explained his choice of articles from these two magazines as approximating writing that he felt most teachers would classify as educated adult. He reported results showing that maturity correlated with longer T-unit construction. Additionally, he reported three reliable measures of syntactic fluency: words per T-unit which proved most reliable, followed by words per clause, and clauses per T-unit. He also reported that maturity correlated with increased syntactic fluency. Hunt cited as evidence the added clauses per T-unit, the compression of more information into T-units, and the greater difference between grades twelve and adult than grades four and twelve.

O'Donnell, Griffin, and Norris (1967) replicated Hunt's 1965 work, testing his earlier findings with two groups of school children: kindergarten through second grade and third, fifth, and seventh graders. They analyzed the oral language of the younger group and the oral and the written language of the older group and reported the T-unit to be the most reliable measure of syntactic fluency. In addition, they reported T-unit length the most reliable index of that maturity.

O'Donnell et al. (1967) confirmed Hunt's earlier findings (1965) and reported statistically significant increases observed across grade levels for adjectives and nouns observed by Hunt (1965) as well as adverbs not previously observed.

In 1970, Hunt also replicated his 1965 study in order to validate his first results and to test the T-unit metric with controlled writing. He selected 50 subjects from the fourth, sixth, eighth, tenth, and twelfth grades and educated and skilled adults. Hunt asked subjects to revise a 32-sentence passage. He reported trends in maturation and consolidation of clauses within T-units that comfirmed the results generated by O'Donnell et al. (1967) and Hunt (1965).

Although Mellon (1967, 1969) replicated Bateman and Zidonis (1964, 1966), he introduced several extensions, the most important of which was his use of the T-unit to measure gains in syntactic fluency. Mellon's attempt to consolidate these two research traditions, one in search of an alternative to traditional grammar and the other the development of the T-unit metric established the matrix for his subsequent investigation of transformational sentence combining.

Part II: Linguistic, Psychological, and Rhetorical Theory

In this section, I discuss three theoretical issues related to sentence-combining research: 1.) assumptions about the relationship between theory and research that prompted the development of sentence combining; 2.) contributions of Chomskyan linguistic theory to sentence-combining research; and 3.) theories from developmental psychology, cognitive psychology, and classical rhetoric which potentially explain how sentence-combining produces gains in syntactic fluency and overall writing quality.

Theoretical Assumptions in Sentence-Combining Research

Writing researchers developing the T-unit as a measure of syntactic maturity associated their work with that of cognitive psychology and theoretical linguistics. For example, Hunt (1965) based his T-unit research on both Miller's chunking concept (1956) and Chomsky's transformational grammar (1957, 1965). Although Miller (1956) never stated chunking in terms of a formal theory, he suggested in his synthesis of cognitive research that the limits of processable

information approximated seven units or chunks plus or minus two. By citing Miller (1956), Hunt (1965, 1970) was also able to associate his research within the larger context of cognitive psychology. It was logical for Hunt (1965, 1970) to view language constituents as chunks, but Hunt's studies made no effort to confirm or deny Miller's work (1956). Similarly, instead of testing Chomsky's theories of language acquisition or language production, Hunt (1965, 1970) employed the logic of transformational grammar as a basis from which to conduct his examination of the levels of syntactic complexity in student writers.

Writing researchers examining sentence combining (Combs, 1975, 1976; Daiker et al. 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) continued this emphasis on generating data from applying theory as opposed to testing theory. Although they based their research on Chomskyan linguistics, they pursued a pragmatic research orientation which allowed them to achieve dramatic results free from theoretical comstraints. However, in their not providing a more thorough discussion of the relationship between linguistic theory and their research, questions remain as to exactly what aspects of linguistic theory actually directed their inquiry. Additionally, they did not discuss the relationahip between linguistic theory and other theories that might offer further explanations of how sentence-combining instruction produces gains in syntactic fluency and overall writing quality. As a result, sentence combining has remained a treatment in search of a theory.

Chomskyan Linguistics

For Mellon (1967, 1969), and O'Hare (1971, 1973), whose studies were replicated by Combs (1975, 1976), Pederson (1978), Daiker et al. (1978, 1979a), and Stewart (1978); Chomskyan linguistics (1957, 1965) provided writing researchers with a theory of language.

Chomsky (1957, 1965) rejected behaviorist theories of language acquisition and production (Skinner, 1957) for not adequately accounting for all the sentences possible in a language. Arguing from a rationalist rather than from an empiricist philosophy of language, Chomsky (1957, 1965) posited language to be specific to the human species. Additionally, he

posited that speakers acquire language through hypothesis testing: speakers test their innate language competence against the natural language they encounter. To better account for the creativity in language, Chomsky (1957, 1965) developed a transformational grammar based on two levels of language: 1.) a deep structure; and 2.) a surface structure. Using a hierarchy of transformations (Chomsky 1957, 1965), he demonstrated that deep structure or base propositions can be syntactically and semantically manipulated into surface structures.

The base sentences students combine to form a syntactically more complex sentence represent intermediate constructions that lie between deep and surface structures. It is just this transformational process that has remained an essential component of sentence combining. Mellon (1979) recounted that he had previously been introduced to sentence-building exercises by a fellow teacher at the Culver Military Academy; but it was not until as a Harvard graduate student taking classes in the linguistics department at MIT that transformational grammar and, in particular, combining base sentences into surface structures to improve student writing first became a research interest. Other theories from psycholinguistics as well as cognitive and developmental psychology have been offered to further describe how sentence combining works, but Chomsky's theories of language have provided two principles that have remained essential to sentence-combining research (Combs, 1976; Daiker et al., 1978, 1979a; Mellon, 1967; O'Hare, 1973; Pederson, 1978; Stewart, 1978): 1.) language acquisition is based on an innate competence; and 2.) that surface structures are derived from transformations applied to deep structures.

Developmental Psycology

While Mellon (1967, 1969) based his examination of sentence combining on Chomskyan linguistics, in 1979 he suggested that the developmental theories of Piaget (1954) and Flavell (1963) may also provide a possible explanation of how sentence combining works.

Piagetian Developmental Theory. For Piaget and Flavell (1963), cognitive development can be traced through several maturational stages, beginning with the sensorimotor of infancy

and progressing through the subsequent preoperational, concrete operational, and formal operational stages of growth. In each stage, children acquire cognitive structures by interacting with the environment. Piaget (1926, 1952) attributed the active process of discovering and synthesizing spatial, moral, and (for Mellon) language concepts to both assimilation and accomodation. Piaget (1926, 1952) also suggested that the assimilation of new information and the accomodation of that new information within existing structures allows the child to accomplish such developmental tasks as conservation and eventual decentering. Mellon (1979) asserted that the problem-solving nature of sentence combining that may allow the student to begin decentering in writing may also explain writing improvement.

Cognitive Psychology

In addition to the developmental theories proposed by Piaget, cognitive psychologists have offered two possible theories that may also explain how sentence combining works: 1.) information-processing theory; and 2.) schema theory.

Information Processing theory. Atkinson and Shifrin (1968) based their model of information processing on sensory perception research by Cherry (1953), Broadbent (1954), Peterson and Peterson (1959), Sperling (1960) and Waugh and Norman (1965). Atkinson and Shifrin (1968) described memory storage on three levels: 1.) the sensory register; 2.) the short-term store; and 3.) the long-term store. Stimuli entering the storage system through sensory registers are thought to be either lost almost immediately or passed on to short-term storage. Although short-term storage might retain information between 15 and 30 seconds, this store too will decay if certain control processes are not allocated toward permanent storage in long-term memory. The two control processes of rehearsal and heuristic operation which may be allocated during the practice and problem solving indicative of sentence combining instruction may also increase both greater processing abilities with language and greater access to retrieval during composing. Craik and Lockhart (1972) proposed an alternative to the Atkinson and Shifrin model

(1968). They proposed a model which negated stores in favor of the principle that processing on a semantic level allowed for both the greatest depth of processing and the greatest level of recall.

In addition to the Type 1 information-processing model proposed by Atkinson and Shiffrin (1968) and Craik and Lockhart (1972), Newell and Simon (1972) proposed the Type 2 information-processing model. This model offers an equally valid theory of how sentence combining works. As opposed to the Type 1 models which were constructed as general models of processing, Newell and Simon (1972) defined their model within the context of a problem space. Because it is task related, the more efficient the processing, the faster the individual moves from a problem state to a goal state. The dual activity of processing and problem solving is analogous to the strategies required to solve sentence-combining problems (Combs, 1976; Daiker et al., 1978, 1979a; Mellon, 1967; O'Hare, 1973; Pederson, 1978).

Schema theory. The more recent notion of schema instantiation (Rumelhart, 1980) may also explain how sentence combining works. Much like the script of a play, researchers have described schemata as mental scenarios instantiated through experience to the level of automaticity. Similar to the binary processing strategies of a computer, schemata may also allow the mind to parse the environment within specific routines and sub-routines. And as theories, schemata may allow a mental representation about the world from which to make further predictions about the environment.

In combining base sentences into a solution sentence, students may begin to develop a schema for sentence production. Students may also develop the procedures necessary to allow syntactic manipulation to become more automatic. Additionally, they may begin to develop a schema for syntactic complexity. But most importantly, they may incorporate and apply such specific schemata instantiated for sentence production and syntactic complexity within a general schema for writing.

Rhetorical Theory

In addition to linguistic and psychological theories that potentially explain how sentence combining might work, classical rhetoric offers another explanation that has not been addressed by the previous writing researchers.

Although the definition of rhetoric has, since its origin, been a subject of debate, Aristotle (335 B. C./1984) defined it as the "faculty of observing in any given case the available means of persuasion" (p. 24). Aristotle (335 B. C./1984), classified the three speech situations as the deliberative, the forensic, or the epideictic . The deliberative situation corresponded to political discourse; the forensic situation corresponded to judicial discourse; and the epideictic situation corresponded to ceremonial discourse. In the ancient world, training in rhetoric was designed to prepare the orator for public life. In particular, Aristotle's Rhetoric (335 B. C./1984) was a manual for the citizen of the city state who was mandated by law to defend himself in court. Cicero (55 B.C./1949) described public life in the Roman senate and courts. With the fall of Rome, the rhetoricians of each age made successive adaptations to rhetoric. The medieval rhetorics of Augustine (427/1986) and Basevorne (1322/1971) shifted the role of the orator to the pulpit. The Renaissance rhetorics of Erasmus (1512/1963) and Puttenham (1589/1970) argued for a resurgence of copia as a method with which to generate variety. Growing out of the plain style reaction of Bacon (1667/1902), Sprat ((1667/1958), and other members of the Royal Society to copia, the eighteenth century rhetorics of Smith (1763/1963), Campbell (1776/1963), and Blair (1783/1971) and the nineteenth century rhetoric of Whateley (1828/1963) advocated perspicacity. Despite successive rhetoricians, the end of rhetoric has remained constant -- persuasion through the effective use of language.

Whether to prepare students for a career as an orator in the ancient world, as a cleric in the medieval world, or a scholar in the modern world; teachers of rhetoric have relied on the educational practice of immitation (Corbett, 1971). Clark (1957), Ochs (1984), and Murphy (1984) describe the curriculum of the grammar school, the progymnasmata, as a series of exercises

designed to develop the orator's ability. Although the progymnasmata incorporated a variety of exercises in literature and composition, the principal educational method was imitation accomplished through translation, paraphrasis, and copia. Corbett (1971) suggests that in translation students learned sentence structure of both the language of translation and their own native language, in paraphrasis students learned the importance of diction, and in copia students learned to create several different forms for one model sentence.

Much like the classical tradition of education, sentence-combining instruction also relies on imitation. To begin with, students write. The first method of imitation in ancient schools was copying. In sentence combining, students not only copy but also construct from base sentences a syntactically more complex sentence. Like the fixed exercises in the progymnasmata (Clark, 1957), the structure and the content of sentence-combining problems are already provided. Like exercises in paraphrasis and copia, sentence combining problems also allow for a variety of combinations. The argument that Corbett (1971) makes for imitation offering the student the chance to explore different styles without the concerns of topic and sentence structure can also be argued for sentence combining.

Part III: Studies in Sentence-Combining Research

In this section, I review sentence-combining studies specific to writing instruction.

Early studies in sentence combining were either exploratory in nature (Martinez San Jose, 1973; Ney, 1966; Raub, 1966) or related to grammar research (E. A. Green, 1972; Martin, 1968). Both exploratory studies and grammar studies have been limited by their methodology and have generated minor results. Other studies comparing sentence combining with grammar study (Daker, 1980; Franke, 1980; Rice, 1984) have continued to report inconclusive results. However, beginning with the systematic inquiry of Mellon (1967, 1969), writing researchers have reported the greatest statistically significant success with average seventh graders (Combs, 1975, 1976; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978). Additionally, Daiker et al. (1978, 1979a) and Stewart (1978) have reported sentence-combining instruction to increase

syntactic fluency and overall writing quality with first-year college writers. With the exception of Hunt and O'Donnell (1970), Perron (1975), Henderson (1980), and Stoddard (1982), studies conducted with fourth-grade writers (Burruel et al., 1975; Miller & Ney, 1968; and Raub, 1966), middle and high school writers (Bruno, 1980; Callaghan, 1977; Hayes, 1984; Hendrickson, 1981; Sullivan, 1977), and remedial writers (Armbracht, 1981; Guttry, 1982; Hayes, 1984; Jones, 1981; Maimon & Nodine, 1978; Ross, 1971; Swan, 1979; Waterfall, 1978; Watts, 1980) have generated inconclusive results.

The Mellon Study and Replication Studies with Seventh-Grade Writers

Mellon (1967, 1969) was the first researcher to systematically examine sentence combining as a means of enhancing syntactic fluency and overall writing quality. In addition, replications of Mellon's study by O'Hare (1971, 1973), Combs (1975, 1976), and Pederson (1978) have been instrumental both in establishing sentence combining in the classroom (Lawlor, 1980; Strong, 1985) and providing a methodological standard from which to compare studies testing sentence combining with other age and ability levels.

The Mellon Study. Mellon replicated and extended the grammar research of Bateman and Zidonis (1964, 1966). However, he changed the instructional focus of his study from transformational grammar to transformational sentence combining. He predicted that students instructed in arhetorical sentence-combining problems (Mellon, 1967, 1969) would produce writing of greater syntactic complexity.

Mellon examined 12 intact classes from four schools in metropolitan Boston -- two urban public, one suburban public, and one suburban private. He divided 247 seventh graders into three treatment groups. He assigned 100 to the experimental treatment receiving transformational sentence combining; he assigned 100 to the control treatment receiving traditional grammar; and he assigned 47 to the placebo treatment receiving a curriculum of extra composition and literature. The small size of the placebo group was due to only one school's allowing the researcher to administer that treatment. Before treatment, Mellon compared

students on STEP writing scores, IQ, and reading comprehension and reported that across the total sample the three treatment groups were equivalent.

During the five-month intervention, teachers devoted one third of class time to the treatment and spent the other two thirds on literature and composition study. Teachers taught experimental subjects an instructional unit developed by Mellon (1965) to teach transformational grammar through sentence combining. Instruction consisted of sentence problems that increased in syntactic complexity as the school year progressed. Teachers taught control subjects an instructional unit in traditional grammar. Teachers taught placebo subjects who received no instruction in either sentence combining or grammar an instructional unit in composition and literature.

Mellon and trained assistants identified and analyzed the first 90 T-units of each student's pretest and posttest writing. T-unit analysis was made on 12 levels: 1.) mean T-unit length; 2.) subordination ratio; 3.) nominal phrases per 100 T-units; 4.) nominal clauses per 100 T-units; 5.) relative clauses per 100 T-units; 6.) relative phrases per 100 T-units; 7.) relative words per 100 T-units; 8.) nominal clauses per 100 T-units; 9.) base sentences per 100 T-units percentage of T-units containing one or more modifying clusters;10.) mean length of modifying clusters; 11.) percentage of T-units containing one or more embedded base sentence; and12.) average depth of level of embedding. In addition, Mellon randomly selected 35 posttest compositions from all three groups. Six junior high teachers employed a general impression scale that included ideas, organization, style, sentence structure, and vocabulary to holistically score the posttests.

On all twelve levels of the T-unit analysis, Mellon reported that the experimental group demonstrated statistically significant gains in syntactic fluency. He also reported gains that doubled or tripled Hunt's earlier norms for syntactic maturity (1965, 1970). Although Mellon reported that the holistic assessment showed statistically significant differences between the experimental and the control and the control and placebo groups, he did not report statistical significance between the experimental and placebo groups. Mellon attributed these results to

factors of sample size, one instructor's excellent teaching, and a failure to adequately operationalize the scoring rubric to the holistic raters. Although Mellon's study fell short of reporting statistical significance in both areas, he demonstrated that instruction in sentence combining could produce gains in syntactic fluency and overall writing quality. He also established a methodology that writing researchers replicated and extended in the sentence-combining research that followed.

The O'Hare study. O'Hare (1971, 1973) both replicated Mellon (1967, 1969) and provided his own extension of grammar-free sentence combining. O'Hare viewed the Bateman and Zidonis (1966) and the Mellon (1967, 1969) studies as similar inquiries into transformational grammar. He also believed that the strategies necessary to manipulate deep structures into surface structures, not the formal studies of those transformations, had been the key to both of the earlier studies' successes. In order to separate sentence combining from what he considered an interaction with grammar, O'Hare compared sentence-combining instruction with a standard curriculum of literature and composition.

O'Hare assigned 83 seventh graders at Florida High School, Tallahasee, Florida, to two groups. He assigned 41 students to an experimental group and 42 students to a control group. O'Hare did not attempt to control for researcher bias: he taught two class sections. He did, however, attempt to control for teacher effect by dividing the treatments between himself and another teacher. O'Hare replicated Mellon's eight-month treatment in sentence combining (1967, 1969) but changed Mellon's sentence problems (1965) to remove grammar instruction from the treatment.

O'Hare collected five pretest and posttest compositions from three modes of writing (narrative, descriptive, and expositiory). The experimenter identified and analyzed the first 50 T-units on six levels: 1.) words per T-unit, 2.) clauses per T-unit, 3.) words per clause, 4.) noun clauses per 100 T-units, 5.) adverb clauses per 100 T-units, and 6.) adjective clauses per 100 T-units. Eight experienced English teachers assessed 60 posttest compositions (15 narrative and

15 descriptive from both the experimental and the control group) using a forced choice holistic method. O'Hare presented pairs of compositions matched on sex, IQ, and mode of writing to raters who then decided which of the two was better. O'Hare employed this method because of its direct comparison of the two treatments and its ease in administration. The eight raters employed a rubric that specified Mellon's (1967, 1969) traits: ideas, organization, style, sentence structure, and vocabulary.

On both quantitative and holistic measures, O'Hare reported that the experimental group showed statistically significant gains. On four of the six levels of T-unit analysis, he reported gains surpassing twelfth-grade norms set by Hunt (1965, 1970). For the holistic assessment, O'Hare also reported statistical significance for the experimental group in overall writing quality.

The Combs study. To his replication of Mellon (1967, 1969) and O'Hare (1971, 1973), Combs (1975, 1976) added a delayed posttest to test the effect of time on gains in syntactic maturity and overall writing quality.

Combs divided 100 seventh graders from four intact classes of a suburban Minneapolis, Minnesota, school into equal-sized experimental and control groups. He attempted to control teacher effect by having two experienced junior high teachers paired with both treatments. Although instructors taught the same curriculum of mythology and worksheets in dictionary skills, word skills, punctuation, spelling, and practice in the STEP writing test; the sentence-combining group completed fourteen lessons similar to problems devised by Mellon (1965) and O'Hare (1973, 1975). Teachers devoted two hours per week for ten weeks to sentence-combining instruction for a shorter but more intensive administration of treatment than had been followed by either Mellon (1967, 1969) or O'Hare (1971, 1973).

Assessment of pretest, posttest, and delayed posttest included T-unit analyses of the first 30 T-units (15 narrative and 15 descriptive) on two measures: words per T-unit and words per clause, the two most reliable of Hunt's measures (1970). As an extension to O'Hare (1971, 1973), seven experienced English teachers employed O'Hare's forced choice method (1971,

1973) on 22 pretests and 22 posttests (11 matched pairs). Combs paired the papers for sex, ability scores, and mode of writing (narrative and descriptive).

Combs reported statistically significant gains made by the experimental group on both assessments. On both T-unit measures, sentence-combining students significantly outperformed the standard curriculum students. Combs reported similar results for the quality rating. That is, he found statistically significant differences in the overall writing quality of the experimental group. He reported students' performance on a delayed posttest subject to a decay of almost one-half of the gains measured earlier. However, Combs reported that the experimental group's scores remained significantly higher. Combs (1975, 1976) demonstrated that established gains could be sustained at least a short period of time.

The Pederson study. As a replication to Combs' research (1975, 1976), Pederson (1978) tested the ability of sentence-combining instruction to effect gains in syntactic fluency and overall writing quality and examined whether those syntactic gains could be sustained over time. As an extension of Combs' research (1975, 1976), Pederson employed three assessments (the semantic differential, the type-token, and the lexical density) to measure the degree to which overall writing quality produced by sentence combining might be better.

Pederson divided 113 seventh graders from four intact classes of a suburban Minneapolis, Minnesota, school into approximately equal-sized experimental and control groups. Pederson attempted to control for teacher effect by having two experienced junior high teachers paired with both treatments. Teachers devoted 15 weeks to either sentence-combining instruction or a standard curriculum of composition and literature study. Pederson also replicated the Combs study (1975, 1976) in administering a delayed posttest in addition to the pretest and posttest writing samples established by Mellon (1967, 1969) and O'Hare (1971, 1973).

Two raters identified and analyzed the first 30 T-units (15 narrative and 15 descriptive) of 36 pretest, posttest, and delayed posttest writing samples (18 matched pairs) for words per T-unit and words per clause. Six experienced English teachers assessed 36 pretest, posttest, and

delayed posttest writing samples (18 matched pairs) using the forced method of O'Hare (1971, 1973). As an extension to Combs (1975, 1976), Pederson employed raters to analyze the same thirty-six compositions using measures of the semantic differential (Osgood, 1957), the type-token (Miller, 1951) and the lexical density (Perfetti, 1969) assessments. For the semantic differential assessment, raters assessed the matched pairs of compositions using 14 criteria of good writing expressed in polar scales. In both the type-token and the lexical density assessments, raters examined the first 100 words of each matched pair of compositions for redundancy and meaning.

Pederson reported statistically significant gains in syntactic fluency and overall writing quality on the forced choice assessment. In contrast to Combs' study, he reported a lack of erosion after the delayed posttest. In addition, he reported statistical significance for the experimental group in the three semantic differential criteria -- idea development, maturity, and correctness of content -- as well as in the type-token and lexical density assessments. Pederson inferred from his results that sentence combining instruction produced not only better writing but writing that could be described as appreciably better using the semantic differential (Osgood, 1957), the type-token (Miller, 1951), and the lexical density (Perfetti, 1969) assessments.

Certain limitations in methodology exist in the studies conducted by Mellon (1967, 1969), O'Hare (1971, 1973) Combs (1975, 1976), and Pederson, (1978a, 1978b). In citing Chomsky (1957, 1965), writing researchers suggested an association between their work and the larger framework of cognitive psychology; however, they limited discussion of the larger issues concerning theoretical linguistics, psycholinguistics, and cognitive psychology to a brief discussion of transformational grammar. Not one of the writing researchers attempted to establish a connection between what for Chomsky was a model of competence and what for the writing researchers was a model of performance. By directing their research at producing measurable results rather than testing language theory, Mellon (1967, 1969), O'Hare (1971, 1973) Combs

(1975, 1976), and Pederson, (1978a, 1978b) also limited the extent to which sentence combining research could be explained by language theory.

Other problems in methods were characteristic of the costraints faced by educational researchers working within the limits of school situations. Mellon's choice (1967, 1969) of an experimental population was arbitrary: seventh-grade writers provided the available population. Researcher bias was another threat to validity. Mellon (1967, 1969) was involved in the T-unit analyses. O'Hare (1971, 1973) taught two of the class sections. O'Hare (1971, 1973), Combs (1975, 1976), and Pederson (1978) employed the forced choice method (1971, 1973) for its ease of administration not its ability to more adequately assess student writing. Due to limited resources, all of the writing researchers included only a portion of their entire sample in the holistic assessment. Mellon (1967, 1969) assessed 35 posttest compositions. O'Hare (1971, 1973), Combs, (1975, 1976), and Pederson (1978) assessed approximately the same number of compositions. O'Hare assessed 30 matched pairs (60 papers); Combs assessed 11 matched pairs (44 papers); and Pederson assessed 18 matched pairs (36 papers).

But despite such limitations, Mellon (1967, 1969), O'Hare (1971, 1973) Combs (1975, 1976), and Pederson, (1978a, 1978b) established a line of inquiry that has consistently produced statistically significant gains in syntactic fluency and overall writing quality with a seventh-grade population. Mellon's transformational sentence combining (1967, 1969) began the separation of sentence-combining instruction from its roots in transformational grammar. Each subsequent researcher added a particular extension. O'Hare (1971, 1973) introduced sentence combining free of grammar instruction. Combs (1975, 1976) and Pederson (1978) tested its ability to effect gains in syntactic fluency and overall writing quality in a delayed posttest.

Extensions of Sentence Combining to College Writers

Ney (1976) reported results suggesting that sentence-combining instruction did not produce gains in syntactic fluency and overall writing quality with college writers. In reaction to those results, Daiker et al. (1978, 1979a) conducted a separate study to show that Ney's results

had been limited by methodological problems. Daiker et al. (1978, 1979a) demonstrated that sentence-combining instruction could be used to improve the syntactic fluency and overall writing quality of college writers. Stewart (1978) further extended the work of Daiker et al. (1978, 1979a) by limiting the instructional time from a semester to six weeks.

The Ney study. Although Ney (1976) was the first researcher to test sentence-combining instruction with college writers, he was also the first researcher to report negative results with any population. However, he provided the three freshman composition classes in his study with only ten minutes of sentence-combining instruction for each class. Students spent only a total of four-and-one-half hours of a 27-hour course on sentence combining. Teachers taught one experimental group sentence combining and grammar. Teachers taught the other experimental group decombining. Decombining is the reverse of sentence combining where students disassemble a sentence into its base sentences. For the control group curriculum, Ney reported that they did not receive sentence combining but failed to report what they did receive.

After conducting T-unit analyses of the compositions to measure syntactic fluency, Ney reported statistically significant negative results. For these results, he (1976) offered three explanations: 1.) that students considered the sentence problems boring; 2.) that he had not employed oral practice to reinforce sentence combining; and 3.) that college students might be too old for sentence-combining instruction to produce gains in their writing.

Daiker et al. (1978, 1979a) criticized Ney's study for its logic and its metho-dology. They cited Hunt's (1970) suggestion that because the difference in syntactic maturity between twelfth-grade and educated adult writers was greater than that of twelfth-grade and eighth-grade writers, students still had room to develop in writing. In addition to their criticism of insufficient instructional time, they also questioned Ney's study on three points: 1.) the logic of decombining well written sentences into less sophisticated antecedents; 2.) the inability of Ney's particular sentence problems to motivate students; and 3.) the instructors' negative attitude toward sentence combining. Because of its methodological deficiencies, the Ney study (1976) has both

prompted further research with college writers and served as a primer for what to avoid in sentence-combining experimentation.

The Daiker, Kerek, and Morenberg study. Daiker et al. (1978, 1979a) investigated the application of sentence combining to college writing as an effort to address Ney's (1976) methodological limitations. To address small sample size and limited adminstration of treatment, they sampled 12 comparable sections -- six experimental and six control classes -- of freshman composition. They randomly assigned subjects to treatment; matched teachers for rank, experience, teaching effectiveness; and assigned teachers across treatments. Teachers taught both groups a curriculum which consisted of rhetorical analyses of model essays. In addition, experimental classes completed exercises from Strong's Sentence Combining: A Composing Book (1978). Both groups completed the eight writing assignments required by the course.

As an extension to the traditional T-unit and holistic assessments, Daiker et al. conducted an analytical analysis of the writing samples and included an attitude survey. Raters calculated T-unit measures on words per T-unit, words per clause, and clauses per T-unit. Twenty-eight raters assessed 134 matched pairs of compositions. They employed both Mellon's general impression scale (1967, 1969) (ideas, support, organization and coherence, voice, sentence structure, and diction and usage) and O'Hare's forced choice assessment (1971, 1973).

In syntactic maturity, Daiker et al. (1978, 1979a) reported statistically significant gains by the experimental group for words per T-unit and words per clause. On quality measures, they reported that the experimental group showed significant differences for both the general impression and the forced choice rubrics. They reported no difference for the analytical assessment. However, they reported that students clearly favored sentence combining instruction.

The Stewart study. Stewart (1978) tested sentence combining in a six-week unit, using a sample size of 160 college freshmen at the University of New Brunswick. He divided students into experimental classes receiving sentence combining from Strong's Composing Book (1978)

and control classes receiving the regular composition curriculum. He analyzed pretests and posttests on two measures: words per T-unit and words per clause. In addition, he assessed overall writing quality using a four-point holistic scale covering 300 words of free writing. Stewart reported the experimental group significantly higher on both measures of syntactic fluency. Although he reported no statistically significant difference between treatments on writing quality, he did report that the experimental group scored higher on the average than the control group. Stewart claimed that gains approximating O'Hare's eight-month treatment (1971, 1973) argued for sentence combining's effectiveness even in a limited time span.

Other Sentence Combining Studies

With the exception of studies by Hunt and O'Donnell (1970), Perron (1975), Henderson (1980), and Stoddard (1982); sentence-combining studies with elementary writers (Burruel et al., 1975; Miller & Ney, 1968; and Raub, 1966), middle and high school writers (Bruno, 1980; Callaghan, 1978; Hayes, 1984; Hendrickson, 1981; Sullivan, 1977), and remedial writers (Armbracht, 1981; Guttry, 1982; Hayes, 1984; Jones, 1981; Maimon & Nodine, 1978; Ross, 1971; Swan, 1979; Watts, 1980) have made limited contributions to sentence-combining research. Many writing researchers have reported inconclusive results due in part to small sample size (Armbracht, 1981; Bruno, 1980; Burruel et al., 1975; Jones, 1981; Maimon & Nodine, 1978; Miller & Ney, 1968; Raub, 1966; Ross, 1971; Swan, 1979; Vitale et al., 1971; Waterfall, 1978; Watts, 1980), too large a sample size (Callaghan, 1977; Sullivan, 1977), a lack of control groups (Vitale, King, Shontz, & Huntley, 1971; Maimon & Nodine, 1978; Jones, 1981; Swan, 1979), and treatment diffusion (Huntley, 1971; Vitale et al., 1971). Other threats to internal validity have included sampling mixed populations (Hendrickson, 1981) and insufficient instructional time (Armbracht, 1981; Bruno, 1980; Guttry, 1982; Hendrickson, 1981; Vitale et al., 1971; Watts, 1980). Because of their design flaws and/or inconclusive results, these studies argue for further, but more controlled, research.

Although Hunt and O'Donnell (1970), Perron (1975), Henderson (1980), and Stoddard (1982) did not report statistically significant results on all measures, they suggest areas of further inquiry for sentence-combining research. Hunt and O'Donnell (1970) compared gains in syntactic fluency of black and white fourth graders receiving sentence-combining instruction. Despite the fact that Hunt and O'Donnell admit the limitations of no controls for teacher effect and the limited instructional time of one hour per week, they reported significant gains in syntactic fluency for black as well as white students. Perron (1975) also sampled fourth grade writers to investigate whether sentence combining might not be more easily translated to younger children through the medium of gaming. Inspite of small sample size and an interaction between gaming and sentence combining, Perron concluded that both treatments had positive effects. With tenth graders, Henderson (1980) tested signaled versus open sentence combining and an intensified versus an extended administration. Henderson reported statisitcal significance on several combinations of variables, but his results were limited by insufficient instructional time. However, he raised the two issues: signaled versus open sentence combining and an intensified versus an extended administration. With fifth and sixth graders, Stoddard tested whether sentence combining could be improved with different methods of instruction in creativity developed by Renzuli (1976). Although his results were limited by insufficient instructional time, Stoddard reported statistically significant gains in syntactic fluency for sentence combining and in overall quality of writing for both treatments in sentence combining and treatments in sentence combining plus creativity.

Writing researchers testing the effect of sentence combining instruction on student writing have reported the greatest gains in syntactic fluency and overall writing quality with average seventh graders (Combs, 1975, 1976; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978) and with first-year college students (Daiker et al., 1978, 1979a; Stewart, 1978). With the exception of writing researchers who have suggested areas for further research (Henderson, 1980; Hunt & O'Donnell, 1970; Perron, 1975; Stoddard, 1982), writing researchers attempting to extend sentence combining to elementary levels (Burruel et al., 1975; Miller & Ney,

1968; and Raub, 1966), middle and high school levels (Bruno, 1980; Callaghan, 1977; Hayes, 1984; Hendrickson, 1981; Sullivan, 1977), and remedial levels (Armbracht, 1981; Guttry, 1982; Hayes, 1984; Jones, 1981; Maimon & Nodine, 1978; Ross, 1971; Swan, 1979; Watts, 1980) have reported inconclusive results.

Part IV: Studies in Revision Research

In this section, I review studies of revision in student writing based on the writing process models of Hayes and Flower (1980).

Writing researchers have reported that students both do (Calkins, 1979, 1981; Perl, 1979; Sommers, 1978; Stallard, 1974) and don't revise (Calkins, 1980; Emig, 1971; Kamler, 1980; Pianko, 1979), but they have been limited in their ability to generalize to larger populations because of insufficient sample size. The National Assessment of Educational Progress (1977) which asked students to first write and then revise compositions established that students revise when prompted but did not provide any information about revision under classroom conditions. While Stallard (1974), Sommers (1978), the National Assessment of Educational Progress (1977), and Bridwell (1980a, 1980b) showed that students revise surface and lexical structures, Hansen (1978); Bracewell, Scardamalia, and Bereiter (1978); Bracewell, Bereiter, and Scardamalia (1979); and Scardamalia, Bereiter, Gartshore, and Cattani (1980) reported that revision produced either no improvement or negative results in student writing.

Writing researchers have also manipulated variables connected with revision. Bracewell, Bereiter, and Scardamalia (1979) varied the time between draft and revision -- immediately after writing and after one week -- and asked students to revise another student's paper. Time between composing and revising did not affect writing quality, and revising another student's paper produced only a greater awareness of spelling errors. Bartlett (1982) reported that in some situations, elementary students who were unaware of the need to revise their own papers were aware of the need to revise the text of another writer. However, she also reported that students who could identify an error in a text could not always correct that error. Hull (1981) reported similar

findings with college writers. Buxton (1958), who compared revision and teacher comment, found that although revision produced statistically significant gains in writing quality, all treatments produced quality gains. In an extension of Buxton (1958), Beach (1979) found no statistically significant differences in writing quality between no comment, teacher comment, and self-evaluation. Hillocks (1982) reported that a combination of instructional variables -- teacher comment, assignment method, and revision -- produced statistically significant gains in writing quality; however, assignment method and no revision also produced statistically significant gains. The fact that writing researchers lacked a consensus about revision suggested further study was necessary in the revision process.

Based on research from cognitive psychology, specifically information processing (Newell & Simon, 1972), Hayes and Flower (1980) have argued that writing is part of a recursive process. They describe writing as a problem-solving activity in which the writer approaches the writing task as a way of moving from a problem state to a goal state. Hayes and Flower (1980) have identified three interrelated elements of the writing process: planning, translating, and reviewing. The writer in the planning stage generates the information needed to begin organizing and setting goals for writing behavior. The writer in the translating stage transfers thought to writing. The writer in the reviewing stage evaluates writing and revises where necessary. Although writing usually begins with some form of planning, Hayes and Flower (1980) have contended that writers plan, translate, and review in a recursive, not linear, fashion.

Writing researchers have tested the process model developed by Hayes and Flower (1980). Kaufer, Hayes, and Flower (1986) further confirmed the recursive nature of the writing process and suggested that the prior knowledge of subject matter is a significant factor in all segments of the writing process. Benton and Blohm (1986) demonstrated that prior knowledge was an important factor in allowing student writers to elaborate on a second draft. And Daiute

(1986) presented further data suggesting that the prior knowledge provided by a review organizer -- so named because reviewing incorporates both evaluating and revising (Hayes and Flower, 1980).

The Kaufer, Hayes, and Flower Study

Kaufer et al. (1986) conducted four exploratory studies that examined four aspects of the composition process: planning, the interaction between translating and reviewing, frequency of syntactic construction by constituent type, and problem solving in written composition. In the first two studies, they used protocol analysis in order to determine baselines from which to make later tests of how writers approach the problem solving necessary of composition. They tape-recorded the verbal behavior of adults writing on first a single topic and then on three topics. In the third study, raters examined the constituent structure of compositions written for the second study. Based on assumptions tested in the earlier studies, Kaufer et al. (1986) required undergraduates in the fourth study to construct sentences. From findings on all four studies, Kaufer et al. (1986) offered seven tentative conclusions: 1.)writing follows a general plan; 2.) sentence length varies according to the ability of the writer; 3).writers compose from left to right; 4.) reviewing occurs in conjunction with the translation process; 5.) revision that occurs during the translation process occurs in diction, semantics, and syntax; 6.) clause boundaries, not phrase boundaries, mark constituent boundaries in sentences; 7.) prior semantic and syntactic knowledge facilitates sentence construction.

Kaufer et al. (1986) reported results that I must interpret as exploratory. These investigators employed protocol analysis. The utterances of a writer during composing provide some hints about that writer's behavior but are not necessarily indicative of all the cognitive processes involved in writing. They also used small sample sizes in all four studies. In the first study they sampled twelve writers (six professional writers and six competent adult writers). In the second and third studies they sampled two graduate students. In the fourth study they sampled fifteen Carnegie-Mellon undergraduates. Their use of such small sample sizes raises the question

of generalizability. In addition, Kaufer et al. (1986) failed to discuss why different populations were sampled and how such categories as expert, professional, and competent were operationalized.

Despite limitations, Kaufer et al. (1986) suggested implications for revision that Benton and Blohm (1986) and Daiute (1986) examined in other studies of revision. Kaufer et al. (1986) suggested that the Hayes and Flower model (1980) explains a writing process that is recursive; that both translating and reviewing phases are accomplished in constituent chunks; and that if prior knowledge of subject matter is a factor in composition, it is also a factor in revision.

The Benton and Blohm Study

As opposed to research on the sentence level, Benton and Blohm (1986) examined whole discourse to test the ability of position (pre-writing and post-writing) and question type (specific and general) to produce more elaborate writing. They combined four conditions based on earlier studies in elaboration: pre-writing questions (Benton, Glover & Plake, 1984), post-writing questions (Scardamalia, Bereiter, Garthshore, & Cattani, 1980), specific questions (Rickards, McCormick, & Anderson, 1976) and general questions (Palmere, Benton, Glover, & Ronning, 1983).

Benton and Blohm randomly assigned 66 undergraduate education majors to one of four experimental conditions: pre-writing/specific, pre- writing/general, post-writing/specific, post-writing/general. They directed students to write two drafts of a composition. They attempted to control all conditions for composition assignment, location, and time allotted for composition and revision. General questions were those previously employed by Benton, Glover and Plake (1984). Benton and Blohm constructed specific questions to correspond to the topic of wastefulness.

Benton and Blohm (1986) analyzed the writing of all conditions in two steps. Two independent raters scored papers for frequency and type of elaboration. They then used those scores to perform a 2 x 2 multivariate analysis of variance to compare main and interaction effects.

Although they reported no statistically significant interaction effects for type and position, they found approximately equal levels (top-, middle-, and base-levels) of elaboration for both question type and position. However, they reported statistical significance for post-writing questions. It may be that the application of questions, both specific and general, were facilitated by the proximity of the question to the reviewing process. The writing researchers suggested that a combination of both questions (specific and general) may offer the greatest degree of elaboration on a final draft.

However, Benton and Blohm (1986) qualified their results based on two possible confounding variables. Although they randomly assigned subjects to treatment, a control group might have provided additional data comparing elaboration without the confounding of teacher direction. Additionally, a possible confounding variable might have existed in questions which may have prompted elaboration.

The Daiute Study

Daiute (1986) examined the connection between post-writing questions and student revision begun by Benton and Blohm (1986). She compared computer and traditional pen revision with 57 seventh and ninth graders. In addition, Daiute (1986) directly tested the effectiveness of a review organizer to improve student revision.

Citing theories from developmental as well as cognitive psychology, she attributed research reporting an increase in revision (Bereiter & Scardamalia, 1982) to Piaget (1954). Piaget observed that children become more objective as they moved from the concrete operational stage to the formal operational stage. For students unable to revise their writing objectively, Daiute hypothesized that an external organizer might allow for decentering to occur. In addition, she linked revision to the Hayes and Flower process model (1980). To overcome the limits of short-term memory, Daiute offered a review organizer as a way of allowing writers to focus on a series of subgoals.

Daiute attempted to control for extraneous variables. She randomly assigned four intact classes to experimental conditions for both phases of the study. She attempted to control teacher effect by having a single teacher for all conditions. Teachers taught both groups to use computers. Teachers also assigned both groups three compositions controlled for topic and composition time every nine-weeks.

Daiute assessed compositions on four measures. She measured general fluency in total words and calculated errors in mechanics and syntax. Four raters performed quality ratings employing the general impression methods of the Educational Testing Service. Five coders compared revised copies with drafts for type and frequency of revision. Daiute performed an analysis of variance on the four assessments to compare effect of treatment over time.

Despite the fact that writers produced longer drafts on the computer, Daiute reported that revision was not tied to computer use. The pen revision group exceeded the computer revision group. She also reported a satistically significant amount of revision for the group using the review organizer.

However, I would qualify Daiute's results for threats to validity. In addition to her use of intact classes, subjects were not typical of seventh and ninth graders. Although Daiute described students scores on the California Achievement Test as average, she reported student ages spanning 11-16 which would place some students one or two years behind grade level for their age. Attrition was another possible threat to validity in any educational study spanning the school year. However, she reported neither the attrition rates nor the original sample size. Researcher bias was also a potential factor affecting the results. Daiute did not score the writing samples, but she did resolve ties occurring during revision analysis.

Despite factors limiting the interpretation of her results, Daiute (1986) articulated theories from developmental and cognitive psychology prompting her research and presented further data suggesting the efficacy of a review organizer to allow student writers to focus on revision.

The question of an organizer is not new to educational research. This heuristic which has been used to improve reading comprehension (Slater, Graves, & Piché, 1985) might also be employed to improve writing. Whether general or specific to the topic, questions that have allowed student writers to revise have followed the translating phase of the writing process (Benton & Blohm, 1986, and Daiute, 1986). The review organizer directs writers to solve composition problems by focusing on the sub-goals of evaluation and revision (Hayes & Flower, 1980; Kaufer et al., 1986).

Part V: The Present Study

In this section, I discuss the focus of the present study and list the research questions.

Although writing researchers have reported statistically significant gains in syntactic fluency and overall writing quality, other areas in this line of inquiry remain open. The fact that writing researchers have reported success mainly with seventh-grade and with college writers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) suggests the need for further study with other populations. Other writing researchers (Benton & Blohm, 1986; Daiute, 1986; Kaufer et al., 1986) connecting revision with the writing process model (Hayes and Flower, 1980) have reported that prior knowledge, particularly the prior knowledge activated by a review organizer (Daiute, 1986), may enhance revision. The fact that sentence-combining instruction may allow writers to focus on more than one segment of the writing process (Flower & Hayes, 1980) also suggests the need for further study using sentence combining as a review organizer.

The Focus of the Present Study

In the present study, I replicated and extended studies conducted by Mellon (1967, 1969), O'Hare (1971, 1973), Combs (1975, 1976), and Pederson (1978). In particular, I extended the sample population to ninth-grade and tenth-grade writers. Mellon (1979) suggested that the seventh grade might provide an optimum age for language growth, but his original choice of seventh graders (1967, 1969) was purely arbitrary. Callaghan (1977), Bruno

(1980), and Hendrickson (1981) reported inconclusive results with ninth-grade writers; and Henderson (1980) reported inconclusive results with tenth-grade writers. However, Bruno (1980) did report statistically significant gains in both syntactic fluency and overall writing quality for the sentence-combining group. In this study, I also modified previous studies by using a shorter instructional period. While Mellon (1967, 1969) and O'Hare (1971, 1973) used an entire school year -- Combs (1975, 1976) using ten weeks and Stewart (1978) using six weeks, both reported gains in syntactic fluency and overall writing quality. I planned a four-week instructional period; however, during the instructional period, teachers participating in the study taught only sentence combining to the experimental groups.

In addition to a replication and an extension of earlier studies in sentence combining, I examined the ability of students to transfer knowledge about sentence combining to the revision process. Mellon (1981) has posited the notion that sentence combining offers a medium for student writers "to reenter his or her text and return to active composing" (p. 6). However, writing researchers have not tested his suggestion, however, has not been tested empirically. In this study, I employed sentence combining as a review organizer to prompt Phase IIIA ninth- and tenth grade writers to elaborate rough drafts.

The Research Questions

In this study, I asked three research questions:

1.) Will students receiving instruction in sentence combining applied to revision demonstrate a greater increase in syntactic fluency than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

2.) Will students receiving instruction in sentence combining applied to revision write compositions that raters will judge better in overall writing quality than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

3.) Will students receiving instruction in sentence combining applied to revision score higher on a sentence-combining posttest than students receiving sentence combining alone or students receiving a standard Phase IIIA English curriculum?

In this chapter, I have discussed the historical developments that led to sentence combining. Additionally, I have discussed theories from linguistics, psychology, and classical rhetoric relevant to sentence combining. Finally, I have reviewed studies in both sentence-combining research and revision research.

In Chapter III, I will discuss the subjects, teachers, materials, procedures, design and analyses, dependent measures, and scoring procedures.

CHAPTER III

Method

In this chapter, I describe the subjects, teachers, materials, procedures, design and analyses, dependent measures, and scoring procedures.

Subjects

Six intact Phase IIIA classes, a total of 133 students, from three Howard County, Maryland, high schools began the study (see Appendix A for a description of the Howard County Secondary English Phase Program). Because of failure to complete composition assignments, illness, and moving, 112 students completed the study.

On measures of growth, income, and educational achievement; Howard County exceeds the national average. It is ranked fourth in the nation for growth (Howard County Public Schools, 1987b), and it has a mean household income of $49,000 (Regional Planning Council, 1987). At the participating high schools, no more than five percent of the students were eligible for free or reduced-price lunch. Lastly, approximately 83 percent of Hounty County high school graduates pursue post-secondary training with 61 percent of this group attending four-year institutions (Howard County Public Schools, 1987b).

I randomly assigned six intact classes to one of the three treatment conditions: 1.) an experimental group one (two classes) which received instruction in sentence combining applied to revision; 2.) an experimental group two (two classes) which received instruction in sentence combining alone; and 3.) a control group (two classes) which received instruction based on the standard Phase IIIA English curriculum.

I selected ninth-grade and tenth-grade students for two major reasons: 1.) this population represents a logical group with which to extend the results generated with seventh graders (Mellon, 1967, 1969; O'Hare, 1971, 1973; Combs, 1975, 1976; Pederson, 1978) and with college freshmen (Daiker et al., 1978, 1979a; Stewart, 1978); and 2.) this population represents a logical group because ninth graders in the State of Maryland are reviewing the composing

process in preparation for the Maryland Writing Test (Maryland State Department of Education, 1984, 1988b). The Maryland Writing Test (Maryland State Department of Education, 1984, 1988b) is administered only to ninth-grade students and students who failed the writing test in ninth grade. Thus, it is the general rule that all Phase IIIA English students review the composing process in preparation for the Maryland Writing Test (Maryland State Department of Education, 1984, 1988b), and that Phase IIIA English teachers design their instruction to meet the needs of English students functioning on a ninth-grade level.

Teachers

From a pool of six teachers, I selected three teachers to participate in the study. I made that selection on the basis of three criteria: 1.) supervisors' ratings; 2.) years of experience in the school system; and 3.) teaching schedules which included at least two Phase IIIA English classes. Additionally, I randomly assigned teachers to treatment conditions. Two of the teachers each taught an experimental group one and an experimental group two class, and the third teacher taught the two control classes. The two control classes participated in all pretests and posttests but received no special instruction in sentence combining or revision beyond that indicated in the Phase IIIA English curriculum.

Materials

The materials for the study consisted of 1.) pretests; 2.) textbooks; 3.) an experimental group one instructional unit in sentence combining applied to revision; 4.) an experimental group two instructional unit in sentence combining alone; 5.) a control group instructional unit based on the standard Phase IIIA English curriculum; 6.) a posttest; and 7.) a delayed posttest.

Pretests

The teachers participating in the study administered three pretests to all students: 1.) two explanatory compositions designed to determine students' writing ability measured by syntactic fluency and overall writing quality; and 2.) a sentence-combining pretest designed to determine

students' prior knowledge about sentence combining. (see Appendix B for the two explanatory composition pretests and the sentence-combining pretest).

Validity of the explanatory composition pretests. At the high school level, students are expected to be able to provide explicit evidence for their major arguments (Britton, Burgess, Martin, McLeod, & Rosen, 1975; Maryland State Department of Education, 1984, 1988a, 1988b; NAEP, 1977a, 1977b). The explanatory domain provides a valid test of students' ability to provide such evidence (Maryland State Department of Education, 1984, 1988b; NAEP, 1977a, 1977b). Additionally, I constructed the explanatory composition pretests for the present study based on a standard and accepted writing prompt (Maryland State Department of Education, 1984, 1988b; NAEP, 1977a, 1977b).

Reliability of the explanatory composition pretests. First, I matched the mode on the two explanatory composition pretests to increase reliability (Combs, 1975, 1976; O'Hare, 1971, 1973; Pederson, 1978). Second, writing researchers have argued that T-unit analyses of words per T-unit, words per clause, and clauses per T-unit are highly reliable measures (Combs, 1975, 1976; Hillocks, 1986; Hunt, 1965, 1970, 1977; Lloyd-Jones, 1977; Mellon, 1967, 1969; Odell, 1977; O'Donnell et al., 1967; O'Hare, 1971, 1973; Pederson, 1978). Because the T-unit is a standard and accepted measure, I empolyed only the first explanatory composition pretest in the assessment of students' syntactic fluency. Third, I employed four procedures suggested by Cooper (1977) and Brown (1981) to enhance the reliability of the forced choice holistic scoring: 1.) selecting raters from similar backgrounds; 2.) providing thorough training; 3.) employing a specific scoring rubric; and 4.) assessing multiple writing samples. In order to provide a more accurate assessment of students' overall writing quality (Brown, 1981; Cooper, 1977), I employed both the first explanatory composition pretest and the second explanatory composition pretest.

I reported the interrater reliability for the two explanatory composition pretests in Table 1.

As indicated in Table 1, the two raters agreed on at least 90% of the triads they rated as high. On their choice of middle and low compositions , the two raters agreed on at least 80% of

the triads. A third trained rater naive to the forced choice holistic scoring resolved disputed assessments.

Table 1

Interrater Reliability: Explanatory Composition Pretests

Composition	Pretest 1	Pretest 2
Score		
High	90%	95%
Middle	80%	95%
Low	80%	95%

Validity of the sentence-combining pretest. I designed the sentence-combining pretest to determine students' prior knowledge of the syntactic manipulations found in the sentence-combining textbook (O'Hare, 1985) used in the present study. I constructed the pretest problems from models found in the first edition (O'Hare, 1975) of this textbook which parallel those used in the second edition of this text (O'Hare, 1985). I controlled the pretest problems for syntax and content. Finally, two university professors, experts in language and linguistics, assessed the validity of the sentence-combining pretest.

Reliability of the sentence-combining pretest. First, I matched the pretest problems (O'Hare, 1975) with the transformations required to solve the sentence problems found in the last three chapters of the text used in both sentence-combining instructional units (O'Hare, 1985): 1.) the experimental group one instructional unit in sentence combining applied to revision and 2.) the experimental group two instructional unit in sentence combining alone. Second, because

acceptable solutions to sentence-combining problems vary, the participating teachers and I met prior to the study and agreed on what solutions would be acceptable.

Textbooks

Two of the teachers participating in the study assigned each student in experimental group one which received the instructional unit in sentence combining applied to revision and each student in experimental group two which received only the instructional unit in sentence combining a copy of the textbook Sentencecraft: A Course in Sentence Combining (O'Hare, 1985). The textbook (O'Hare, 1985) contains sentence-combining problems that require students to combine a series of base sentences into one sentence. O'Hare (1985) organized the twenty-six chapters so that sentence-combining problems progress in difficulty from relatively simple to complex transformations. The third teacher who taught the control group which received the standard Phase IIIA English curriculum assigned each student in the control group a literature textbook.

Instructional Units

I designed all instruction for the experimental and control conditions based on the gradual release of responsibility model suggested by Pearson and Gallagher (1983) (see Figure 3).

Validity of the instructional units. I constructed the experimental group one instructional unit in sentence combining applied to revision and the experimental group two instructional unit in sentence combining alone based on standard and accepted procedures for sentence-combining instruction (Lindemann, 1987; O'Hare, 1975, 1985; Strong, 1973, 1981, 1983). I constructed the control group instructional unit based on standard and accepted procedures for Phase IIIA English instruction (Howard County Public Schools, 1986). While students received different instruction in revision, I designed the instruction related to the explanatory compositions based on standard and accepted procedures for completing compositions in Howard County (Howard County Public Schools, 1986).

Reliability of the instructional units. I planned all instructional units to foster student confidence and to provide frequent feedback of student progress to students and teachers. I also planned the instructional units so that students completed the same type of activity (instruction, quiz, discussion, game,exam, etc.) on the same day.

The Gradual Release of Responsibility Model of Instruction

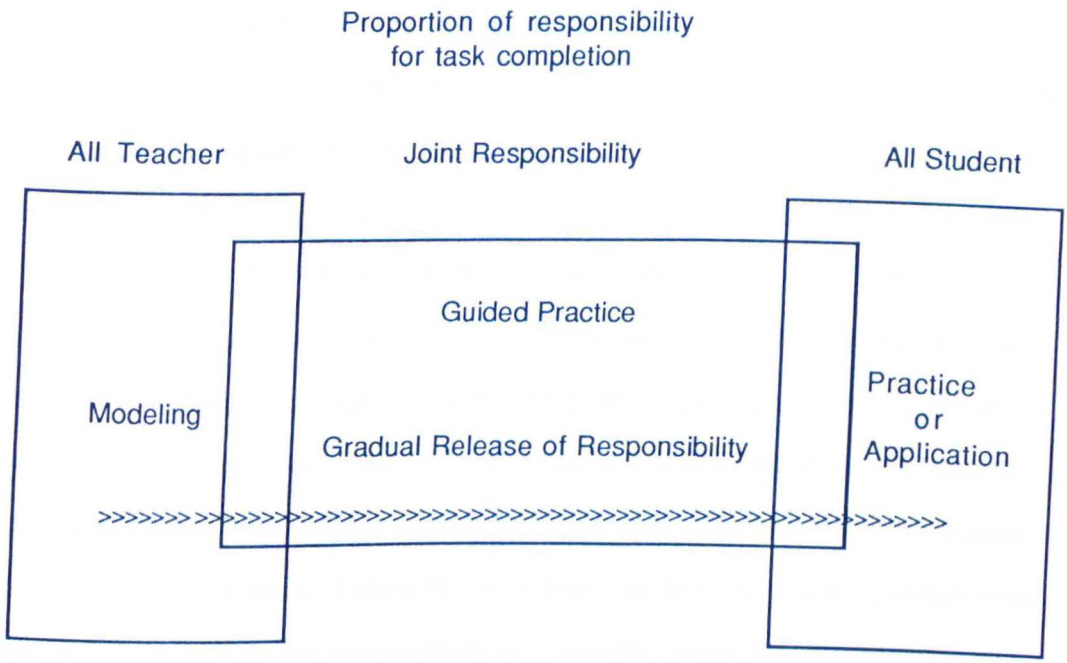


Figure 3. The Gradual Release of Responsibility Model of Instruction
From Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. Contemporary Educational Psychology, 8, 317-144.

The experimental group one Instructional unit in sentence combining applied to revision. Two of the teachers participating in the study taught the four-week instructional unit in sentence combining applied to revision to experimental group one. The teachers spent four weeks on instruction in sentence combining using the text Sentencecraft: A Course in Sentence

Combining (O'Hare, 1985). I planned the experimental group one instructional unit in sentence combining applied to revision to foster student confidence in sentence combining and to provide frequent feedback of student progress to students and teachers. During the fourth week, students wrote a composition which also served as the explanatory composition posttest. Also during the fourth week, the teachers taught students to apply the sentence-combining strategies learned in the sentence-combining unit to the revision process of a composition. The lessons consisted of instruction with a review outline that directed students to analyze drafts of their writing, write additional information in the form of base sentences, and combine that information into existing paragraphs (see Appendix C for the four-week experimental group one instructional unit in sentence combining applied to revision).

The experimental group two instructional unit in sentence combining alone. The same two teachers participating in the study taught the four-week instructional unit in sentence combining alone to experimental group two. The teachers spent four weeks on instruction in sentence combining using the text Sentencecraft: A Course in Sentence Combining (O'Hare, 1985). I planned the experimental group two instructional unit in sentence combining alone to foster student confidence in sentence combining and to provide frequent feedback of student progress to students and teachers. During the fourth week, students wrote a composition which also served as the explanatory composition posttest. Students followed the standard Howard County process for writing compositions which includes prewriting, writing, and revising (see Appendix D for the four-week experimental group two instructional unit in sentence combining alone).

The control group instructional unit based on the standard Phase IIIA English curriculum. The third teacher participating in the study taught the four-week control group instructional unit based on the standard Phase IIIA English curriculum. The teacher spent four weeks on instruction in reading and studying literature. I planned the control group instructional unit to foster student confidence in literature and to provide frequent feedback of student progress to

students and teachers. During the fourth week, students wrote a composition which also served as the explanatory composition posttest. Students followed the standard Howard County process for writing compositions which includes prewriting, writing, and revising (see Appendix E for the four-week control group instructional unit in literature).

Posttest

The teachers participating in the study administered three posttests to all students: 1.) an explanatory composition posttest designed to determine student gains in writing ability measured by syntactic fluency and overall writing quality; 2.) an explanatory composition delayed posttest to determine student gains in writing ability measured by syntactic fluency and overall writing quality; and 3.) a sentence-combining posttest to determine students' gains in sentence-combining ability. (see Appendix F for the explanatory composition posttest and the sentence-combining posttest).

Validity of the explanatory composition posttest. At the high school level, students are expected to be able to provide explicit evidence for their major arguments (Britton et al., 1975; Maryland State Department of Education, 1984, 1988a, 1988b; NAEP, 1977a, 1977b). The explanatory domain provides a valid test of students' ability to provide evidence for their major arguments (Britton et al., 1975; Maryland State Department of Education, 1984, 1988b; NAEP, 1977a, 1977b). Additionally, I constructed the explanatory composition posttest for the present study based on a standard and accepted writing prompt (Maryland State Department of Education, 1984, 1988b; NAEP, 1977a, 1977b).

Reliability of the explanatory composition posttest. First, as with the explanatory composition pretests, I matched the mode on the explanatory composition posttest (Combs, 1975, 1976; O'Hare, 1971, 1973; Pederson, 1978). Second, writing researchers have argued that T-unit analyses of words per T-unit, words per clause, and clauses per T-unit are highly reliable measures (Combs, 1975, 1976; Hillocks, 1986; Hunt, 1965, 1970, 1977; Lloyd-Jones, 1977; Mellon, 1967, 1969; Odell, 1977; O'Donnell et al., 1967; O'Hare, 1971, 1973; Pederson,

1978). Third, writing researchers have argued that forced choice holistic scoring in which a rater decides which one of matched compositions is best is also a highly reliable measure (Combs, 1975, 1976; Cooper, 1977; Daiker et al., 1978, 1979a; O'Hare, 1971, 1973; Pederson, 1978). Additionally, I enhanced the reliability of the forced choice holistic scoring because students completed all four explanatory compositions. This procedure provided a more accurate assessment of students' overall writing quality (Brown, 1981; Cooper, 1977).

I have reported the interrater reliability for the explanatory composition posttest in Table 2. As indicated in Table 2, the two raters agreed on at least 90% of the triads they rated as high. On their choice of middle and low compositions , the two raters agreed on at least 90% of the triads. A third trained rater naive to the forced choice holistic scoring resolved disputed assessments.

Table 2

Interrater Reliability: Explanatory Composition Posttest

Composition	Posttest
Score	
High	90%
Middle	90%
Low	90%

Validity of the sentence-combining posttest. I designed the sentence-combining posttest to determine students' knowledge of the syntactic manipulations found in the sentence-combining textbook (O'Hare, 1985) and taught in the two sentence-combining instructional units: 1.) the experimental group one instructional unit in sentence combining applied to revision; and 2.) the experimental group two instructional unit in sentence combining alone. I constructed the

posttest problems from models found in the first edition (O'Hare, 1975) of this textbook which parallel those used in the second edition of this text (O'Hare, 1985). I controlled for syntax and content in the posttest problems. Finally, two university professors, experts in language and linguistics, assessed the validity of the sentence-combining posttest.

Reliability of the sentence-combining posttest. First, I matched the posttest problems (O'Hare, 1975) with the transformations required to solve the sentence problems found in the last three chapters of the text used in both sentence-combining instructional units (O'Hare, 1985): 1.) the experimental group one instructional unit in sentence combining applied to revision; and 2.) the experimental group two instructional unit in sentence combining alone. Second, because acceptable solutions to sentence-combining problems vary, the participating teachers and I met prior to the study and agreed on what solutions would be acceptable.

Delayed Posttest

The teachers participating in the study administered a delayed explanatory composition posttest to all students. The delayed explanatory composition posttest was designed to determine retention of student gains in writing ability measured by syntactic fluency and overall writing quality. (see Appendix G for the explanatory composition delayed posttest).

Validity of the explanatory composition delayed posttest. At the high school level, students are expected to be able to provide explicit evidence for their major arguments (Britton et al., 1975; Maryland State Department of Education, 1984, 1988a, 1988b; NAEP, 1977a, 1977b). The explanatory domain provides a valid test of students' ability to provide evidence for their major arguments (Britton et al., 1975; Maryland State Department of Education, 1984, 1988b; NAEP, 1977a, 1977b). Finally, I constructed the explanatory composition delayed posttest for the present study based on a standard and accepted writing prompt (Maryland State Department of Education, 1984, 1988b; NAEP, 1977a, 1977b).

Reliability of the delayed explanatory composition posttest. First, as with the explanatory composition pretests and the explanatory composition posttest, I matched the mode on the explanatory composition delayed posttest (Combs, 1975, 1976; O'Hare, 1971, 1973; Pederson, 1978). Second, writing researchers have argued that T-unit analyses of words per T-unit, words per clause, and clauses per T-unit are highly reliable measures (Combs, 1975, 1976; Hillocks, 1986; Hunt, 1965, 1970, 1977; Lloyd-Jones, 1977; Mellon, 1967, 1969; Odell, 1977; O'Donnell et al., 1967; O'Hare, 1971, 1973; Pederson, 1978). Third, writing researchers have argued that forced choice holistic scoring in which a rater decides which one of matched compositions is best is also a highly reliable measure (Combs, 1975, 1976; Cooper, 1977; Daiker et al., 1978, 1979a; O'Hare, 1971, 1973; Pederson, 1978). Additionally, I enhanced the reliability of the forced choice holistic scoring because students completed all four explanatory compositions. This procedure provided a more accurate assessment of students' overall writing quality (Brown, 1981; Cooper, 1977).

I have reported the interrater reliability for the explanatory composition posttest in Table 3. As indicated in Table 3, the two raters agreed on at least 90% of the triads they rated as high. On their choice of middle and low compositions , the two raters agreed on at least 90% of the triads. A third trained rater naive to the forced choice holistic scoring resolved disputed compositions.

Table 3

Interrater Reliability: Explanatory Composition Delayed Posttest

Composition	Delayed Posttest
Score	
High	90%
Middle	95%
Low	90%

Procedures

I planned the study to coincide with the first twelve weeks of the school year. During the first week, teachers reviewed the previous year's work and introduced all students to the high school English program. During the second week, all students completed the explanatory composition pretest. During the third and fourth weeks, the participating teachers taught all students the standard Phase IIIA English curriculum. During the fifth week, all students completed the second explanatory composition pretest. During the sixth, seventh, eighth, and ninth weeks; the participating teachers taught all students the three instructional units: 1.) the experimental group one unit in sentence combining applied to revision; 2.) the experimental group two unit in sentence combining alone; and 3.) the control group instructional unit based on the standard Phase IIIA English curriculum. The participating teachers administered the sentenc-combining pretest and the sentence-combining posttest as part of the instructional units. Also during the ninth week, all students completed the explanatory composition posttest. During the tenth and eleventh weeks, the participating teachers taught all students the standard Phase IIIA

English curriculum. During the twelfth week, all students completed the explanatory composition delayed posttest.

Students participated in the experiment during their standard 55 minute classroom periods. The teachers participating in the study met the classes five days a week. I designed the study schedule to allow flexibility for such disruptions in the school calendar as assemblies, fire drills, and holidays.

Procedures Prior to the Administration of the First Explanatory Pretest

Week one: Days one through five. During the first week of school, the teachers participating in the study reviewed the previous year's work and introduced all students to the high school English program.

Procedures for the First Explanatory Composition Pretest

During the first week of of the study, all students spent one week writing the first explanatory composition pretest.

Week two: Day one. The teachers participating in the study assigned the control group students the explanatory composition delayed posttest. The teachers divided students into groups of four and directed students to brainstorm concerning the topic. Next, the teachers led a large group discussion about the topic. For classwork, the teachers directed students to complete an outline to plan their compositions. For homework, the teachers assigned completion of the introductory paragraph and the first body paragraph.

Week two: Day two. The participating teachers divided students into groups of two and directed students to read and discuss their introductory paragraphs. Next, the teachers led a large group discussion about students' objectives in the first body paragraph. At the same time, the teachers directed three students to write their paragraphs on the board. The teachers led a large group revision of the three body paragraphs written on the board. For classwork, the teachers directed experimental group two and the control group to revise their paragraphs. For homework, the teachers assigned students the completion of the next two body paragraphs.

Week two: Day three. The participating teachers divided students into groups of two and directed students to read and discuss their body paragraphs. Next, the teachers led a large group discussion about students' composition objectives in the second and third body paragraphs. Then, the teachers led a review of the body paragraphs. For classwork, the teachers directed students to review and elaborate their body paragraphs. For homework, the teachers assigned students completion of the conclusion and a general review of the entire composition. For homework, the teachers directed students to bring their first complete draft in final draft form.

Week two: Day four. The participating teachers divided students into groups of two and directed students to discuss their conclusions with respect to organization. Next, the teachers led a large group discussion about the mechanical proficiency expected for the paper. For classwork, the teachers directed students to work together in their small groups and to review their papers for mechanical errors. The teachers also directed students to discuss any other ways in which they might improve their compositions. The teachers directed their students to review their papers. For homework, the teachers assigned the completion of the final draft.

Week two: Day five. The participating teachers led a large group discussion to allow students to ask any questions concerning their compositions. The teachers directed students to review their compositions one last time for mechanics and organization. Then, teachers collected the explanatory composition posttests.

Procedures Between the Administration of the First and Second Explanatory Composition Pretests

Weeks three and four: Days one through five. During the third and fourth weeks, the teachers participating in the study taught all students the standard Phase IIIA English curriculum.

Procedures for the Second Explanatory Composition Pretest

During the fifth week, all students completed the second explanatory composition pretest and the sentence-combining pretest.

Week five: Day one. The teachers participating in the study assigned the control group students the explanatory composition delayed posttest. The teachers divided students into groups of four and directed students to brainstorm concerning the topic. Next, the teachers led a large group discussion about the topic. For classwork, the teachers directed students to complete an outline to plan their compositions. For homework, the teachers assigned completion of the introductory paragraph and the first body paragraph.

Week five: Day two. The participating teachers divided students into groups of two and directed students to read and discuss their introductory paragraphs. Next, the teachers led a large group discussion about students' objectives in the first body paragraph. At the same time, the teachers directed three students to write their paragraphs on the board. The teachers led a large group revision of the three body paragraphs written on the board. For classwork, the teachers directed experimental group two and the control group to revise their paragraphs. For homework, the teachers assigned students the completion of the next two body paragraphs.

Week five: Day three. The participating teachers divided students into groups of two and directed students to read and discuss their body paragraphs. Next, the teachers led a large group discussion about students' composition objectives in the second and third body paragraphs. Then, the teachers led a review of the body paragraphs. For classwork, the teachers directed students to review and elaborate their body paragraphs. For homework, the teachers assigned students completion of the conclusion and a general review of the entire composition. For homework, the teachers directed students to bring their first complete draft in final draft form.

Week five: Day four. The participating teachers divided students into groups of two and directed students to discuss their conclusions with respect to organization. Next, the teachers led a large group discussion about the mechanical proficiency expected for the paper. For classwork, the teachers directed students to work together in their small groups and to review their papers for mechanical errors. The teachers also directed students to discuss any other ways

in which they might improve their compositions. The teachers directed their students to review their papers. For homework, the teachers assigned the completion of the final draft.

Week five: Day five. The participating teachers led a large group discussion to allow students to ask any questions concerning their compositions. The teachers directed students to review their compositions one last time for mechanics and organization. Then, teachers collected the explanatory composition posttests.

Procedures for the Experimental Group One Instructional Unit in Sentence Combining Applied to Revision

During the sixth, seventh, and eighth weeks; two teachers participating in the study taught the experimental group one students the instrucional unit in sentence combining applied to revision.

Week six: Day one. The participating teachers administered the sentence-combining pretest. Then, the teachers introduced the students to the textbook and the problems in Chapter 1. The teachers led students through Chapter 2. The teachers also divided students into pairs that would work together whenever groupwork was assigned. For homework, the teachers assigned the problems in Chapter 3.

Week six: Day two. The participating teachers led a large group check and discussion of Chapter 3. Then, the teachers assigned student pairs to complete the problems in Chapters 4-6. Afterward, the teachers led a large group check and discussion of the sentence problems in Chapters 4-6. For homework, the teachers assigned the even numbered problems in Chapters 7-9.

Week six: Day three. For half the period, the participating teachers assigned student pairs to check Chapters 7-9 and complete Chapter 10. For the second half of the period, the teachers led the students in a group game covering the problems in Chapters 1-10. For homework, the teachers assigned the odd numbered problems in Chapters 11 and 12.

Week six: Day four. The participating teachers led a large group check and discussion of Chapters 11 and 12. For classwork, the teachers assigned student pairs to complete the problems in Chapter 13. For homework, the teachers assigned students to complete all of the problems in Chapter 14 and to prepare for a group quiz on Chapters 1-14.

Week six: Day five. The participating teachers answered student questions about sentence problems contained in Chapters 1-14. Then, the teachers administered the first group quiz to student pairs. The quiz covered sentence problems taken from Chapters 1-14. Next, the teachers checked the quiz with the students and discussed the answers with them. For homework, the teachers assigned students to prepare for a similar forms group quiz the following day.

Week seven: Day one. The participating teachers administered a similar forms quiz to the same student pairs from the previous day. For classwork, the teachers assigned student pairs to complete the problems in Chapters 16 and 17. Then, the teachers led students through a large group check and discussion of Chapters 16 and 17. For homework, the teachers assigned students all the problems in Chapters 18 and 19.

Week seven: Day two. The participating teachers led the class through a large group check and discussion of Chapters 18 and 19. Then, the teachers led the class through the problems in Chapter 20. For homework, the teachers assigned students to write out the solutions to the problems in Chapter 20.

Week seven: Day three. The participating teachers led the students in a game of problems taken from Chapters 1-20. For homework, the teachers assigned students to prepare for an individual quiz on Chapters 1-20.

Week seven: Day four. The participating teachers answered student questions relative to Chapters 1-20. Then, the teachers administered the individual quiz on Chapters 1-20 to students. Afterwards, the teachers led the class in a large group check and a discussion of the

sentence problems included on the test. For homework, the teachers assigned the odd-numbered problems in Chapter 21.

Week seven: Day five. The participating teachers directed student pairs to check the odd numbered problems in Chapter 21. Then, the teachers directed student pairs to complete the even numbered problems in Chapter 22. Next, the teachers led the students in a large group check and discussion of Chapter 22. For homework, the teachers assigned students the odd numbered problems in Chapter 23.

Week eight: Day one. The participating teachers led a large group check and discussion of Chapter 23. Then, the teachers directed student pairs to complete problems 1, 2, 4, 9, 11, 13, and 17 in Chapter 24. Next, the teachers led a large group check and discussion of those problems. For homework, the teachers assigned students to prepare for an individual quiz on Chapters 23 and 24.

Week eight: Day two. After answering questions about the sentence problems in Chapters 23 and 24, the participating teachers administered the individual quiz on Chapters 23 and 24 to students. For homework, the teachers assigned students to complete problems 1, 3, 4, 5, 7, 9, 10, 13, 18, and 19 in Chapter 25.

Week eight: Day three. The participating teachers led a large group check and discussion of the problems assigned in Chapter 25. For classwork, the teachers assigned student pairs to complete problems 2, 6, 8, 11, 12, 14, 15, 16, 17, 20, 21, and 22 in Chapter 25. For homework, the teachers assigned students to prepare for a group game.

Week eight: Day four. The participating teachers led the class in a group game covering Chapters 1-25. For homework, the teachers assigned students to prepare for an exam covering Chapters 1-25 (the sentence-combining posttest).

Week eight: Day five. The participating teachers administered the exam covering Chapters 1-25 which also served as the sentence-combining posttest.

Procedures for the Experimental Group Two Unit in Sentence Combining Alone

During the sixth, seventh, and eighth weeks; two teachers particiapting in the study taught the experimental group two students the instrucional unit in sentence combining alone.

Week six: Day one. The participating teachers administered the sentence-combining pretest. Then, the teachers introduced the students to the textbook and the problems in Chapter 1. The teachers led students through Chapter 2. The teachers also divided students into pairs that would work together whenever groupwork was assigned. For homework, the teachers assigned the problems in Chapter 3.

Week six: Day two. The participating teachers led a large group check and discussion of Chapter 3. Then, the teachers assigned student pairs to complete the problems in Chapters 4-6. Afterward, the teachers led a large group check and discussion of the sentence problems in Chapters 4-6. For homework, the teachers assigned the even numbered problems in Chapters 7-9.

Week six: Day three. For half the period, the participating teachers assigned student pairs to check Chapters 7-9 and complete Chapter 10. For the second half of the period, the teachers led the students in a group game covering the problems in Chapters 1-10. For homework, the teachers assigned the odd numbered problems in Chapters 11 and 12.

Week six: Day four. The participating teachers led a large group check and discussion of Chapters 11 and 12. For classwork, the teachers assigned student pairs to complete the problems in Chapter 13. For homework, the teachers assigned students to complete all of the problems in Chapter 14 and to prepare for a group quiz on Chapters 1-14.

Week six: Day five. The participating teachers answered student questions about sentence problems contained in Chapters 1-14. Then, the teachers administered the first group quiz to student pairs. The quiz covered sentence problems taken from Chapters 1-14. Next, the teachers checked the quiz with the students and discussed the answers with them.

For homework, the teachers assigned students to prepare for a similar forms group quiz the following day.

Week seven: Day one. The participating teachers administered a similar forms quiz to the same student pairs from the previous day. For classwork, the teachers assigned student pairs to complete the problems in Chapters 16 and 17. Then, the teachers led students through a large group check and discussion of Chapters 16 and 17. For homework, the teachers assigned students all the problems in Chapters 18 and 19.

Week seven: Day two. The participating teachers led the class through a large group check and discussion of Chapters 18 and 19. Then, the teachers led the class through the problems in Chapter 20. For homework, the teachers assigned students to write out the solutions to the problems in Chapter 20.

Week seven: Day three. The participating teachers led the students in a game of problems taken from Chapters 1-20. For homework, the teachers assigned students to prepare for an individual quiz on Chapters 1-20.

Week seven: Day four. The participating teachers answered student questions relative to Chapters 1-20. Then, the teachers administered the individual quiz on Chapters 1-20 to students. Afterwards, the teachers led the class in a large group check and a discussion of the sentence problems included on the test. For homework, the teachers assigned the odd-numbered problems in Chapter 21.

Week seven: Day five. The participating teachers directed student pairs to check the odd numbered problems in Chapter 21. Then, the teachers directed student pairs to complete the even numbered problems in Chapter 22. Next, the teachers led the students in a large group check and discussion of Chapter 22. For homework, the teachers assigned students the odd numbered problems in Chapter 23.

Week eight: Day one. The participating teachers led a large group check and discussion of Chapter 23. Then, the teachers directed student pairs to complete problems 1, 2,

4, 9, 11, 13, and 17 in Chapter 24. Next, the teachers led a large group check and discussion of those problems. For homework, the teachers assigned students to prepare for an individual quiz on Chapters 23 and 24.

Week eight: Day two. After answering questions about the sentence problems in Chapters 23 and 24, the participating teachers administered the individual quiz on Chapters 23 and 24 to students. For homework, the teachers assigned students to complete problems 1, 3, 4, 5, 7, 9, 10, 13, 18, and 19 in Chapter 25.

Week eight: Day three. The participating teachers led a large group check and discussion of the problems assigned in Chapter 25. For classwork, the teachers assigned student pairs to complete problems 2, 6, 8, 11, 12, 14, 15, 16, 17, 20, 21, and 22 in Chapter 25. For homework, the teachers assigned students to prepare for a group game.

Week eight: Day four. The participating teachers led the class in a group game covering Chapters 1-25. For homework, the teachers assigned students to prepare for an exam covering Chapters 1-25 (the sentence-combining posttest).

Week eight: Day five. The participating teachers administered the exam covering Chapters 1-25 which also served as the sentence-combining posttest.

Procedures for the Standard Phase IIIA English Curriculum

During the sixth,seventh, and eighth weeks of the study; one teacher participating in the study taught the control group students the Phase IIIA English curriculum. The teacher taught a Phase IIIA instructional unit on Romeo and Juliet. I designed the instructional unit on Romeo and Juliet to correspond to the Phase IIIA curriculum.

Week six: Day one. The participating teacher introduced the students to the play. The teacher previewed Act I and introduced the main characters using the characters' lines. For homework, the teacher assigned students to read Act I, Scenes i-iii.

Week six: Day two. The participating teacher led a large group question and answer session and a discussion fo Act I, Scenes i-iii. Next, the teacher assigned student pairs to

complete the problems in Chapters 4-6. Then, the teacher played a recording of Act I, Scenes i-iii. For homework, the teacher assigned students to read Act I, Scenes iv-v and Act II, Scenes i-ii.

Week six: Day three. At the beginning of the period, the participating teacher assigned student pairs to sumarize the play through Act II, Scenes i-ii. For 20 minutes, the teacher led the students in a group game covering the play through Act II, Scenes i-ii. For homework, the teacher assigned students to read Act ii, Scenes iii-vi.

Week six: Day four. The participating teacher played a recording of Act ii, Scenes i-iii. For classwork, the teacher assigned student pairs to discuss Act ii, Scenes iv-vi. then, the teacher assigned student pairs to discuss Act ii, Scenes iv-vi. Afterward, the teacher led a large group question and answer session of Act II, Scenes iv-vi. For homework, the teacher assigned students to prepare for a group quiz on Acts I-II.

Week six: Day five. The participating teacher led a large group question and answer session of Acts I and II. Then, the teacher adnministered the first group quiz to student pairs. The quiz covered questions taken from Acts I and II. Next, the teacher checked the quiz with the students and discussed the answers with them. Then, the teacher played a recording of Act III, Scene i. For homework, the teacher assigned students to prepare for a similar forms group quiz the following day and to read Act III, Scene i.

Week seven: Day one. The participating teacher adninistered a similar forms quiz to the same student pairs from the previous day. For classwork, the teacher assigned student pairs to discuss Act III, Scene i. Next, the teacher led students through a large group discussion of Act III, Scene i. Then, the teacher played a recording of Act III, Scene ii. For homework, the teacher assigned students to read Act III, Scenes iii-v.

Week seven: Day two. The participating teacher returned the quiz and led a large group discussion about the quiz. The teacher assigned student pairs to discuss Act III, Scenes iii-iv. Next, the teacher led a large group discussion of Act III, Scene v. Then, the teacher played a

recording of Act III, Scenes iii-v. For homework, the teacher assigned students to read Act IV, Scenes i-iii.

Week seven: Day three. The participating teacher led the students in a game of problems taken from Acts I-IV, Scene iii. Next, the teacher played a recording of Act IV, Scenes i-iii. For homework, the teacher assigned students to read Act IV, Scenes iv-v and prepare for a quiz on Acts I-IV.

Week seven: Day four. The participating teacher answered student questions relative to Acts I-IV. Next, the teacher administered the individual quiz on Acts I-IV to students. Then, the teacher led a large group discussion of Act IV, Scenes iv-v. Afterwards, the teacher played a recording of Act IV, Scenes iv-v. For homework, the teacher assigned students to write their prediction of how the play would end and read Act V, Scenes i-ii.

Week seven: Day five. The participating teacher returned the quizzes and led a large group discussion about the quiz. Next, the teacher directed student pairs to discuss their predictions. Then, the teacher directed student pairs to discuss their predictions. Then, the teacher played a recording of Act V. For homework, the teacher assigned students to read Act V, Scene iii.

Week eight: Day one. The participating teacher led a large group discussion of Act V. Next, the teacher led a large group discussion of Romeo and Juliet as a classical tragedy. For homework, the teacher assigned students to begin reviewing the play for the exam and to reread Act I.

Week eight: Day two. The participating teacher presented an introduction to staging Shakespeare's plays. Using students as actors, the teacher presented a short history of the theater, discussed the importance of blank verse in set direction, and staged a short scene from Julius Caesar and Act I of Romeo and Juliet. For homework, the teacher assigned students to prepare two scenes from the play for staging at the next class.

Week eight: Day three. The participating teacher assigned student pairs to discuss how two scenes assigned for homework could be staged. Next, the teacher led a large group discussion concerning staging the scenes. Then, the teacher led a large group discussion concerning staging scenes the students had selected for homework. For homework, the teacher assigned students to comtinue reviewing for the exam.

Week eight: Day four. The participating teacher led the class in a game covering Acts I-V. Then, the teacher administered the sentence-combining posttest. For homework, the teacher assigned students to prepare for an exam on Romeo and Juliet.

Week eight: Day five. The participating teacher administered the Romeo and Juliet exam.

Procedures for the Persuasive Compsition Posttest

During the ninth week, all students completed the explanatory composition posttest. With the exception of the introduction of the review organizer to experimental group one, all students followed the same procedures.

Procedures for the persuasive composition posttest administered to experimental group one. The experimental group one students received instruction in using the review organizer.

Week nine: Day one. The teachers participating in the study assigned the experimental group one students the explanatory composition posttest. The teachers divided students into groups of four and directed students to brainstorm concerning the topic. Next, the teachers led a large group discussion about the topic. For classwork, the teachers directed students to complete an outline to plan their compositions. For homework, the teachers assigned completion of the introductory paragraph and the first body paragraph.

Week nine: Day two. The participating teachers divided students into groups of two and directed students to read and discuss their introductory paragraphs. Next, the teachers led a large group discussion about students' objectives in the first body paragraph. At the same time, the teachers directed between one and three students to write their paragraphs on the board.

Using those student paragraphs written on the board, the teachers taught students to review their paragraphs using the review organizer. For classwork, the teachers directed students to review their paragraphs using the review organizer. For homework, the teachers assigned students the completion of the next two body paragraphs.

Week nine: Day three. The participating teachers divided students into groups of two and directed students to read and discuss their body paragraphs. Next, the teachers led a large group discussion about students' composition objectives in the second and third body paragraphs. The teachers led a large group review of the body paragraphs using the review organizer. For classwork, the teachers directed students to review and elaborate their body paragraphs. For homework, the teachers assigned all students completion of the conclusion and a general review of the entire composition. For homework, the teachers directed students to bring their first complete draft in final draft form.

Week nine: Day four. The participating teachers divided students into groups of two and directed students to discuss their conclusions with respect to organization. Next, the teachers led a large group discussion about the mechanical proficiency expected for the paper. For classwork, the teachers directed students to work together in their small groups and to review their papers for mechanical errors. The teachers also directed students to discuss any other ways in which they might improve their compositions. The teachers directed students to use the review organizer to accomplish this task. For homework, the teachers assigned the completion of the final draft.

Week nine: Day five. The participating teachers led a large group discussion to allow students to ask any questions concerning their compositions. The teachers directed students to review their compositions one last time for mechanics and organization. The teachers directed students to use the review organizer to accomplish this task. Then, teachers collected the explanatory composition posttests.

Procedures for the persuasive composition posttest administered to experimental group two. The experimental group two students received instruction in the standard revision procedures established for the Phase IIIA English curriculum.

Week nine: Day one. The teachers participating in the study assigned the experimental group two students the explanatory composition posttest. The teachers divided students into groups of four and directed students to brainstorm concerning the topic. Next, the teachers led a large group discussion about the topic. For classwork, the teachers directed students to complete an outline to plan their compositions. For homework, the teachers assigned completion of the introductory paragraph and the first body paragraph.

Week nine: Day two. The participating teachers divided students into groups of two and directed students to read and discuss their introductory paragraphs. Next, the teachers led a large group discussion about students' objectives in the first body paragraph. At the same time, the teachers directed three students to write their paragraphs on the board. The teachers led a large group revision of the three body paragraphs written on the board. For classwork, the teachers directed experimental group two and the control group to revise their paragraphs. For homework, the teachers assigned students the completion of the next two body paragraphs.

Week nine: Day three. The participating teachers divided students into groups of two and directed students to read and discuss their body paragraphs. Next, the teachers led a large group discussion about students' composition objectives in the second and third body paragraphs. Then, the teachers led a review of the body paragraphs but did not employ the review organizer. For classwork, the teachers directed students to review and elaborate their body paragraphs. For homework, the teachers assigned students completion of the conclusion and a general review of the entire composition. For homework, the teachers directed students to bring their first complete draft in final draft form.

Week nine: Day four. The participating teachers divided students into groups of two and directed students to discuss their conclusions with respect to organization. Next, the

teachers led a large group discussion about the mechanical proficiency expected for the paper. For classwork, the teachers directed students to work together in their small groups and to review their papers for mechanical errors. The teachers also directed students to discuss any other ways in which they might improve their compositions. The teachers directed their students to review their papers. For homework, the teachers assigned the completion of the final draft.

Week nine: Day five. The participating teachers led a large group discussion to allow students to ask any questions concerning their compositions. The teachers directed students to review their compositions one last time for mechanics and organization. Then, teachers collected the explanatory composition posttests.

Procedures for the persuasive composition posttest administered to the control group. The control group students received instruction in the standard revision procedures established for the Phase IIIA English curriculum.

Week nine: Day one. The teacher participating in the study assigned the control group students the explanatory composition posttest. The teacher divided students into groups of four and directed students to brainstorm concerning the topic. Next, the teacher led a large group discussion about the topic. For classwork, the teacher directed students to complete an outline to plan their compositions. For homework, the teacher assigned completion of the introductory paragraph and the first body paragraph.

Week nine: Day two. The participating teacher divided students into groups of two and directed students to read and discuss their introductory paragraphs. Next, the teacher led a large group discussion about students' objectives in the first body paragraph. At the same time, the teacher directed three students to write their paragraphs on the board. The teacher led a large group revision of the three body paragraphs written on the board. For classwork, the teacher directed experimental group two and the control group to revise their paragraphs. For homework, the teacher assigned students the completion of the next two body paragraphs.

Week nine: Day three. The participating teacher divided students into groups of two and directed students to read and discuss their body paragraphs. Next, the teacher led a large group discussion about students' composition objectives in the second and third body paragraphs. Then, the teacher led a review of the body paragraphs but did not employ the review organizer. For classwork, the teacher directed students to review and elaborate their body paragraphs. For homework, the teacher assigned students completion of the conclusion and a general review of the entire composition. For homework, the teacher directed students to bring their first complete draft in final draft form.

Week nine: Day four. The participating teacher divided students into groups of two and directed students to discuss their conclusions with respect to organization. Next, the teacher led a large group discussion about the mechanical proficiency expected for the paper. For classwork, the teacher directed students to work together in their small groups and to review their papers for mechanical errors. The teacher also directed students to discuss any other ways in which they might improve their compositions. The teacher directed students to review their papers. For homework, the teacher assigned the completion of the final draft.

Week nine: Day five. The participating teacher led a large group discussion to allow students to ask any questions concerning their compositions. The teacher directed students to review their compositions one last time for mechanics and organization. Then, the teacher collected the explanatory composition posttests.

Procedures Between the Administration of the Explanatory Composition Posttest and the Explanatory Composition Delayed Posttest

Weeks ten and eleven: Days one through five. During the tenth and eleventh weeks, the teachers participating in the study taught all students the standard Phase IIIA English curriculum.

Procedures for the Persuasive Compsition Delayed Posttest

During the twelfth week, all students completed the explanatory composition delayed posttest. With the exception of the introduction of the review organizer to experimental group one, all students followed the same procedures.

Procedures for the persuasive composition delayed posttest administered to experimental group one. The experimental group one students received instruction in using the review organizer.

Week twelve: Day one. The teachers participating in the study assigned the experimental group one students the explanatory composition delayed posttest. The teachers divided students into groups of four and directed students to brainstorm concerning the topic. Next, the teachers led a large group discussion about the topic. For classwork, the teachers directed students to complete an outline to plan their compositions. For homework, the teachers assigned completion of the introductory paragraph and the first body paragraph.

Week twelve: Day two. The participating teachers divided students into groups of two and directed students to read and discuss their introductory paragraphs. Next, the teachers led a large group discussion about students' objectives in the first body paragraph. At the same time, the teachers directed between one and three students to write their paragraphs on the board. Using those student paragraphs written on the board, the teachers taught students to review their paragraphs using the review organizer. For classwork, the teachers directed students to review their paragraphs using the review organizer. For homework, the teachers assigned students the completion of the next two body paragraphs.

Week twelve: Day three. The participating teachers divided students into groups of two and directed students to read and discuss their body paragraphs. Next, the teachers led a large group discussion about students' composition objectives in the second and third body paragraphs. The teachers led a large group review of the body paragraphs using the review

organizer. For classwork, the teachers directed students to review and elaborate their body paragraphs. For homework, the teachers assigned all students completion of the conclusion and a general review of the entire composition. For homework, the teachers directed students to bring their first complete draft in final draft form.

Week twelve: Day four. The participating teachers divided students into groups of two and directed students to discuss their conclusions with respect to organization. Next, the teachers led a large group discussion about the mechanical proficiency expected for the paper. For classwork, the teachers directed students to work together in their small groups and to review their papers for mechanical errors. The teachers also directed students to discuss any other ways in which they might improve their compositions. The teachers directed students to use the review organizer to accomplish this task. For homework, the teachers assigned the completion of the final draft.

Week twelve: Day five. The participating teachers led a large group discussion to allow students to ask any questions concerning their compositions. The teachers directed students to review their compositions one last time for mechanics and organization. The teachers directed students to use the review organizer to accomplish this task. Then, teachers collected the explanatory composition posttests.

Procedures for the persuasive composition delayed posttest administered to experimental group two. The experimental group two students received instruction in the standard revision procedures established for the Phase IIIA English curriculum.

Week twelve: Day one. The teachers participating in the study assigned the experimental group two students the explanatory composition delayed posttest. The teachers divided students into groups of four and directed students to brainstorm concerning the topic. Next, the teachers led a large group discussion about the topic. For classwork, the teachers directed students to complete an outline to plan their compositions. For homework, the teachers assigned completion of the introductory paragraph and the first body paragraph.

Week twelve: Day two. The participating teachers divided students into groups of two and directed students to read and discuss their introductory paragraphs. Next, the teachers led a large group discussion about students' objectives in the first body paragraph. At the same time, the teachers directed three students to write their paragraphs on the board. The teachers led a large group revision of the three body paragraphs written on the board. For classwork, the teachers directed experimental group two and the control group to revise their paragraphs. For homework, the teachers assigned students the completion of the next two body paragraphs.

Week twelve: Day three. The participating teachers divided students into groups of two and directed students to read and discuss their body paragraphs. Next, the teachers led a large group discussion about students' composition objectives in the second and third body paragraphs. Then, the teachers led a review of the body paragraphs but did not employ the review organizer. For classwork, the teachers directed students to review and elaborate their body paragraphs. For homework, the teachers assigned students completion of the conclusion and a general review of the entire composition. For homework, the teachers directed students to bring their first complete draft in final draft form.

Week twelve: Day four. The participating teachers divided students into groups of two and directed students to discuss their conclusions with respect to organization. Next, the teachers led a large group discussion about the mechanical proficiency expected for the paper. For classwork, the teachers directed students to work together in their small groups and to review their papers for mechanical errors. The teachers also directed students to discuss any other ways in which they might improve their compositions. The teachers directed their students to review their papers. For homework, the teachers assigned the completion of the final draft.

Week twelve: Day five. The participating teachers led a large group discussion to allow students to ask any questions concerning their compositions. The teachers directed students to review their compositions one last time for mechanics and organization. Then, teachers collected the explanatory composition posttests.

Procedures for the persuasive composition delayed posttest administered to the control group. The control group students received instruction in the standard revision procedures established for the Phase IIIA English curriculum.

Week twelve: Day one. The teacher participating in the study assigned the control group students the explanatory composition delayed posttest. The teacher divided students into groups of four and directed students to brainstorm concerning the topic. Next, the teacher led a large group discussion about the topic. For classwork, the teacher directed students to complete an outline to plan their compositions. For homework, the teacher assigned completion of the introductory paragraph and the first body paragraph.

Week twelve: Day two. The participating teacher divided students into groups of two and directed students to read and discuss their introductory paragraphs. Next, the teacher led a large group discussion about students' objectives in the first body paragraph. At the same time, the teacher directed three students to write their paragraphs on the board. The teacher led a large group revision of the three body paragraphs written on the board. For classwork, the teacher directed experimental group two and the control group to revise their paragraphs. For homework, the teacher assigned students the completion of the next two body paragraphs.

Week twelve: Day three. The participating teacher divided students into groups of two and directed students to read and discuss their body paragraphs. Next, the teacher led a large group discussion about students' composition objectives in the second and third body paragraphs. Then, the teacher led a review of the body paragraphs but did not employ the review organizer. For classwork, the teacher directed students to review and elaborate their body paragraphs. For homework, the teacher assigned students completion of the conclusion and a general review of the entire composition. For homework, the teacher directed students to bring their first complete draft in final draft form.

Week twelve: Day four. The participating teacher divided students into groups of two and directed students to discuss their conclusions with respect to organization. Next, the teacher

led a large group discussion about the mechanical proficiency expected for the paper. For classwork, the teacher directed students to work together in their small groups and to review their papers for mechanical errors. The teacher also directed students to discuss any other ways in which they might improve their compositions. The teacher directed students to review their papers. For homework, the teacher assigned the completion of the final draft.

Week twelve: Day five. The participating teacher led a large group discussion to allow students to ask any questions concerning their compositions. The teacher directed students to review their compositions one last time for mechanics and organization. Then,the teacher collected the explanatory composition posttests.

Design and Analyses

I employed a compromise experimental group-control group design (Kerlinger, 1986) which used three treatment groups: 1.) an experimental group one (two classes) received instruction in sentence combining applied to revision; 2.) an experimental group two (two classes) received instruction in sentence combining alone; and 3.) a control group (two classes) received instruction based on the standard Phase IIIA English curriculum.

To examine the data related to syntactic fluency, I analyzed the explanatory composition posttest and the explanatory composition delayed posttest using a repeated measures analysis of covariance (ANCOVA) with the first explanatory composition pretest as the constant covariate. Prior to using the analysis of covariance , I conducted a test to check the assumption of homogeneity of regression.

To examine the data related to overall writing quality, I analyzed the first explanatory composition pretest, the second explanatory composition pretest, the explanatory composition posttest, and the explanatory composition delayed posttest using a one-way analysis of variance (ANOVA). Prior to using the analysis of variance, I followed a two-step procedure. First, I summed each writer's score for the first explanatory composition pretest, the second explanatory composition pretest, the explanatory composition posttest, and the explanatory composition

delayed posttest. This procedure provides a single composite score of overall writing quality for each student. Second, I used Cronbach's Alpha to examine the internal consistency of the composite scores within each treatment group.

To examine the data related to sentence-combining ability, I analyzed the sentence-combining posttest using an analysis of covariance (ANCOVA). Prior to using the analysis of covariance, I conducted a test to check the assumption of homogeneity of regression.

Dependent Measures

The first set of dependent measures were the three pretests: 1.) the first explanatory composition pretest designed to determine students' writing ability measured by syntactic fluency and overall writing quality; 2.) the second explanatory composition pretest designed to determine students' writing ability measured by overall writing quality; and 3.) the sentence-combining pretest designed to determine students' prior knowledge about sentence combining.

The second set of dependent measures were the two posttests: 1.) the explanatory composition posttest designed to determine student gains in writing ability measured by syntactic fluency and overall writing quality; and 2.) the sentence-combining posttest to determine students' gains in sentence-combining ability.

The third set of dependent measures was the delayed posttest: 1.) the explanatory composition delayed posttest designed to determine student gains in writing ability measured by syntactic fluency and overall writing quality.

Scoring Procedures

In order to assess the three dependent measures of syntactic fluency, overall writing quality, and sentence-combining ability; I followed three separate scoring procedures: 1.) T-unit analyses of the first explanatory composition pretest, the explanatory composition posttest, and the explanatory composition delayed posttest; 2.) a forced choice holistic scoring of the first explanatory composition pretest, the second explanatory composition pretest, the explanatory

composition posttest; and the explanatory composition delayed posttest; and 3.) a scoring of the sentence-combining pretest and the sentence-combining posttest.

To assess syntactic fluency, I analyzed 20 triads of matched compositions for the first explanatory composition pretest, the explanatory composition posttest, and the explanatory composition delayed posttest (180 compositions in all). I did not employ trained raters because T-unit analyses are rule-governed procedures (Hunt, 1965, 1970; Mellon, 1967, 1969; O'Donnell et al., 1967; O'Hare, 1971, 1973). I coded the compositions to mask authorship and treatment condition. For the first explanatory composition pretest, I identified the T-units. Then, I analyzed those T-units for the following measures: 1.) words per T-unit; 2.) clauses per T-unit; and 3.) words per clause (Hunt, 1965, 1970; Mellon, 1967, 1969; O'Donnell et al., 1967; O'Hare, 1971, 1973). For the explanatory composition posttest, I identified the T-units. Then, I analyzed those T-units for the following measures: 1.) words per T-unit; 2.) clauses per T-unit; and 3.) words per clause (Hunt, 1965, 1970; Mellon, 1967, 1969; O'Donnell et al., 1967; O'Hare, 1971, 1973). For the explanatory composition delayed posttest, I identified the T-units. Then, I analyzed those T-units for the following measures: 1.) words per T-unit; 2.) clauses per T-unit; and 3.) words per clause (Hunt, 1965, 1970; Mellon, 1967, 1969; O'Donnell et al., 1967; O'Hare, 1971, 1973).

To assess overall writing quality, three trained raters participated in a forced choice holistic scoring of the the first explanatory composition pretest, the second explanatory composition pretest, the explanatory composition posttest, and the explanatory compositon delayed posttest. I coded the compositions to mask authorship and treatment condition. Two experienced Howard County teachers participated in the forced choice holistic scoring (Combs, 1975, 1976; O'Hare, 1971, 1973; Pederson, 1978). Prior to the forced choice holistic scoring, both raters participated in four two-hour training sessions to establish 1.) a scoring rubric (see Appendix H for the forced choice holistic scoring rubric); and 2.) interrater reliability. For each composition, the raters read 20 triads of matched compositions (the same 20 triads of matched

compositions used in the assessment of syntactic fluency) and assigned the compositions in each triad one of three scores: 1 = high, 2 = middle, and 3 = low. A third trained rater naive to the forced choice holistic scoring resolved disputed assessments.

I have reported the interrater reliability for the explanatory composition pretests, the explanatory composition posttest, and the explanatory composition delayed posttest in Table 4. As indicated in Table 4, the two trained raters achieved agreement levels suggested by Cooper (1977). They agreed on at least 90% of the triads they rated as high. On their choice of middle and low compositions , the two raters agreed on at least 80% of the triads.

Table 4

Interrater Reliability: Forced Choice Holistic Scoring

Composition	Pretest1	Pretest 2	Posttest	Delayed Posttest
Score				
High	90%	95%	90%	90%
Medium	80%	95%	90%	95%
Low	80%	95%	90%	90%

To assess sentence-combining ability, I scored the sentence-combining pretest and the sentence-combining posttest. I coded the test papers to mask authorship and treatment condition. Because acceptable solutions to sentence-combining problems vary, the cooperating teachers and I met prior to the study and agreed on what solutions would be acceptable.

In this chapter, I have described the subjects, teachers, materials, procedures, design and analyses, dependent measures, and scoring procedures.

In Chapter 4, I will present the results.

CHAPTER IV

Results

In this chapter, I present the results of the study in which I examined the effects of sentence-combining instruction applied to revision on the explanatory writing of Phase IIIA English students. In this study, I asked three research questions:

1.) Will students receiving instruction in sentence combining applied to revision demonstrate a greater increase in syntactic fluency than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

2.) Will students receiving instruction in sentence combining applied to revision write compositions that raters will judge better in overall writing quality than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

3.) Will students receiving instruction in sentence combining applied to revision score higher on a sentence-combining posttest than students receiving sentence combining alone or students receiving a standard Phase IIIA English curriculum?

I will present the results for each of the following measures in turn:

1.) the results of the T-unit analyses measuring syntactic fluency;

   a.) the mean number of words per T-unit;

   b.) the mean number of clauses per T-unit; and

   c.) the mean number of words per clause.

2.) the results of the forced choice holistic scoring measuring overall writing quality; and

3.) the results of the sentence-combining pretest and posttest measuring sentence-combining ability.

Syntactic Fluency: T-unit Analyses

For the first explanatory composition pretest, the explanatory composition posttest, and the explanatory composition delayed posttest, I identified and analyzed 20 matched triads of student compositions for three T-unit measures:

1.) the mean number of words per T-unit;

2.) the mean number of clauses per T-unit; and

3.) the mean number of words per clause.

Because the T-unit is a standard and accepted measure of syntactic fluency (Combs, 1975, 1976; Hillocks, 1986; Hunt, 1965, 1970, 1977; Lloyd-Jones, 1977; Mellon, 1967, 1969; Odell, 1977; O'Donnell et al., 1967; O'Hare, 1971, 1973; Pederson, 1978), I did not include the second explanatory composition pretest as a procedure to enhance reliability. However, I did include the second explanatory composition pretest in the assessment of overall writing quality. Cooper (1977) and Brown (1981) have argued that the reliability of a holistic assessment can be enhanced by employing four procedures: 1.) selecting raters from similar backgrounds; 2.) providing thorough training; 3.) employing a specific scoring rubric; and 4.) assessing multiple writing samples. Including the second explanatory composition pretest in the assessment of overall writing quality was an appropriate procedure for that analysis.

Following the T-unit analyses, I examined the effects of time and treatment on the syntactic fluency of three explanatory compositions (the first explanatory composition pretest, the explanatory composition posttest, and the explanatory composition delayed posttest). These analyses addressed the following research question: Will students receiving instruction in sentence combining applied to revision demonstrate a greater increase in syntactic fluency than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

Syntactic Fluency: Explanatory Compositions

I employed a repeated measures analysis of covariance with three levels of the treatment variable (between) and two levels of explanatory compositions (within). The three levels of the between-subject variable correspond to the three treatments: 1.) instruction in sentence combining applied to revision; 2.) instruction in sentence combining alone; and 3.) a standard Phase IIIA English curriculum. The two levels of the within-subjects variable correspond to two explanatory compositions: 1.) the explanatory composition posttest; and 2.) the explanatory composition delayed posttest. The constant covariate was the first explanatory composition pretest.

I will present the results of my analyses in the following order:

1.) the mean number of words per T-unit;

2.) the mean number of clauses per T-unit; and

3.) the mean number of words per clause.

Mean number of words per T-unit. As stated above, I used a repeated measures analysis of covariance with three levels of the treatment variable (between) and two levels of the explanatory composition (within) to compare the mean number of words per T-unit. I used the mean number of words per T-unit for the first explanatory pretest as the constant covariate.

Prior to performing the analysis of covariance, I tested the treatment groups for homogeneity of regression. This initial test indicated that I could assume a common slope for all three treatment groups on both the explanatory composition posttest (F = .3820, ns) and the explanatory composition delayed posttest (F = .8172, ns).

I have summarized the ANCOVA in Table 5.

As indicated in Table 5, the only statistically significant effect is that of the interaction between treatment and compositon.

Table 5

Repeated Measures ANCOVA: Mean Number of Words per T-Unit

Source	SS	df	MS	F
Between subjects		58		
Treatment	37.03943	2	18.51972	2.38
Error (b)	435.64687	56	7.77941	22.06
Within subjects		59		
Compositions	3.27658	1	3.27658	1.11
Treatment X Compositions	24.73633	2	12.36817	4.19*
Error (w)	168.13284	57	2.94970	
Total		117		

*$p < .05$

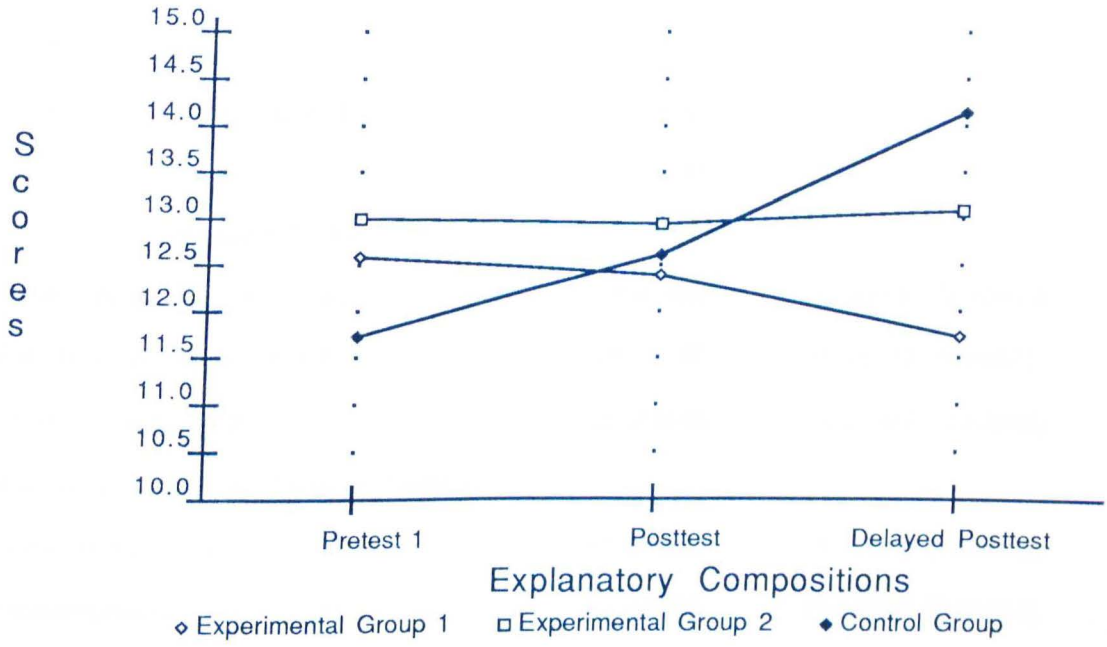
I have graphed the treatment by composition interaction in Table 6.

As can be seen in Table 6, the interaction occurred during the explanatory composition posttest. Pretest means for experimental group two and experimental group one, respectively, exceeded the pretest mean for the control group. On the explanatory composition posttest, both experimental group one and experimental group two demonstrated a loss, but not a statistically significant loss, in the adjusted mean number of words per T-unit. However, the control group demonstrated a gain, but not a statistically significant gain, in the adjusted mean number of words per T-unit. On the explanatory composition delayed posttest, experimental group two

demonstrated a slight gain in the adjusted mean number of words per T-unit; and experimental group one demonstrated a further loss, but not a statistically significant loss, in the adjusted mean number of words per T-unit. Also on the explanatory composition delayed posttest, the control group again demonstrated a gain, but not a statistically significant gain, in the adjusted mean number of words per T-unit.

Table 6

Treatment by Composition Interaction: Mean Number of Words per T-unit



I have presented the means, the adjusted means, and the standard deviations for the treatment by composition interaction in Table 7. As can be seen in Table 7, the control group demonstrated the greatest gains in mean number of words per T-unit. Pretest means for experimental group two and experimental group one, respectively, exceeded the pretest mean for the control group. On the explanatory composition posttest, adjusted means were

roughly equal for all three groups. However, on the explanatory composition delayed posttest, the adjusted mean for the control group exceeded experimental group two and experimental group one, respectively.

Table 7

Means (and Standard Deviations) for the Mean Number of Words per T-Unit

Treatment	M	Adj M (SD)
Explanatory Composition Pretest 1		
Experimental Group 1 (n = 20)	12.59630	N/A
Experimental Group 2 (n = 20)	12.99525	N/A
Control Group (n = 20)	11.72670	N/A
Explanatory Composition Posttest		
Experimental Group 1 (n = 20)	12.47985	12.39448 (2.83539)
Experimental Group 2 (n = 20)	13.25960	12.95712 (3.28071)
Control Group (n = 20)	12.23035	12.61820 (2.92948)
Explanatory Composition Delayed Posttest		
Experimental Group 1 (n = 20)	11.80885	11.72348 (1.73249)
Experimental Group 2 (n = 20)	13.39470	13.09222 (2.08214)
Control Group (n = 20)	13.75770	14.14555 (2.46780)

Finally, I used a Tukey procedure to test all pairwise comparisons for both the explanatory composition posttest and the explanatory composition delayed posttest. The results of the Tukey test for adjusted means on the explanatory composition posttest indicated no pairwise comparisons significant at $p < .05$. However, the results of the Tukey test for adjusted means on

the explanatory composition delayed posttest indicated all pairwise comparisons significant at $p < .05$: 1.) the highest mean (the control group) with the lowest mean (experimental group one); 2.) the highest mean (the control group) with the middle mean (experimental group two); and 3.) the middle mean (experimental group two) with the smallest mean (experimental group one).

Mean number of clauses per T-unit. As stated above, I used a repeated measures analysis of covariance with three levels of the treatment variable (between) and two levels of the explanatory composition (within) to compare the mean number of clauses per T-unit. I used the mean number of clauses per T-unit for the first explanatory pretest as the constant covariate.

Prior to performing the analysis of covariance, I tested the treatment groups for homogeneity of regression. This initial test produced two results: 1.) I could not assume a common slope for all three treatment groups on the explanatory composition posttest ($F = 3.0485$, sig); but 2.) I could assume a common slope for all three treatment groups on the explanatory composition delayed posttest ($F = .716$ ns).

Although the data do not completely fulfill the assumption of homogeneity of regression, I continued my analysis of covariance based on Harris' (1985) discussion of the effects of violations of distributional assumptions in multivariate analyses.

I have summarized the ANCOVA in Table 8.

As indicated in Table 8, there were no statistically significant effects.

Table 8

Repeated Measures ANCOVA: Mean Number of Clauses per T-Unit

Source	SS	df	MS	F
Between subjects		58		
Treatment	.5683	2	.28241	.92
Error (b)	17.26299	56	.30827	.97
Within subjects		59		
Compositions	.35328	1	.35328	1.50
Treatment X Compositions	.60000	2	.30000	1.27
Error (w)	13.45336	57	.23602	
Total		117		

*$p < .05$

Although there were no significant effects, I have presented the means, the adjusted means, and the standard deviations for the main effect of treatment in Table 9 to show the direction of the means.

Table 9

Means (and Standard Deviations) for the Mean Number of Clauses per T-Unit

Treatment	M	Adj M (SD)
Explanatory Composition Pretest 1		
Experimental Group 1 (n = 20)	.45405	N/A
Experimental Group 2 (n = 20)	.51905	N/A
Control Group (n = 20)	.61400	N/A
Explanatory Composition Posttest		
Experimental Group 1 (n = 20)	.64140	.64614 (1.09789)
Experimental Group 2 (n = 20)	.47510	.47573 (.26609)
Control Group (n = 20)	.68535	.67998 (.38641)
Explanatory Composition Delayed Posttest		
Experimental Group 1 (n = 20)	.55330	.58132 (.19466)
Experimental Group 2 (n = 20)	.71365	.71738 (.23580)
Control Group (n = 20)	.86045	.82869 (.33676)

Mean number of words per clause. As stated above, I used a repeated measures analysis of covariance with three levels of the treatment variable (between) and two levels of the explanatory composition (within) to compare the mean number of words per clause. I used the mean number of words per clause for the first explanatory pretest as the constant covariate.

Prior to performing the analysis of covariance, I tested the treatment groups for homogeneity of regression. This initial test produced two results: 1.) I could assume a common slope for all three treatment groups on the explanatory composition posttest ($F = 1.6501$, ns); but

2.) I could not assume a common slope for all three treatment groups on the explanatory composition delayed posttest (F = 4.2284, sig).

Although the data do not completely fulfill the assumption of homogeneity of regression, I continued my analysis of covariance based on Harris' (1985) recommendations. I have summarized the ANCOVA in Table 10.

As indicated in Table 10, the only statistically significant effect is that of treatment.

Table 10

Repeated Measures ANCOVA: Mean number of words per clause

Source	SS	df	MS	F
Between subjects		58		
Treatment	50.66444	2	25.33222	.0004*
Error (b)	158.75239	56	2.83486	
Within subjects		59		
Compositions	4.02637	1	4.02637	1.29
Treatment X Compositions	.04983	2	.02492	.01
Error (w)	177.69269	57	.02492	
Total		117		

*$p < .05$

I have presented the means, the adjusted means, and the standard deviations for the main effect of treatment in Table 11. As can be seen in Table 11, the control group demonstrated

the greatest gains in mean number of words per clause. The pretest mean for experimental group one exceeded pretest means for experimental group two and the control group, which were nearly equal. On the explanatory composition posttest, the adjusted means for the control group exceeded experimental group two and experimental group one, respectively. However, on the explanatory composition delayed posttest, the adjusted mean for the control group again exceeded experimental group two and experimental group one, respectively.

Table 11

Means (and Standard Deviations) for the Mean Number of Words per Clause

Treatment	M	Adj M (SD)
Explanatory Composition Pretest 1		
Experimental Group 1 (n = 20)	7.8370	N/A
Experimental Group 2 (n = 20)	7.4717	N/A
Control Group (n = 20)	7.4671	N/A
Explanatory Composition Posttest		
Experimental Group 1 (n = 20)	6.90510	6.78377 (1.89619)
Experimental Group 2 (n = 20)	7.69835	7.69687 (2.12482)
Control Group (n = 20)	8.23045	8.35326 (1.91594)
Explanatory Composition Delayed Posttest		
Experimental Group 1 (n = 20)	7.21420	7.09522 (1.31389)
Experimental Group 2 (n = 20)	8.09910	8.09765 (1.91826)
Control Group (n = 20)	8.61965	8.74008 (1.55077)

Finally, I used a Tukey procedure to test all pairwise comparisons for both the explanatory composition posttest and the explanatory composition delayed posttest. The results of the Tukey test for adjusted means on the explanatory composition posttest indicated all pairwise comparisons significant at $p < .05$: 1.) the highest mean (the control group) with the lowest mean (experimental group two); 2.) the highest mean (the control group) with the middle mean (experimental group one); and the middle mean (experimental group one) with the smallest mean (experimental group two). Also, the results of the Tukey test for adjusted means on the explanatory composition delayed posttest also indicated all pairwise comparisons significant at $p < .05$: 1.) the highest mean (the control group) with the lowest mean (experimental group one); 2.) the highest mean (the control group) with the middle mean (experimental group two); and 3.) the middle mean (experimental group two) with the smallest mean (experimental group one).

Overall Writing Quality: Forced Choice Holistic Scores

To assess the overall writing quality of the first explanatory composition pretest, the second explanatory composition pretest, the explanatory composition posttest, and the explanatory composition delayed posttest; two trained English teachers completed a forced choice holistic scoring procedure (O'Hare, 1971, 1973). On a specific scoring rubric (see Appendix I), they assessed 20 matched triads of student compositions and assigned the compositions in each triad one of three scores: 1 = high, 2 = middle, and 3 = low.

In order to enhance reliability, I included the second explanatory composition pretest in this assessment of overall writing quality. While the T-unit is a standard and accepted measure of syntactic fluency (Combs, 1975, 1976; Hillocks, 1986; Hunt, 1965, 1970, 1977; Lloyd-Jones, 1977; Mellon, 1967, 1969; Odell, 1977; O'Donnell et al., 1967; O'Hare, 1971, 1973; Pederson, 1978), Cooper (1977) and Brown (1981) have argued that the reliability of an holistic assessment can be enhanced by employing four procedures: 1.) selecting raters from similar backgrounds; 2.)

providing thorough training; 3.) employing a specific scoring rubric; and 4.) assessing multiple writing samples. Including the second explanatory composition pretest in this assessment of overall writing quality was an appropriate procedure for this analysis.

Following the forced choice holistic scoring, I examined the effects of treatment on the forced choice holistic scores of the four explanatory compositions (the first explanatory composition pretest, the second explanatory composition pretest, the explanatory composition posttest, and the explanatory composition delayed posttest). This analysis addressed the following research question: Will students receiving instruction in sentence combining applied to revision write compositions that raters will judge better in overall writing quality than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

In order to analyze the data, I followed a three-step process. First, I summed each writer's score for the first explanatory composition pretest, the second explanatory composition pretest, the explanatory composition posttest, and the explanatory composition delayed posttest. This procedure provides a single composite score of overall writing quality. Second, I examined the internal consistency of the forced choice holistic scores within each of the three treatment groups: 1.) experimental group one which received instruction in sentence combining applied to revision; 2.) experimental group two which received instruction in sentence combining alone; and 3.) the control group which received the standard Phase IIIA English curriculum. I used Cronbach's Alpha to examine the internal consistency of those scores within each of the three treatment groups. Third, I used a one-way analysis of variance (ANOVA) to examine overall writing quality.

In Table 12, I have presented the Alpha coefficients for each treatment. As indicated in Table 12, this initial test suggested moderately consistent scores within each treatment group. This moderate level of consistency within each treatment group allowed me to employ a one-way analysis of variance (ANOVA) to examine overall writing quality.

Table 12

Cronbach's Alpha: Forced Choice Holistic Scoring

Treatment	Alpha
Experimental Group 1	.57014
Experimental Group 2	.44520
Control	.41259

In Table 13, I have summarized the ANOVA.

As indicated in Table 13, the statistically significant effect is that of treatment.

Table 13

ANOVA: Forced Choice Holistic Scores

Source	SS	df	MS	F
Treatment	45.0333	2	22.5167	5.999*
Error	213.9500	57	3.7535	.97
Total	258.9833	59	4.3900	

*$p < .05$

I have presented the means and standard deviations for the main effect of treatment in Table 14. As indicated in Table 14, raters assigned a majority of control group compositions the best score (1 = high, 2 = middle, 3 = low). Raters assigned the next highest set of scores to experimental group two, and the lowest set of scores to experimental group one.

Table 14

Means (and Standard Deviations) for the Composite Forced Choice Holistic Score

Treatment	M(SD)
Experimental Group 1 (n = 20)	8.7500 (2.2682)
Experimental Group 2 (n = 20)	8.5000 (1.7622)
Control Group (n = 20)	6.8000 (1.7351)

Finally, I used a Tukey procedure to test all pairwise comparisons. The results of the Tukey test indicated two pairwise comparisons significant at $p < .05$: 1.) the highest mean (experimental group one) with the lowest mean (the control group); and 2.) the highest mean (experimental group one) with the middle mean (experimental group two).

Sentence-Combining Ability

All students in the three treatment groups completed the sentence-combining pretest and the sentence-combining posttest. This allowed me to address the following research question: Will students receiving instruction in sentence combining applied to revision score higher on a sentence-combining posttest than students receiving receiving sentence combining alone or students receiving a standard Phase IIIA English curriculum?

In order to analyze students' sentence-combining ability as measured by the sentence-combining pretest and the sentence-combining posttest, I used an analysis of covariance with

three levels of the treatment variable (between) and one level of sentence-combining assessment (within). The three levels of the between-subject variable correspond to the three treatments: 1.) instruction in sentence combining applied to revision; 2.) instruction in sentence combining alone; and 3.) a standard Phase IIIA English curriculum. The one level of the within-subjects variable corresponds to the sentence-combining posttest. I used the sentence-combining pretest as the covariate.

Prior to performing the analysis of covariance, I tested the treatment groups for homogeneity of regression. This initial test indicated that I could assume a common slope for all three treatment groups on the sentence-combining posttest (F = .2522, ns).

I have summarized the ANCOVA in Table 15. As indicated in Table 15, the statistically significant effect is that of treatment.

Table 15

ANCOVA: Sentence-Combining Pretest and Posttest

Source	SS	df	MS	F
Treatment	7066.43214	2	3533.2607	198.61*
Error	1921.24271	108	17.78928	
Total	8987.6748	110		

*$p < .05$

I have presented the means and the adjusted means for the main effect of treatment in Table 16. As indicated in Table 16, experimental group one and experimental group two both scored better than the control group on the sentence-combining posttest.

Table 16

Means (and Standard Deviations) for the Sentence-Combining Pretest and Posttest

Treatment	M	Adj M(SD)
Sentence-Combining Pretest		
Experimental Group 1 (n = 37)	1.7297	N/A
Experimental Group 2 (n = 37)	1.1081	N/A
Control Group (n = 38)	1.8684	N/A
Sentence-Combining Posttest		
Experimental Group 1 (n = 37)	18.59459	18.51544 (5.02471)
Experimental Group 2 (n = 37)	17.86486	18.09655 (5.07260)
Control Group (n = 38)	1.63158	1.48307 (2.77461)

Finally, I used a Tukey procedure to test all pairwise comparisons. The results of the Tukey test indicated two pairwise comparisons significant at $p < .05$: 1.) the highest mean (experimental group one) and lowest mean (the control group); and 2.) the middle mean (experimental group two) and lowest mean (the control group).

In this chapter, I have presented the results of the study in which I examined the effects of sentence-combining instruction applied to revision on the explanatory writing of Phase IIIA English students.

In Chapter 5, I will discuss the results, the limitations of the study, and the implications for further inquiry.

CHAPTER V

Summary and Discussion

In this chapter, I present a summary of the research study and methods, a discussion of the results, the limitations of the study, and the implications of this study for further inquiry.

A Summary of the Research Study

In order to improve the proficiency of developing writers, writing researchers (de Beaugrande, 1982; Bereiter, 1980; Combs, 1975, 1976; Daiker, Kerek, & Morenberg, 1978, 1979a; Flower, 1981; Graves & Piché, 1989; Hayes & Flower, 1980; Flower and Hayes, 1980, 1981; Hillocks, 1986; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978; Scardamalia & Bereiter, 1982, 1986) have suggested that teachers provide writing instruction focused on: 1.) the rhetorical and the cognitive procedures involved in writing; and 2.) syntactic manipulation. To improve the procedural efficiency of developing writers, writing researchers (de Beaugrande,1982; Flower, 1981; Scardamalia & Bereiter, 1982) have advocated that teachers provide both direct instruction and individual instruction in the rhetorical and the cognitive procedures essential to proficient writing . To improve syntactic manipulation, writing researchers (Scardamalia & Bereiter, 1986; Combs, 1975, 1976; Daiker et al., 1978, 1979a; Graves & Piché, 1989; Hillocks, 1986; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have suggested that teachers also provide instruction in sentence combining. With seventh-grade writers and college freshmen writers, writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have reported statistically significant gains in both syntactic fluency and overall writing quality.

In conjunction with their efforts to improve the proficiency of developing writers , writing researchers (Bartlett,1982; Beach,1979; Benton & Blohm,1986; Bracewell, Bereiter, & Scardamalia, 1979; Bracewell, Scardamalia, & Bereiter, 1978; Bridwell,1980a, 1980b; Buxton,1958; Calkins, 1979, 1980, 1981; Daiute, 1986; Emig, 1971; Hansen, 1978; Hillocks, 1982; Hull, 1981; Kamler, 1980; Kaufer et al.,1986; NAEP, 1977a, 1977b; Perl, 1979; Pianko,

1979; Scardamalia, Bereiter, Gartshore, & Cattani,1980; Sommers, 1978; Stallard, 1974) have also examined the revision process. In their examination of revision, the majority of writing researchers (Bartlett,1982; Beach,1979; Bracewell, Bereiter, & Scardamalia, 1979; Bracewell, Scardamalia, & Bereiter, 1978; Bridwell,1980a, 1980b; Buxton,1958; Calkins, 1979, 1980, 1981; Emig, 1971; Hansen, 1978; Hillocks, 1982; Hull, 1981; Kamler, 1980; NAEP, 1977a, 1977b; Perl, 1979; Pianko, 1979; Scardamalia, Bereiter, Gartshore, & Cattani,1980; Sommers, 1978; Stallard, 1974) have reported two general findings:

1.) that many developing writers don't revise; and

2.) that when developing writers do revise, they produce either no improvement or negative results in their writing.

In contrast, other writing researchers (Benton & Blohm,1986; Daiute, 1986; Kaufer et al.,1986) who have examined revision as part of a recursive writing process (Hayes and Flower, 1980) have suggested the follwing:

1.) that writing is a set of cognitive procedures;

2.) that like other cognitive procedures involved in writing, teachers can improve the revision of developing writers through both direct instruction and individual instruction; and

3.) that teachers might prompt students to revise using a a prompter or an organizer.

In this study, I examined the effects of sentence-combining instruction applied to revision on the explanatory writing of Phase IIIA English students. In this study, I asked three research questions:

1.) Will students receiving instruction in sentence combining applied to revision demonstrate a greater increase in syntactic fluency than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

2.) Will students receiving instruction in sentence combining applied to revision write compositions that raters will judge better in overall writing quality than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

3.) Will students receiving instruction in sentence combining applied to revision score higher on a sentence-combining posttest than students receiving sentence combining alone or students receiving a standard Phase IIIA English curriculum?

A Summary of the Research Methods

In this section I will summarize the research methods in relation to the research questions.

Subjects

In order to examine the effects of sentence-combining instruction applied to revision on the explanatory writing of Phase IIIA English students, I randomly assigned six intact classes (112 students) to one of the three treatment conditions: 1.) an experimental group one (two classes) which received instruction in sentence combining applied to revision; 2.) an experimental group two (two classes) which received instruction in sentence combining alone; and 3.) a control group (two classes) which received instruction based on the standard Phase IIIA English curriculum.

Teachers

Three Howard County English teachers taught the three treatment conditions. Two of the teachers each taught an experimental group one and an experimental group two class, and the third teacher taught the two control classes.

Materials

The three teachers participating in the study used the following materials: 1.) the two explanatory composition pretests; 2.) student and teacher copies of Sentencecraft, a sentence-combining textbook (O'Hare, 1975. 1985); 3.) an experimental group one instructional unit in sentence combining applied to revision; 4.) an experimental group two instructional unit in

sentence combining alone; 5.) student and teacher copies of Romeo and Juliet in the literature anthology Adventures in Reading (1982); 6.) a control group instructional unit on Romeo and Juliet based on the standard Phase IIIA English curriculum; 7.) an explanatory composition posttest; and 8.) an explanatory composition delayed posttest.

Procedures

Teachers and students participated in the study for twelve weeks. During the first week of the study, teachers reviewed the previous year's work and introduced all students to the high school English program. During the second week, all students completed the explanatory composition pretest. During the third and fourth weeks of the study, the participating teachers taught all students the standard Phase IIIA English curriculum. During the fifth week of the study, all students completed the second explanatory composition pretest. During the sixth, seventh, eighth, and ninth weeks of the study; the participating teachers taught all students the three instructional units: 1.) the experimental group one unit in sentence combining applied to revision; 2.) the experimental group two unit in sentence combining alone; and 3.) the control group instructional unit based on the standard Phase IIIA English curriculum. The participating teachers administered the sentence-combining pretest and the sentence-combining posttest as part of the instructional units. Also during the ninth week of the study, all students completed the explanatory composition posttest. During the tenth and eleventh weeks of the study, the participating teachers taught all students the standard Phase IIIA English curriculum. During the twelfth week of the study, all students completed the explanatory composition delayed posttest.

Design and Analyses

I employed a compromise experimental group-control group design (Kerlinger, 1986) which used three treatment groups: 1.) an experimental group one (two classes) received instruction in sentence combining applied to revision; 2.) an experimental group two (two classes) received instruction in sentence combining alone; and 3.) a control group (two classes) received instruction based on the standard Phase IIIA English curriculum.

I employed three procedures to analyze data related to each of the three research questions: 1.) to examine syntactic fluency, I analyzed the explanatory composition posttest and the explanatory composition delayed posttest using a repeated measures analysis of covariance (ANCOVA) with the first explanatory composition pretest as the constant covariate; 2.) to examine overall writing quality, I analyzed the first explanatory composition pretest, the second explanatory composition pretest, the explanatory composition posttest, and the explanatory composition delayed posttest using a one-way analysis of variance (ANOVA); and 3.) to examine sentence-combining ability, I analyzed the sentence-combining posttest using an analysis of covariance (ANCOVA)with the sentence-combining pretest as the covariate.

Dependent Measures

I employed three sets of dependent measures: 1.) pretests; 2.) posttests; and 3.) a delayed posttest.

All students completed three pretests: 1.) the two explanatory composition pretests to determine students' writing ability measured by syntactic fluency and overall writing quality; and 2.) the sentence-combining pretest designed to determine students' prior knowledge about sentence combining.

All students completed two posttests: 1.) the explanatory composition posttest designed to determine student gains in writing ability measured by syntactic fluency and overall writing quality; and 2.) the sentence-combining posttest to determine students' gains in sentence-combining ability.

All students completed one delayed posttest: 1.) the explanatory composition delayed posttest designed to determine student gains in writing ability measured by syntactic fluency and overall writing quality.

Scoring

In order to assess the three dependent measures of syntactic fluency, overall writing quality, and sentence-combining ability; I followed three separate scoring procedures: 1.) T-unit

analyses of the first explanatory composition pretest, the explanatory composition posttest, and the explanatory composition delayed posttest; 2.) a forced choice holistic scoring of the first and second explanatory composition pretests, the explanatory composition posttest; and the explanatory composition delayed posttest; and 3.) a scoring of the sentence-combining pretest and the sentence-combining posttest.

A Discussion of the Results

In this section I will summarize the results in relation to the research questions.

Syntactic Fluency

With respect to syntactic fluency, I asked the following question: Will students receiving instruction in sentence combining applied to revision demonstrate a greater increase in syntactic fluency than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

For the question of syntactic fluency, I reported the results derived from three measures of syntactic fluency: 1.) the mean number of words per T-unit; 2.) the mean number of clauses per T-unit; and 3.) the mean number of words per clause. There were two statistically significant effects: 1.) a statistically significant interaction effect between treatment and compositon for the mean number of words per T-unit; and 2.) a statistically significant effect of treatment for the mean number of words per clause. There were no statistically significant effects for the mean number of clauses per T-unit.

Taken together, I would argue that for syntactic fluency there were no meaningful statistical effects. While the control group demonstrated a statistically significant gain in the mean number of words per clause, on the other two measures, they demonstrated either gains confounded by interaction or nonsignificant gains. Similarly, for both experimental groups trends suggest only slight gains; or in some cases (mean number of words per T-unit and mean number of words per clause), trends suggest losses in syntactic fluency. However, neither the gains nor the losses were statistically significant.

It might be argued that while a sufficient number of students completed in the study (n=112), I only analyzed the syntactic fluency of 54% of those students. However, because of the labor intensive nature of the analyses, analyzing a subsample of the subjects' writing is an accepted practice in sentence-combining research (Combs, 1975, 1976; Pederson, 1978). Additionally, I would argue that although the control group appeared to demonstrate the greatest gains in syntactic fluency, those gains were not statistically significant and therefore, not reliable. Essentially, analyzing a subsample of student compositions for syntactic fluency probably did not affect the results. Thus, students in all three treatment groups did not demonstrate meaningful gains.

What then might explain the lack of improvement in syntactic fluency for students in all of the treatment groups? Below I will suggest three possible explanations: 1.) limited instructional time; 2.) intact groups; 3.) prior writing deficiencies. Additionally, I will suggest a possible explanation for the lack of predicted gains by students in experimental group one: 1.) interference from the revision organizer.

Limited instructional time. I would argue that the lack of expected gains in syntactic fluency may have been due to limited instructional time. While both experimental group one and experimental group two demonstrated statistically significant gains in sentence combining ability, the four-week instructional period may not have been sufficient for students to make statistically significant gains in syntactic fluency. Combs (1975, 1976) reported statistically significant gains in syntactic fluency for seventh-grade writers with only 15 weeks of instruction, and Stewart (1978) reported similar gains for college freshmen in only 6 weeks. However, it may well be that there is a minimum length of instruction necessary for sentence-combining instruction to be effective. Additionally, the fact that instruction and testing occurred in the fall precluded the normal reinforcement of instruction that occurs over the course of an entire year. Students may have demonstrated a greater gain in syntactic fluency had they completed a longer instructional unit.

The use of intact groups. I would also argue that in using intact groups, students may not have been comparable in writing ability. In addition to the results generated in this study, my informal reading of the explanatory compositionssuggested that the best writers were in the control group. Had I randomly assigned students to treatment conditions, I could have resolved the initial enequality among treatment groups. As it stands, it is quite possible that the students in all three treatment groups may not have been comparable in writing ability.

Prior writing deficiencies. In addition to the issue of equivalent treatment groups, it is also quite possible that many of the students in all three treatment groups may not have been prepared either for Phase IIIA English or for the explanatory compositions. In addition to developing reliable measures of syntactic fluency, Hunt (1965, 1970) also developed several norms for developing writers. Except for the control group's scores on the first explanatory composition pretest, the students in all three treatment groups produced means of words per T-unit that exceeded the norms set by Hunt for eighth-grade writers (1965, 1970). However, on mean number of clauses per T-unit, all three treatment groups fell short of Hunt's norm for eighth-grade writers. While Hunt (1965, 1970) reported that eighth-grade writers average 1.42 clauses per T-unit, the highest treatment mean for clauses per T-unit was the control group mean (.82869) on the explanatory composition delayed posttest . Additionally, for mean words per clause, Hunt reported that eighth-grade writers averaged 8.1 words per clause. While the control group exceeded that average on the explanatory composition posttest (8.35) and the explanatory composition delayed posttest (8.74), no other treatment group demonstrated means equal to Hunt's norms. Thus, the students in all treatment groups may not have demonstrated predicted gains in syntactic fluency because they began the study short of established eighth-grade norms for syntactic fluency.

In addition, while Mellon (1967, 1969), O'Hare (1971, 1973), Combs (1975, 1976), and Pederson (1978) reported statistically significant gains in syntactic fluency, they did so for seventh-grade writers completing both descriptive and narrative compositions. In this study in

which I examined the writing of ninth and tenth graders, I asked students to complete explanatory compositions appropriate for high school writers. At the high school level, students are expected to be able to provide explicit evidence for their major arguments (Britton, Burgess, Martin, McLeod, & Rosen, 1975; Maryland State Department of Education, 1984, 1988a, 1988b; NAEP, 1977a, 1977b). The explanatory domain provides a valid test of students' ability to provide such evidence (Maryland State Department of Education, 1984, 1988b; NAEP, 1977a, 1977b). However, it may well be that students in all treatment groups may not have demonstrated predicted gains in syntactic fluency because the writing task was not appropriate to their actual level of syntactic development.

Interference from the revision organizer. It is also quite possible that many of the students in experimental group one did not actually use the revision organizer. In informal discussions with the teachers who participated in the study, they observed that their students did not like using the revision organizer. In fact, they observed that several of the students either did not complete the revision organizers or completed them in only a cursory manner. The teachers criticized the revision organizer for taking too much paper and too much time and suggested that I condense the revision organizer and make the questions more specific to the writing task. It may well be that students in all treatment groups may not have demonstrated predicted gains in syntactic fluency because of interference from the revision organizer.

Overall Writing Quality

With respect to overall writing quality, I asked the following question: Will students receiving instruction in sentence combining applied to revision write compositions that raters will judge better in overall writing quality than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

For the question of overall writing quality, there was a statistically significant effect for treatment. Clearly, the control group wrote compositions that raters judged as better in overall quality than the explanatory compositions of either experimental group one or experimental group

two. What then might account for the lack of experimental group gains in overall writing quality? Below I will suggest three possible explanations for the lack of predicted gains in overall writing quality by students in both experimental groups: 1.) limited instructional time; 2.) noncomparable groups; and 3.) inherent problems in forced choice holistic scoring. Additionally, I will suggest a possible explanation for the lack of predicted gains in overall writing quality for students in experimental group one: 1.) problems with the revision organizer.

Limited instructional time. As I pointed out in my discussion of syntactic fluency, the four-week instructional period may not have been sufficient for students to make any measureable gains in overall writing quality. While Combs (1975, 1976) reported statistically significant gains in overall writing quality for seventh-grade writers with only 15 weeks of instruction , Stewart (1978) did not report similar gains for college freshmen completing 6 weeks of instruction. Again, I would also argue that there may well be an instructional threshold beneath which sentence-combining instruction is not effective. Additionally, the fact that instruction and testing occurred in the fall precluded the normal reinforcement of instruction that occurs over the course of an entire year. Students may have demonstrated a greater gain in ovrall writing quality had they completed a longer instructional unit.

Noncomparable treatment groups. The use of intact groups may which have had an important effect on the results of syntactic fluency, may have also had an important effect on the results of overall writing quality. As in my earlier discussion on syntactic fluency, the use of intact groups may have resulted in treatment groups that were not comparable in writing ability. Had I randomly assigned studenst to treatment conditions, the experimental group writers may not have written better compositions, but the three treatment groups may have been comparable in writing ability. After an informal reading of the explanatory compositions in concert with the results generated from this study, I would suggest that the control group included the better writers.

Although teachers and guidance counselors (in conjunction with parents) place students in the appropriate phase level based on each student's "current level of performance and rate of

progress" (Howard County Public Schools, 1988, p. 25), I have observed as a teacher and a parent that those placement procedures vary from school to school. Again, it may well be that these students were not actually prepared for the demands of the Phase IIIA English curriculum.

In reviewing the explanatory compositions, the teachers who participated in the study apologized for what they perceived as the poor quality of many of their students' work. Additionally, the raters who completed the forced choice holistic scoring of the papers also observed that many of the compositions did not meet their expectations for Phase IIIA writers. Some students who wrote well developed explanatory compositon pretests wrote slipshod explanatory composition posttests. Alternately, it seemed that some students who wrote slipshod explanatory pretests wrote excellent explanatory posttests. In informal discussions with the teachers who participated in the study, they too made this observation. It may well be that the ability level and the maturity level of the subject population also affected the results.

Inherent problems in forced choice holistic scoring. Another possible explanation for the lack of gains by experimental groups in overall writing quality might be found in the problems inherent in forced choice holistic scoring. While the raters worked diligently to develop a high levels of interrater reliability, in doing so they had to make compromises. In discussions with raters during training, they candidly observed that they held different perceptions of what constituted a well written composition. Both raters agreed that the best Phase IIIA writers should be able to construct an introduction that stated the writer's thesis, body paragraphs that offered support for the writer's major claims, and a conclusion that reviewed the writer's argument and closed the composition. Additionally, they both agreed that the best Phase IIIA writers should also directly involve the reader in the composition. They seemed to have little trouble defining these characteristics in a scoring rubric and agreeing on compositions that displayed all of these characteristics. However, the problem came with papers that lacked one or more of these characteristics. With those papers that were deficient in either organization, content or both; one rater preferred compositions which demonstrated to the reader a clearly stated thesis, parallel

transitions, and a clearly stated conclusion. With the same papers, the other rater preferred compositions which involved the reader through the use of figurative language.

Because raters needed to agree on a rubric, they agreed on a compromise. They agreed to automatically assign a 1 to the paper that included both adequate organization and audience imvolvement. In training, it became obvious what compositions demonstrated these characteristics, and the raters used these compositions as benchmarks. However, it was more difficult for the raters to score the triads of compositions with serious deficiencies in organization, audience involvement, or both. For those compositions (and in informal discussions with the raters, they observed that the majority of the composition triads fell into this category), the raters decided on a protocol to accompany the rubric. When faced with composition triads that did not meet the rubric, they agreed to choose organization over paragraph development.

When reporting their scores, both raters observed that some of the scores they awarded the compositions were based more on the compromise established in the rubric than their own personal assessment of the composition. However, the nature of holistic scoring in general and forced choice holistic scoring in particular necessitates that raters subordinate their personal assessment of a composition to an established rubric. While holistic scoring and forced choice holistic scoring are standard and accepted methods of assessment (Combs, 1975, 1976; Cooper, 1977; Daiker et a., 1978, 1979a; Lindemann, 1987; O'Hare, 1971, 1973), the compromise necessary to establish interreliability may have affected the results in this particular study.

Interference from the revision organizer. As I suggested in my discussion of the results for syntactic fluency, it is also quite possible that many of the students in experimental group one did not actually use the revision organizer. In informal discussions with the teachers who participated in the study, they observed that their students did not like using the revision organizer. In fact, they observed that several of the students either did not complete the revision organizers or completed them in only a cursory manner. The teachers criticized the revision

organizer for taking too much paper and too much time and suggested that I condense the revision organizer and make the questions more specific to the writing task. It may well be that students in all treatment groups may not have demonstrated predicted gains in overall writing quality because of interference from the revision organizer.

Sentence-Combining Ability

With respect to sentence-combining ability, I asked the following question: Will students receiving instruction in sentence combining applied to revision score higher on a sentence-combining posttest than students receiving sentence combining alone or students receiving a standard Phase IIIA English curriculum?

For the question of sentence-combining ability, the statistically significant effect was that of treatment. Both experimental group one and experimental group two demonstrated statistically significant gains in sentence-combining ability. In this study, I have demonstrated that sentence combining can be taught to this particular sample of Phase IIIA English students. Additionally, I have also demonstrated that it can be done in a four-week, intensive unit.

What then might explain the improvement in sentence-combining ability for students in the experimental groups? Below I will suggest that although the predicted gains by students in both experimental groups might be explained by the Hawthorne effect, sentence combining is a unique instructional method that can be effectively taught to students.

In informal discussions, teachers who taught the experimental groups observed that students seemed to enjoy the sentence-combining unit. As their sentence-combining pretest scores indicate, sentence combining was new to these students. However, the teachers who taught the experimental groups also related that students seemed to enjoy solving the sentence problems. One observed that her students remarked that solving sentence problems was similar to solving mathematical problems. Additionally, both teachers observed that while it was difficult to get students to complete their homework assignments when writing the explanatory compositions, most students completed their homework during the sentence-combining unit. It

may well be that students in the experimental groups made statistically significant gains in sentence combining because of the novelty of the subject. However, it is also quite possible that they made such gains because of the subject itself.

Limitations of this Study

I acknowledge the following limitations of this study: 1.) the subject population; 2.) the use of intact classes; 3.) the problem of noncomparable groups; 4.)the use of limited instructional time; 5.) the use of a subsample of the pretest and the posttest explanatory compositions in the T-unit analyses and the forced choice holistic scoring; 6.) the revision organizer; 7.) the limited teacher training; and 8.) the need for summated rating scales and interviews to assess teacher and student attitudes toward the treatments.

Subjects

In Howard County, Phase IIIA English students are expected to function on a ninth-grade level with respect to reading, writing, speaking, and listening (Howard County Public Schools, 1988). In theory, Phase IIIA English students should represent average, college preparatory students who are on grade level for English. After completing Phase IIIA English, they should be able to complete each consecutive sub-phase of Phase III: IIIB, IIIC, and IIID. English students who have been designated as gifted and talented should be in Phases IIICD, IV, V, or VI while those English students who need extra work on basic English skills should be in Phases I or II. Although teachers and guidance counselors place students in the appropriate phase level based on each student's "current level of performance and rate of progress" (Howard County Public Schools, 1988, p. 25), teachers and parents have observed that those placement procedures are vary from school to school. On measures of syntactic fluency, experimental group one and experimental group two writers did not meet two of Hunt's normative criteria for eighth-grade writers (1965, 1970). The fact that several of the students who participated in this study may have been deficient in their writing ability limits the results of this study.

In my next series of studies, I plan to examine prospective student populations before the study. At a minimum, I plan to assess students on syntactic fluency.

Intact Classes

While Campbell and Stanley (1963), Borg and Gall (1989) and Kerlinger (1986) have advocated random sampling to control for threats to internal and external validity, they have also acknowledged that through the use of certain experimental designs, researchers can control for several of those threats. Due to the scheduling procedures at all three high schools, I could not employ random sampling. The fact that Phase IIIA English students who participated in this study were members of intact classes limits the results of this study.

In an attempt to control for threats to internal and external validity in this study, I employed a compromise experimental group-comtrol group design (Kerlinger, 1986) which used three treatment groups: 1.) and experimental group one (two classes) which received instruction in sentence combining applied to revision; 2.) an experimental group two (two classes) which received instruction in sentence combining alone; and 3.) a control group (two classes) which received instruction based on athe standard Phase IIIA English curriculum.

In addition to examining prospective student populations, in my next series of studies, I plan to explore with school administrators and English faculty the possibility of randomly assigning students to treatment.

Noncomparable Groups

In an attempt to control for noncomparable groups, I analyzed student gains in syntactic fluency using a repeated measures analysis of covariance. For the same reason, I analyzed student gains in sentence-combining ability using an analysis of covariance. Prior to using both analysis of covariance procedures, I conducted a test to determine homogeneity of regression. Although some of the syntactic fluency data did not completely fulfill the assumption of homogeneity of regression, I continued my analysis of covariance based on Harris' (1985) discussion of the effects of violations in multivariate analyses. However, the fact that some of the

syntactic fluency data did not completely fulfill the assumption of homogeneity of regression limits the results of this study.

Again, in my next series of studies, I plan to attempt to control for noncomparable groups by prior examination of prospective student populations and by exploring possibilities of randomly assigning students to treatment.

Limited Instructional Time

I designed the instructional time for the units in sentence combining applied to revision, sentence combining alone, and the standard Phase IIIA English curriculum to cover a four-week period. Because I condensed the instructional time from six weeks (Stewart, 1978) to four weeks, reduced instructional time limits the results of this study.

I designed the four-week units in sentence combining applied to revision, sentence combining alone, and the standard Phase IIIA English curriculum to provide intensive instruction. I designed each lesson to allow teacher to devote the entire class period to either sentence combining or the Phase IIIA English curriculum. I also designed homework assignments to give students further instructional practice. Additionally, it is the general rule in Howard County that high school English teachers employ three to four weeks for instructional units. Therefore, both teachers and students should have found the four-week time period a typical instructional period.

Although Mellon (1967, 1969) and O'Hare (1971, 1973) designed their studies to last a full school year, Combs (1975, 1976) reduced instructional time to10 weeks while Pederson (1978) used 15 weeks and Daiker et al. (1978, 1979a) used 17 weeks. Prior to this study, Stewart (1978) had reported the shortest successful sentence-combining unit. However Mellon (1967, 1969), O'Hare (1971, 1973), Combs (1975, 1976), Pederson (1978), and Daiker et al. (1978, 1979a) designated only a portion of the class period for sentence-combining instruction. Stewart was the only writing researcher to design an intensive unit which included only sentence-combining instruction.

In my next series of studies, I plan to extend the instructional time from four weeks to either one semester or a full school year.

The Pretest-Posttest Subsample

Six intact Phase IIIA English classes (a total of 112 students) completed this study. Because each student wrote four compositions (two explanatory composition pretests, an explanatory composition posttest, and an explanatory composition delayed posttest), I selected 20 triads of student compositions (54% of the total compositions written by the students who completed the study) to analyze for syntactic fluency and to assess for overall writing quality. The fact that I analyzed the syntactic fluency and assessed the overall writing quality of a subsample of compositions limits the results of this study.

Although Mellon (1987, 1969) and O'Hare (1971, 1973) analyzed all the compositions for syntactic fluency, they employed trained raters to assess only a sample of the posttest papers for overall writing quality. Due to limited resources, Mellon (1967, 1969) employed trained raters to score 35 posttest compositions. Similarly, O'Hare employed trained raters to score 30 matched pairs (60 compositions). For syntactic fluency Combs (1975, 1976) analyzed 11 matched pairs of compositions (44 compositions); and Pederson (1978) analyzed 18 matched pairs of compositions (36 compositions). For overall writing quality, Combs (1975, 1976) assessed the same 11 matched pairs of compositions (44 compositions); and Pederson (1978) also assessed the same 18 matched pairs of compositions (36 compositions).

For the first expository composition pretest, the expository composition posttest, and the expository composition delayed posttest; I analyzed 20 matched triads (180 compositions) for syntactic fluency. For the first expository composition pretest, the second explanatory composition pretest, the expository composition posttest, and the expository composition delayed posttest; I also employed 2 trained raters to assess the same 20 triads (240 compositions) for overall writing quality. To improve the reliability of the force choice holistic

scoring (Cooper, 1977), I added the second explanatory composition pretest to the assessment of overall writing quality.

In my next series of studies, I plan either to increase the subsample or analyze and assess all of the student compositions.

The Revision Organizer

I pretested the revision organizer in a pilot study and made several changes to the revision organizer before using it in this study. However, in informal discussions, the teachers who participated in the study related that their students did not like using the revision organizer. They criticized the revision organizer for taking too much paper and too much time. The teachers suggested that I condense the revision organizer and make the questions more specific to the writing task. These problems related to the revision organizer limit the results of this study.

In my next series of studies, I plan to introduce a computer-assisted revision organizer that I have piloted in a subsequent study (Horstman, Hooker, Markley, Cornmesser, 1989) to condense the prompter and to allow teachers to choose from a question set, questions specific to a particular writing task.

Limited Teacher Training

Prior to beginning the study, I met individually with the two teachers who taught the experimental group classes (experimental group one which received instruction in sentence combining applied to revision and experimental group two which received instruction in sentece combining alone) and the one teacher who taught the control group classes (which received instruction in the standard Phase IIIA English curriculum) for two, one-hour traing sessions. Also prior to beginning the study, I held several telephone conferences or met informally with the participating teachers to answer questions about the scripts for the instructional units. While teachers seemed to have few problems following the scripts for the instructional units, in informal discussions with the participating teachers, they related two points: 1.) they needed more

training prior to the study; and 2.) they needed a chance to teach the respective units prior to the study. The limited training time for teachers may have affected the results of this study.

In my next series of studies, I plan to make two important improvements: 1.) increase the training time for participating teachers; and 2.) allow participating teachers to teach the instructional unit at least once prior to the study.

Summated Rating Scales and Interviews

While I maintained daily contact with the teachers who participated in the study, I did not systematically collect data from the teachers or their students concerning their attitudes toward the study. The lack of data concerning these attitudes limits the results of this study.

In my next series of studies, I plan to employ a summated rating scale and interviews to assess both teacher and student attitudes toward sentence combining, sentence combining applied to revision, the sentence-combining instructional units, the standard Phase IIIA English curriculum, the explanatory compositions, and the revision organizer.

To sum up, I acknowledge that there were several limitations to this study. However, I have suggested several procedures to employ in my next series of studies to correct those limitations.

Implications of this Study

In this study, I asked three research questions:

1.) Will students receiving instruction in sentence combining applied to revision demonstrate a greater increase in syntactic fluency than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

2.) Will students receiving instruction in sentence combining applied to revision write compositions that raters will judge better in overall writing quality than students receiving instruction in sentence combining alone or students receiving a standard Phase IIIA English curriculum?

3.) Will students receiving instruction in sentence combining applied to revision score higher on a sentence-combining posttest than students receiving sentence combining alone or students receiving a standard Phase IIIA English curriculum?

Although the data confirmed only the third research question, the present study has implications for rhetorical theory, psychological theory, and further sentence-combining research.

Rhetorical Theory

Despite its limitations, the results of this study strengthen the results writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have reported that suggest links between classical rhetoric and written communication. The statistically significant results for sentence combining ability demonstrated by both experimental groups (experimental group one which received instruction in sentence combining applied to revision and experimental group two which received instruction in sentence combining alone) suggest that writing students can manipulate a syntactically more sophisticated model than that which they bring to the classroom. Classical rhetoricians (Cicero,55 B. C./1949; Quintillian, 100 A.D./1920) argued that by practicing prescribed models, students would learn to reproduce those models. However, the limitations affecting the results for syntactic fluency and overall writing quality suggest the need for further studies examining the effects of instruction in sentence combining applied to revision.

Psychological Theory

Despite its limitations, the results of this study also strengthen the results writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978) have reported that suggest links between psychological theories and written communication. The statistically significant results for sentence combining ability demonstrated by both experimental groups (experimental group one which received instruction in sentence combining applied to revision and experimental group two which received

instruction in sentence combining alone) suggest that writing is a cognitive process that may be explained by the information-processing models proposed by Atkinson and Shifrin (1968) and Newell and Simon (1972). With respect to the Atkinson and Shifrin (1968) model of information processing, the statistically significant results for sentence combining ability suggest that this particular sample of Phase IIIA English studtents can be taught writing practices that may reduce some of the cognitive constraints facing writers. With respect to the Newell and Simon (1972) model of information processing, the statistically significant results for sentence combining ability suggest that this particular sample of Phase IIIA English studtents can also be taught problem-solving strategies that may aid writers in defining writing problems and achieving writing goals. Additionally, these results also suggest that writing is a cognitive process that may be explained by schema theory (Rumelhart, 1980). With respect to schema theory (Rumelhart 1980), the statistically significant results for sentence combining ability suggest that this particular sample of Phase IIIA English studtents can be taught practices that may instantiate schemata important for improving writing at the sentence level.

In relation to both information processing theory and schema theory, the results of this study suggest that this particular sample of Phase IIIA English students may have achieved a level of accuracy (LaBerge &Samuels, 1974) with respect to sentence-combining ability. However, the inability of both experimental group one and experimental group two to demonstate gains in syntactic fluency and overall writing quality may suggest that they did not reach a level of automaticity (LaBerge &Samuels, 1974). The limitations affecting the results for syntactic fluency and overall writing quality suggest the need for further studies examining the effects of instruction in sentence combining applied to revision.

Further Sentence-Combining Research

The statistically significant results for sentence combining ability demonstrated by both experimental groups (experimental group one which received instruction in sentence combining applied to revision and experimental group two which received instruction in sentence combining

alone) validates the sentence-combining abilities reported by other writing researchers (Combs, 1975, 1976; Daiker et al., 1978, 1979a; Mellon, 1967, 1969; O'Hare, 1971, 1973; Pederson, 1978; Stewart, 1978). And while both experimental groups (experimental group one which received instruction in sentence combining applied to revision and experimental group two which received instruction in sentence combining alone) did not demonstrate statistically significant gains in syntactic or overall writing quality, preexisting writing deficiencies may have limited students's writing ability. In any case, the extension of sentence combining to the revision process of ninth-grade and tenth-grade writers remains a subject for further inquiry.

Appendix A

Howard County English Phase System

The Howard County Public Schools offer a non-graded, continuous-phase English curriculum with courses spanning student reading and writing ability from grade 4 through advanced placement level (see Figure 2).

Phases I and II, which are usually completed during middle school, lead to the college preparatory Phase III. What corresponds to academic ninth-grade English is covered in Phase IIIA. What corresponds to academic tenth-grade English is covered in Phase IIIB. What corresponds to academic eleventh-grade English is covered in Phase IIIC. What corresponds to academic twelfth-grade English is covered in Phase IIID. Phases IV through VI are designed for students capable of college-level work. High school students in the gifted and talented program complete Phases IIIC and IIID as ninth graders, Phases IVA and IVB as tenth graders, Phase V as eleventh graders and Phase VI as twelfth graders (Howard County Public Schools, 1988).

"Student placement in the appropriate phase is determined by current level of performance and rate of progress" (Howard County Public Schools, 1988, p.24).

Appendix B

Explanatory Composition Pretests/Sentence-Combiing Pretest

The First Explanatory Composition Pretest

Student Composition

Name_____

Date_____

Writing Topic

Suppose you are planning to spend the day with a friend. However, you both have plans for a different activity. You don't have the money or the time to do both activities. In order to do what you want, you must change your friend's mind. Write a five-paragraph composition explaining to your friend why you should both spend the day at your activity.

Before you begin writing, think about the activity. Think about what your friend will need to know about it. This may include the type of activity, how much fun it might be, or why it would be especially important to do it now. Think about what you really like about this particular activity.

Now write a five-paragraph composition explaining to your friend why you should both spend the day at your activity.

The Second Explanatory Composition Pretest

Student Composition

Name_____

Date_____

Writing Topic

Suppose you are planning to watch television with a friend. However, you both have a different program you want to watch. Both programs are scheduled for the same time slot. In order to see your show, you must change your friend's mind. Write a five-paragraph composition explaining to your friend why you should both watch your favorite television program.

Before you begin writing, think about the television program. Think about what your friend will need to know about it. This may include the type of program, the actors and actresses who star in the program, or the characters they play in the program. Think about what you really like about this particular television program.

Now write a five-paragraph composition explaining to your friend why you should both watch your favorite television program.

Script for the First Explanatory Composition Pretest

Day 1	Day 2	Day 3	Day 4	Day 5
Assign Comp	SG Discuss P1	SG Discuss BP's	SG PTS BP's	Fin Mech Check
SG Brainstorm	LG Revision	LG Revision	LG PTS BP's	Fin Draft Due
LG Discussion	Hmwk: RD of	Write Conclusion	LG Rev Mech	
Outline	2 BP's	Hmwk: Concl	Hmwk: Fin Draft	
Hmwk: RD		of Paper/1st	Due Tomorrow	
Intro + BP 1		Final Draft		

<u>Day 1</u>
Classwork: Assign Composition
Small Group Brainstorm
Large Group Discussion
Outline
<u>Homework: Intro + Body Paragraph 1</u>

On Day 1 assign the composition and discuss the instructions so that the students understand what's expected of them.

To get started, have them form small groups and brainstorm. While in groups, their job is first to decide what is expected of them in the assignment and then to decide how they plan to write the composition. I'd like them to record their small group activity on a web so that they'll have something to use when they begin outlining. Then as a large group discuss the assignment one more time with them to make sure they understand it. Also discuss the choices they've made for writing the composition. I'd like them to go into the assignment as positive as possible. In class, students should construct a rough outline of the paper so that they can begin to write it tonight.

In the last few minutes of class, please discuss the homework: a rough draft of 1.) the introduction to the paper and 2.) the first body paragraph that will support their thesis statement. What we're looking for in the introduction is a lead-in, a discussion that logically narrows the general topic, and a thesis statement that states their opinion. The thesis may be overt in the sense that they state a preference and give

the reasons, or it may be implied. (Examples: I think that Hammond High School will win the football championship because we have the best players, the best coaches, and the most spirited fans. I think that Hammond High School has probably the best chance at winning the football championship.) What we're looking for in the body paragraph is a topic sentence, specific points linked together by transitions, and the whole paragraph closed in some form, be it a stated or an implied conclusion. For homework, students are to compose two things: a rough draft of both the introduction to the paper and the first body paragraph that will support their thesis statement.

Day 2

Classwork: Small Group Discussion of Introduction
Large Group Discussion of Paragraph 1
Large Group Revision
Revision of Paragraph 1

Homework: Rough Draft of 2 Body Paragraphs

When students come into class today, they should get into their small groups to compare introductions. They should be checking for the three components discussed yesterday -- a lead-in, logical discussion that narrows the topic, and a thesis statement that focuses the paper. Then, as a class, read aloud one or two introductions to allow students to compare theirs with others and to make sure that the introductions are on the right track.

Today students are going to revise. Discuss body paragraph 1 to see to what degree students have constructed good, better, or best paragraphs. Similar to yesterday, discussion should center around topic sentences, sub-topics or specific statements supporting the topic sentence, and elaboration and discussion of each specific point. Also discuss the fact that specific points should be linked together by transitions and that

the whole paragraph should be closed in some form, be it a stated or an implied conclusion. Students should then revise their first body paragraph.

For homework, have students complete the other one or two body paragraphs that they planned in their outline.

Day 3
Classwork: Small Group Discussion of Body Paragraphs
Large Group Revision
Revision of Body Paragraphs and Write Conclusion
Homework: Conclusion of Paper and 1st Final Draft of Paper

Begin the class with a small group discussion of the body paragraphs. Students should discuss the issue of body paragraphs linking together with the introduction to form an integrated whole. Do the body paragraphs follow the arguments either stated or implied in the thesis? Are they adequately linked together and to the thesis by transitions? And do they argue with support for their statements, or are they merely assertions?

As a large group, discuss their body paragraphs for support and elaboration. Then, students are to work on revising the body paragraphs and begin work on the conclusion. In conclusions we're looking for two things: a review of the argument and a sign-off -- a way of gracefully telling the reader that the paper is over. The sign-off can be thought provoking or a new view that might be considered in the future; but the reader has to know in words, not just space, that the paper has been concluded.

For homework the first final draft of their paper is due tomorrow. I know that students will probably make changes between Day 4 and Day 5, but it's in their best interest to have their best writing ready tomorrow. I've often found that students see a

rough draft as something that they don't have to spend as much time on; so I usually assign more than one final draft.

Day 4
Classwork:Small Group Primary Trait Scorer of 1 Body Paragraph
Large Group Primary Trait Scorer of 1 Body Paragraph
Large Group Review of Mechanics
Homework:Final Draft Due Tomorrow

Today is the day for last revisions and a general assessment by the students of how well they have written the paper.

In small groups, they should trade and assess one paragraph of each other's papers using the primary trait scorer they used in the sentence-combining unit. While they are working together, xerox two papers so that you can do a primary trait assessment with the entire class. Then as a large group assess one paragraph from each paper, using the primary trait scorer. By doing it twice, they get feedback from one student, from you, and from the whole class. Then answer final questions about mechanics. I recommend doing this as a large group because that will allow students to hear answers to questions that may plague them later but in class they might not yet have considered.

For homework, the final draft is due tomorrow.

Day 5
Classwork:Final Mechanics Check
_____ Final Draft Due

Final drafts are due today. Allow students to go over their papers one last time and make any corrections that they might have missed when writing their final draft. Then collect the papers.

Script for the Second Explanatory Composition Pretest

Day 1	Day 2	Day 3	Day 4	Day 5
Assign Comp	SG Discuss P1	SG Discuss BP's	SG PTS BP's	Fin Mech Check
SG Brainstorm	LG Revision	LG Revision	LG PTS BP's	Fin Draft Due
LG Discussion	Hmwk: RD of	Write Conclusion	LG Rev Mech	
Outline	2 BP's	Hmwk: Concl	Hmwk: Fin Draft	
Hmwk: RD		of Paper/1st	Due Tomorrow	
Intro + BP 1		Final Draft		

Day 1

Classwork: Assign Composition
Small Group Brainstorm
Large Group Discussion
Outline

Homework: Intro + Body Paragraph 1

On Day 1 assign the composition and discuss the instructions so that the students understand what's expected of them.

To get started, have them form small groups and brainstorm. While in groups, their job is first to decide what is expected of them in the assignment and then to decide how they plan to write the composition. I'd like them to record their small group activity on a web so that they'll have something to use when they begin outlining. Then as a large group discuss the assignment one more time with them to make sure they understand it. Also discuss the choices they've made for writing the composition. I'd like them to go into the assignment as positive as possible. In class, students should construct a rough outline of the paper so that they can begin to write it tonight.

In the last few minutes of class, please discuss the homework: a rough draft of 1.) the introduction to the paper and 2.) the first body paragraph that will support their thesis statement. What we're looking for in the introduction is a lead-in, a discussion that logically narrows the general topic, and a thesis statement that states their opinion. The thesis may be overt in the sense that they state a preference and give

the reasons, or it may be implied. (Examples: I think that Hammond High School will win the football championship because we have the best players, the best coaches, and the most spirited fans. I think that Hammond High School has probably the best chance at winning the football championship.) What we're looking for in the body paragraph is a topic sentence, specific points linked together by transitions, and the whole paragraph closed in some form, be it a stated or an implied conclusion. For homework, students are to compose two things: a rough draft of both the introduction to the paper and the first body paragraph that will support their thesis statement.

Day 2

Classwork: Small Group Discussion of Introduction
Large Group Discussion of Paragraph 1
Large Group Revision
Revision of Paragraph 1

Homework: Rough Draft of 2 Body Paragraphs

When students come into class today, they should get into their small groups to compare introductions. They should be checking for the three components discussed yesterday -- a lead-in, logical discussion that narrows the topic, and a thesis statement that focuses the paper. Then, as a class, read aloud one or two introductions to allow students to compare theirs with others and to make sure that the introductions are on the right track.

Today students are going to revise. Discuss body paragraph 1 to see to what degree students have constructed good, better, or best paragraphs. Similar to yesterday, discussion should center around topic sentences, sub-topics or specific statements supporting the topic sentence, and elaboration and discussion of each specific point. Also discuss the fact that specific points should be linked together by transitions and that

the whole paragraph should be closed in some form, be it a stated or an implied conclusion. Students should then revise their first body paragraph.

For homework, have students complete the other one or two body paragraphs that they planned in their outline.

Day 3

Classwork: Small Group Discussion of Body Paragraphs
Large Group Revision
Revision of Body Paragraphs and Write Conclusion
Homework: Conclusion of Paper and 1st Final Draft of Paper

Begin the class with a small group discussion of the body paragraphs. Students should discuss the issue of body paragraphs linking together with the introduction to form an integrated whole. Do the body paragraphs follow the arguments either stated or implied in the thesis? Are they adequately linked together and to the thesis by transitions? And do they argue with support for their statements, or are they merely assertions?

As a large group, discuss their body paragraphs for support and elaboration. Then, students are to work on revising the body paragraphs and begin work on the conclusion. In conclusions we're looking for two things: a review of the argument and a sign-off -- a way of gracefully telling the reader that the paper is over. The sign-off can be thought provoking or a new view that might be considered in the future; but the reader has to know in words, not just space, that the paper has been concluded.

For homework the first final draft of their paper is due tomorrow. I know that students will probably make changes between Day 4 and Day 5, but it's in their best interest to have their best writing ready tomorrow. I've often found that students see a

rough draft as something that they don't have to spend as much time on; so I usually assign more than one final draft.

Day 4

Classwork:Small Group Primary Trait Scorer of 1 Body Paragraph
Large Group Primary Trait Scorer of 1 Body Paragraph
Large Group Review of Mechanics

Homework:Final Draft Due Tomorrow

Today is the day for last revisions and a general assessment by the students of how well they have written the paper.

In small groups, they should trade and assess one paragraph of each other's papers using the primary trait scorer they used in the sentence-combining unit. While they are working together, xerox two papers so that you can do a primary trait assessment with the entire class. Then as a large group assess one paragraph from each paper, using the primary trait scorer. By doing it twice, they get feedback from one student, from you, and from the whole class. Then answer final questions about mechanics. I recommend doing this as a large group because that will allow students to hear answers to questions that may plague them later but in class they might not yet have considered.

For homework, the final draft is due tomorrow.

Day 5

Classwork: Final Mechanics Check
Final Draft Due

Final drafts are due today. Allow students to go over their papers one last time and make any corrections that they might have missed when writing their final draft. Then collect the papers.

Primary Trait Scorer

Primary Trait Score Criteria for Analysis of Writing

Points Possible: 100

Excellent: 20, 19/Very good: 18-16/Acceptable: 15-13/Needs work >12

1. Organization: Has the writer organized the paragraph? Has the writer composed a topic sentence, between two and five sub-topics, and a conclusion? Are the sub-topics adequately supported and integrated into a whole? Worth 20 points.

_____/Comments _____

_____

2. Elaboration: Does the writer demonstrate a depth of understanding about the subject? Does the reader feel that enough was said, but not too much? Worth 20 points. ____/Comments _____

_____

3. Sentence Length: Has the writer varied sentence length? Worth 20 points. _____/Comments _____

_____

4. Flow: Has the writer used adequate transitions to lead the reader through the paragraph? Worth 20 points. _____/Comments _____

_____

5. Mechanics: Has the writer sufficiently revised errors in spelling, capitalization, and punctuation? For each mechanical error subtract 2 points to a maximum of 20.

_____/Comments _____

_____

Sentence-Combining Pretest

Sentence Combining

Name_____
Date_____

Directions: Combine the set of base sentences into a single longer sentence. Write your combined version on the lines provided below each set.

1. SOMETHING suggested to the teacher SOMETHING.

The student couldn't explain. **(the fact that)**

The student was sun-tanned.

The student claimed to have just recovered from open-heart surgery. **(who)**

The doctor was someone. **(who)**

The hospital was located somewhere. **(or where)**

She might have been on a vacation to Florida. **(that)**

The fact that the sun-tanned student who claimed to have just recovered from open-heart surgery couldn't explain who the doctor was and where the hospital was located suggested to the teacher that she might have been on a vacation to Florida.

2. SOMETHING seems likely.

The Appalachians will continue going down. **(it . . . that)**

Its lovely mountains and hills will house a culture. **(, that)**

The culture will be of poverty and despair.

It will become a reservation . **(, and that)**

The reservation will be for the old.

The reservation will be for the apathetic.

The reservation will be for the misfits. **(and)**

It seems likely that the Appalachians will continue going down, that its lovely mountains and hills will house a culture of poverty and dispair, and that it will become a reservation for the old, the apathetic, and the misfits.

3. We start them younger and younger in sports.

We make the most of winning. **(and)**

Winning has become important even with the youngest children now. **(--)**

Winning becomes an end in itself. **(. . . -- + until)**

The end seems to extend to all sports seasons. **(which)**

We start them younger and younger in sports and make the most from winning -- even with the youngest children now -- until winning become an end in itself which seems to extend to all sports seasons.

4. She claimed SOMETHING. **(ing)**

Cycling is an effective method of SOMETHING. **(that)**

It provides recreation. **(ing)**

It strengthens leg muscles. **(ing)**

It reduces back pain. **(, and + ing)**

Mary Smith explained SOMETHING.

Mary Smith is a former Olympic cyclist. **(, . . .,)**

A trained cyslist first learns SOMETHING. **(that)**

One is to make minor bike repairs. **(how to)**

One spends the first " ride". **(ing)**

One fixes flat tires. **(ing)**

It is a technique. **(--)**

The technique is fairly simple.

The technique is essential for any cyclist. **(but)**

Claiming that cycling is an effective method of providing recreation, strengthing leg muscles, and reducing back pain; Mary Smith, a former Olympic cyclist, explained that a trained cyslist first learns how to make bike repairs spending the first "ride" fixing flat tires -- a fairly simple technique but essential for any cyclist.

5. It was just SOMETHING.

I had thought SOMETHING as being impossible. **(that)**

He discovered evidence of Indians living on that site. **(it . . . for. . . to)**

The evidence was conclusive.

It was just the I had thought it as being impossible for him to discover conclusive evidence of Indians living on that site.

Appendix C

Experimental Group One Unit in Sentence Combining Applied to Revision

Text:

O'Hare, F. (1985, 1975). Sentencecraft. Lexington, MA: Ginn and Company.

The First Week: Introduction to Sentence Combining

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
LGIntro to SC	LGChk Ch3	SGChk Ch7-9	LGChk Ch11-12	LGQ Ch1-14
LG Ch1-2	SG Ch4-6	Game Ch1-10	SG Ch13	SG Quiz A
Hmwk: Ch3	LGChk+D	Ch11-12 Hmwk	Hmwk: Ch14	LGChk+D
(Evens)	Hmwk: Ch7-9	(Odds)	(All)	Hmwk: Quiz B
			Quiz A	

Week 1: Day 1

Classwork: Large Group Introduction to Sentence Combining
Chapters 1-2
Homework: Chapter 3 (evens)

The purpose of the first week is to introduce the student to the fundamental workings of sentence combining (SC) -- both cued and uncued.

The first day is an introduction to what the O'Hare text is all about -- transforming base sentences into a single, more complex one. The other very explicit message to be gained by the student is that more than one acceptable sentence (using Chomsky's definition of native speaker's competence to be the final arbiter) can be arrived at through SC. The objective for the student is not only to become more aware that sentences can be transformed from the base sentences but that the student's role as writer is to make editorial decisions as to which of the possibilities he or she will actually choose. In fact, choice is the fundamental message in SC: students are their own editors.

Allow the students to read the **Introduction** and try the **An Experiment** on Roman numeral page V. Discuss as a large group the choices the students make versus your own and the sentences the author thought the most mature, the most like that of a professional writer. Not everyone will agree that sentences B and C are the most mature (As a Hemingway fan I leaned far more in the direction of sentence D when I first read these.), but discuss the merits and demerits of each. Some students will state that B and C are run-ons, but this is no time to discuss the subtleties of absolutes. Tell the students instead that they will be the final arbiters of all sentences prior to any assessments.

Also read aloud to them or have one or more of the students read aloud the section **"What Can You Accomplish Through This Course?"** That section will allow the student to see, once again, the objectives for this unit -- the crafting of sentences into different combinations from which to make editorial decisions in writing.

As a class, work through the first chapter. I suggest reading the directions on page 1 aloud and going over the examples. In this text, a boldface word or other cue at the end of a sentence is the signal to front that information. So in the sample about the Hindenburg, the word (**and**) is brought to the beginning of the third sentence.

A. The blunt nose of the Hindenburg rose from the mooring.

The nose hung a moment in the air.

Then it fell suddenly toward the field. (**and**)

The blunt nose of the Hindenburg rose from the mooring, hung a moment in the air, **and** then fell suddenly toward the field.

Notice that in fronting the (**and**), the series of sentences become simply a series contained within a single sentence. Please don't worry that your students won't be able

to follow the signals or need to have this transformation explained by you. I've found that this textbook works so well with students because they almost immediately assess the problems from an intuitive level, and that's just the theory from which this technique has been developed: a speaker's competence in language precedes his or her performance ability. So all you have to do is to remain positive and most students will be able to follow the directions.

Complete the problems on pages 2-4 together as a large group, asking for as many variants of combinations as the students can develop. Skip the section marked Roman numeral II and as a class work through Chapter 2. **Additions to Sentences: when, where, how.**

Remember that you will have to keep an eye on the clock to insure enough time to go over the directions of those two homework chapters. The only problems I've usually encountered is with students who say they can't follow the directions. Please don't give them the opportunity to fall behind. It may seem like a lot, but most students are able to solve the problems in Chapter 3. **Challenge**. Challenge chapters are interspersed throughout the text and provide a review unit that consolidates the skills learned in previous chapters. This chapter is uncued, but that shouldn't provide too much of a problem for the students. Please assign students the completion of Chapter 3 for tomorrow.

Week 1: Day 2
Classwork: Large Group Check of Chapter 3
Small Group Work Chapters 4-6
Large Group Check and Discuss
Homework: Chapters 7-9 (Evens)

As a large group, check the sentences the students have written to the problems assigned in Chapter 3. It is particularly important that the students develop an

intuitive sense of the recursive nature of nominals. Try to keep the large group check of Chapter 3 to a maximum of 15 minutes so that you can begin working on Chapters 4, 5, and 6 in small groups.

In order to complete Chapters 4. **(the fact that) and (that);** 5. **(it...that);** and 6. **Challenge** assign students to pairs which can serve as small groups throughout the unit. As with assigning the other chapters, discuss the directions; however, by this time you will probably find that the students do not need anyone to read the directions because everyone goes to the sample problems and can see how the sentence "comes together." There may be a couple of students who still have trouble following the cues, and for those students all you need do is put a sample problem on the board and show how the cue words are fronted (Use arrows.).

For homework, assign students the even-numbered problems in Chapters 7. **(who), (what), (where), (when), (why), and (how);** 8. **(it...) and (how...);** and 9. **(...to).** As before, go through the examples with the students. (Don't do them all if they find them relatively easy.) Make sure that they understand what is involved -- either fronting the cued relative pronoun or adverb, inserting <u>it</u> into a complementizer pattern and <u>how</u> as an intensifier, or creating an infinitive phrase. You needn't discuss with them grammatical structure or function unless they already understand, and even then go lightly on it because the gramamar will probably be over their heads. I'd suggest that what works best with SC is to approach the problems as language puzzles which can be sometimes solved in the head while other times need to be worked out on paper, but the sentence problems can be intuitively solved without recourse to any of the formal grammars.

If you find that you have time left over at the end of the period (or any time during the unit), please allow students to begin working in pairs on the homework assignment.

Week 1: Day 3
Classwork:Small Group Check Chapters 7-9
Large Group Discussion
Game Chapters 1-10
Homework:Chapters 11-12 (Odds)

Begin the class by having the students check the homework problems assigned in Chapters 7-9. It is important for them to assess their progress. Students should take about 15 minutes to compare their answers. After 15 minutes discuss their answers; however, please don't use more than 5 minutes because I'd like you to spend the rest of the period examining the students' progress with a game.

Today is your first occasion to assess the students' progress. In order that it be as least threatening as possible, I've planned a game that incorporates several gaming techniques I've used for many years. To begin with, the first rule of this activity is that it has a time limit. In order to allow students to record student scores, assign the homework, and still get students off to their next class on time, today's game has to be limited to 20 minutes. The other rules are these:

Rules for Conducting a Large Group Game

1. Students are to be divided into two groups. You can give them names or do anything else that you have found successful to make them competitive but not vicious.
2. Students may only answer after being called on by the teacher.
3. The teacher who is the official for this activity will not recognize anyone who has not raised his or her hand.
4. Students who call out will have one point for their team deleted.

5. The recognized student will answer. If the answer is correct, the team is awarded a point. If incorrect, the opportunity to answer passes to the first person to raise his or her hand on the other side. If that answer is wrong, the opportunity volleys back and forth until the right answer is given.

6. The teacher may allow more than one correct answer, but that is his or her prerogative.

7. The team that wins will be awarded a quiz grade of an A while the losing team will be awarded a B if it is within three points of the winner. Otherwise the team is awarded a C. Everyone on the team receives the same grade. In order to receive any grade at all for this exercise a student must be called on at least once during the activity.

8. The teacher is the final judge and official, and his or her decision is final. Any disruptions relative to decisions made by the teacher will be construed as calling out and dealt with by a loss of point for that side.

What I have the students do is read the sentence in question -- and I skip around from chapter to chapter -- and then I judge whether it's right or wrong. For this game, I'd suggest that you begin with some of the easier problems in the earlier chapters and then move on to the more challenging problems in Chapter 10. **Challenge.** Although the students have not completed any of these problems, they should be able to complete them. Remember that if the sentence <u>is not exactly</u> the way you'd like to see it, mark it wrong and allow the other side to attack it. I usually make a buzzer sound or sound a horn someone gave me, but anything will do. In requiring what you describe as the best answer, the students see what your expectations will be later when they write problems for you and they aren't in groups. At the end of the game, award the points and make

sure to either record the points in the gradebook at the time or take a roster from each team. I usually assign team captains to accomplish this task.

For homework, assign the odd numbered problems in Chapters 11. **('s), (ing), (ly), and (of)** and 12. **Discover -- Discovery**. You will need to go over the directions with the students because they seem to need more direction on the teen chapters than in others; but with a little practice with selecting the possessive case before the gerunds and other nominalizations, they will be able to solve the problems. You just have to be positive with them and do a couple of the problems with them on the board.

Week 1: Day 4
Classwork: Large Group Check Chapters 11 and 12
Small Group Chapter 13
Chapter 14 Homework
Homework: Quiz A Tomorrow: Chapters 1-14

To begin the class, allow the students to ask questions about the previous night's homework; however, they and not you should have to do the talking. As a large group, check the homework problems. It's important that the students understand how to solve the problems in Chapters 11 and 12 because they are going to complete Chapter 13. **(for. . . to) and (it . . . for . . . to)**.

When you are satisfied that the students are ready to begin Chapter 13, assign them to complete it in student pairs. Please remind them that this exercise is a review for tomorrow's quiz on Chapters 1-14. Allow five minutes at the end of the period to check student answers, but no more. I like to have students begin to depend less on me and more on themselves at this point. Only spend the time going over every question if they really seem to need it.

For homework, assign students to complete all of the problems in Chapter 14 **Challenge**. Just assign the chapter. Don't do any of the problems with them because I want the students to have a chance to struggle with all of them.

Week 1: Day 5
Classwork:Large Group Question Period Chapters 1-14
Small Group Quiz A Chapters 1-14
Large Group Check and Discussion
Homework:Quiz B tomorrow: Chapters 1-14

Again, begin the class by allowing the students to ask questions about the previous night's homework; but as before, they and not you should do the talking. Allow ten minutes for this question period.

After ten minutes, break the class up into pairs and assign problems 2, 4, 5, 9, and 11 from Chapter 14 for the quiz. This is Small Group Quiz A. Students will complete this quiz as a practice quiz. Tomorrow, they will complete a similar forms quiz -- Small Group Quiz B -- which will be the real thing. Give the small groups 30 minutes to solve the problems and produce one answer sheet. The solutions to these five problems should be in final draft form.

To check, have the groups trade papers and check by reading aloud the answer to the problems. Please discuss alternative answers and include them in with the set of right answers if they are acceptable to you. Now inform the students that that was the practice quiz and the next one which will be done the same way will count. Also inform them that for every error (cross-outs and sloppiness included) you will subtract ten points from one hundred possible and that you will expect their quiz to reflect their best writing.

For homework, students are to study for a similar forms test to be given tomorrow. In addition to reviewing the sentences in Chapter 14, students should also review the other chapters which preceded it.

The Second Week: Reinforcing Combining Transformations

Week 2

Day 1	Day 2	Day3	Day4	Day 5
SG QzB Ch1-14	Ret Qz's & Disc	Game	Qz Ch 1-20	Ret Qz's&Disc
SG Ch 15-17	LG Chk & Disc	Hmwk: Qz	SG Ch 21	SG Chk Ch 21
Hmwk: Ch 18-19	Ch 18-19	Ch 1-20	Hmwk: Ch 21	SG Ch 22
(Even)	LG Ch 20		(Odd)	LG Ch 22
	Hmwk: Ch 20 (All)			Chck & Discs
				Hmwk: Ch 23
				(odd)

Week 2: Day 1
Small Group Quiz B Chapters 1-14
Classwork: Small Group Chapters 15-17
Homework: Chapters 18-19 (All problems)

Now that the students have had a chance to become acquainted with the fundamentals of SC, the second week allows them to develop a proficiency with SC problems.

Administer the second quiz using the same groups as before, but this time assign problems 10 and 11. Allow 15 minutes for them to complete the small-group quiz. Then collect the papers.

As you collect the papers, I'd suggest that you assign the same student pairs to complete Chapter 15. **Repetition as a Combining Signal, Part I and** Chapter16. **Repetition as a Combining Signal, Part II.** These two chapters aren't too difficult, but assign the even numbered problems so that you'll have enough time during the class period to work on Chapter 17. **Challenge.** I would allow the small groups 15 minutes to complete Chapters 17 and 18.

As a large group, quickly check the classwork and then work the problems out together for Chapter 17. **Challenge**. I know that it will be hard to cover all the problems, but I think that you can cover most of them in that time. Please remember to read the best answer for the students to help them to both see and hear what the class considers the correct answer.

For homework, assign Chapter 18. **Underlinng as a Combining Signal, Part I** and Chapter19. **Underlinng as a Combining Signal, Part II**. Because of the time you've spent on Chapters 15-17, I don't think that your students will have too much trouble with those two chapters. Therefore, I don't expect that you'll need to spend too much time on the directions; however, you are the best judge.

Note: If possible please check the quizzes today so that the students can see how much progress they've made.

Week 2: Day 2
Classwork: Return Quizzes and Discuss
Large Group Check Chapters 18-19
Discussion
Large Group Chapter 20
Homework: Write out Solutions to Chapter 20

Before you begin, please take a few minutes to return the quizzes to your students. You may have to answer a couple of questions about the answers and your grading of them. If some students' grades were not what they expected, please remind them that there will be other quizzes. I've usually found that students can accept losing points for certain syntactic constructions as well as for sloppi-ness and mechanical errors if I will discuss what they've been marked for.

As a large group, check the problem sentences in Chapters 18 and 19. Discuss the answers with the students to make sure that they understand how to follow the cues.

Also as a large group, work through Chapter 20. **Challenge**. During this group discussion, students should get the basic gist of how to solve the sentence problems. Don't stop to allow students to copy the solutions because they will write out the answers for homework.

For homework, assign students to write out all the sentence problems of Chapter 20. It may seem that we have suddenly slowed down, but I think that it's important that the students have a thorough knowledge of this chapter before we push on to the next five chapters and the exam.

Week 2: Day 3
Classwork: Game Chapters 1-20
Homework: Individual Quiz Chapters 1-20

As a large group, review Chapters 1-20 using the directions given for the game on Week 1: Day 3. Because of the number of chapters, I'd suggest that you spend close to 45 minutes on the game. Try and vary the questions as much as possible so that all the chapters are represented in your questions. Also give them the hard ones. It takes time for the students to get the solutions, but I've found letting them struggle a good practice. Remember to allow yourself enough time at the end of class to get to record the team scores. As in the last game, the winner receives an A as a quiz grade and the losing team receives a B if they're within 3 points of the winner and an 80 if they're more. Otherwise they receive a C.

For homework, assign students to study for an individual quiz tommorow. The quiz will come from Chapter 20 but all of the skills they have learned between Chapters 1- 20 will need to be applied.

Week 2: Day 4
Individual Quiz: Chapters 1-20
Classwork: Large Group Check
Discussion
Small Group Chapter 21(All)
Homework: Finish Chapter 21

Administer the individual quiz. Assign the following problems from Chapter 20: numbers 2, 3, 6, 8, and 15. Because this quiz will be the students' first individual assessment, remind them that this is to be their best work and that they will lose five points for every error. I'd allow 40 minutes to complete the quiz. Then collect it and let them know what the correct answers are. In doing this, you may find that one or two other sentences should be included as correct, but by checking with the students, you save any problems later.

For homework, assign students to complete the odd-numbered problems in Chapter: 21. **Connecting Words**.

Note: If possible please check the quizzes today so that the students can see how much progress they've made. I've included an answer key with this script, but you can feel free to allow other responses that you also consider correct.

Week 2: Day 5
Classwork: Return Quizzes and Discuss
Small Group Check Chapter 21
Small Group Chapter 22
Large Group Check and Discussion Chapter 22
Homework: Chapter 23 (odds)

Before you begin, please take a few minutes to return the quizzes to your students. You may have to answer a couple of questions about the answers and your grading of them. If some students' grades were not what they expected, please remind them that there will be one other quiz and one more game.

Assign student pairs to check the homework problems in Chapter 21. Allow them 10 minutes to complete this. Then, assign the same student pairs to solve the odd-numbered problems in Chapter 22. **(ing) and (with).** Student pairs should take no more than 20 minutes. Then as a large group, check their solutions to Chapter 22.

For homework, assign the odd-numbered problems in Chapter 23 **Colon and Dash**. Please walk the students through the directions. This chapter and Chapters 24 and 25 necessitate your introducing the colon and the dash. For purposes of this unit, I usually make the distinction between colon and dash this way: colons I use before a list that runs to the end of an independent clause or when a second independent clause directly reiterates the first. Dashes I use in place of the word namely or for an abrupt interruption in a sentence. I especially like to use the dash in situations where I can "dash in and dash out" of a section, and that is the direction the book takes in Chapters 23-25. The dash as substitution for namely is the case in Dorothy M. Johnson's sentence at 2: **I was nine years old when still another woman came -- Aunt Bessie, who had been living with the Indians (102).** Another is the Kennedy sentence at 10: **Open and peaceful competition -- for prestige, for markets, for scientific achievement, even for men's minds -- is something else again (105).** The odd-numbered sentences I've assigned are all ones that not only can be solved but are those that have been agreed upon by students for the ten years or so that I've used this book.

The Third Week: Advanced Sentence Problems

Week 3

Day 1	Day 2	Day 3	Day 4	Day 5
LG Chk Ch 23	LGQ Ch 23-24	Ret Qz's & Disc	Rev Game	Exam Ch 1-25
Discuss	Qz Ch 23-24	LG Chk Ch 25	Hmwk: Exam	No Hmwk!
SG Ch 24	Hmwk: Ch 25	SG Ch 25	Ch 1-25	
Hmwk: Qz		Rev for Game		
Ch 23-24				

Week 3: Day 1

Classwork: Large Group Check Chapter 23
Discussion
Small Group Chapter 24 (1, 2, 3, 4, 9, 11, 13, 17)
Homework: Quiz Tomorrow Chapters 23-24

As a large group, check and discuss the homework problems in Chapter 23.

Then, assign student pairs to complete problems 1, 2, 4, 9, 11, 13, and 17 in Chapter 24. Allow students about 25 minutes to complete those problems, but save enough time so that you can pull them back again into a large group to check their solutions.

For homework, students should study for an individual quiz on Chapters 23 and 24 for tomorrow.

Week 3: Day 2

Classwork: Question Period Chapters 23-24
Individual Quiz: Chapters 23-24
Homework: Chapter 25 (1, 3, 4, 5, 7, 9, 10, 13, 18, and 19)

Before you administer the quiz for Chapters 23 and 24, allow students five minutes to ask any questions they may have about the sentence problems in those two chapters.

Then administer the quiz to them. They should complete numbers 6 and 10 in Chapter 23 and numbers 3, 4, and 16 in Chapter 24.

For homework, students are to complete numbers 1, 3, 4, 5, 7, 9, 10, 13, 18, and 19 in Chapter 25. **The professionals.**

Note: If possible please check the quizzes today so that the students can see how much progress they've made. I've included an answer key with this script, but you can feel free to allow other responses that you also consider correct.

Week 3: Day 3

Classwork: Return Quizzes and Discuss
Large Group Check and Discussion Chapter 25
Small Group Problems 11, 12, 14,15, 16, 17, 20, 21, and 22 in Chapter 25

Homework: Begin Reviewing for Exam Chapters 1-25
Review Game Tomorrow

Before you begin, please take a few minutes to return the quizzes to your students.

As a large group, check and discuss the homework problems in Chapter 25. This may take some time, but it's important for your students to understand how to solve these sentence problems because Chapter 25 is the last chapter for this unit. The exam also comes from the sentence problems in Chapter 25. When you've covered the homework, divide these nine problems among the student pairs. Allow the pairs about 15 minutes to solve their two or three sentences and then as a large group again check and discuss the solutions to these. It will be difficult to get them all in, but tomorrow's review game should allow students to begin to get a solid idea of how these sentence problems can be solved.

For homework, assign students to begin reviewing for the exam and to particularly prepare for tomorrow's review game.

Week 3: Day 4
Classwork: Review Game
Homework: Exam Tomorrow

Today is the day for the students to review Chapter 25. As on Week 1: Day 3, this review will be in the form of a game. The same rules apply as before, but you might want to determine the two sides by choosing captains and letting them choose the teams, or you can select them yourself. I've just found that in this type of activity, variety of team membership often helps people feel that they can be competitive, particularly if they've been on the losing side. For questions, feel free to ask from anywhere in Chapters 1-25, but try and concentrate on Chapters 23-25. The activity should take the whole period, but I would suggest that you call a halt to the activity and declare the winner, record the bonus points to the victors, and bring the class to some sort of closure in the last five minutes of class. Please remind the students that tomorrow is the exam day and that their Sentencecraft materials will be due with the exam. For homework they should review the chapters and rework any problems that have given them trouble during the unit, for SC is a lot like mathematics in that it is pyramidal.

Week 3: Day 5
Exam: Chapters 1-25
Homework: None

Administer the exam of five sentence problems included with this script. Students have 45 minutes of class to solve, write, and revise their solutions. Please remind the students that they are to demonstrate their best composition skills and that every error will cost five points up to a maximum of twenty for each question. In

addition, in the last five minutes administer the summated rating scale so that both you and I can get some idea about student attitudes.

No homework over the weekend!

The Fourth Week: The Explanatory Composition Posttest

For this week's lesson plans follow the script for the **explanatory composition postest.**

THE EFFECTS OF INSTRUCTION IN SENTENCE COMBINING AND REVISION ON NINTH AND TENTH GRADERS' EXPLANATORY WRITING

by

Franklin Robert Horstman

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Advisory Committee:

Professor Wayne H. Slater, Chairman/Advisor
Professor E. G. Campbell
Professor Mariam J. Dreher
Professor William S. Hall
Professor Jean R. Hebeler

Appendix D

Experimental Group Two Unit in Sentence Combining Alone

Text:

O'Hare, F. (1985, 1975). Sentencecraft. Lexington, MA: Ginn and Company.

The First Week: Introduction to Sentence Combining

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
LGIntro to SC	LGChk Ch3	SGChk Ch7-9	LGChk Ch11-12	LGQ Ch1-14
LG Ch1-2	SG Ch4-6	Game Ch1-10	SG Ch13	SG Quiz A
Hmwk: Ch3	LGChk+D	Ch11-12 Hmwk	Hmwk: Ch14	LGChk+D
(Evens)	Hmwk: Ch7-9	(Odds)	(All)	Hmwk: Quiz B
			Quiz A	

Week 1: Day 1
Classwork: Large Group Introduction to Sentence Combining
Chapters 1-2
Homework: Chapter 3 (evens)

The purpose of the first week is to introduce the student to the fundamental workings of sentence combining (SC) -- both cued and uncued.

The first day is an introduction to what the O'Hare text is all about -- transforming base sentences into a single, more complex one. The other very explicit message to be gained by the student is that more than one acceptable sentence (using Chomsky's definition of native speaker's competence to be the final arbiter) can be arrived at through SC. The objective for the student is not only to become more aware that sentences can be transformed from the base sentences but that the student's role as writer is to make editorial decisions as to which of the possibilities he or she will actually choose. In fact, choice is the fundamental message in SC: students are their own editors.

Allow the students to read the **Introduction** and try the **An Experiment** on Roman numeral page V. Discuss as a large group the choices the students make versus your own and the sentences the author thought the most mature, the most like that of a professional writer. Not everyone will agree that sentences B and C are the most mature (As a Hemingway fan I leaned far more in the direction of sentence D when I first read these.), but discuss the merits and demerits of each. Some students will state that B and C are run-ons, but this is no time to discuss the subtleties of absolutes. Tell the students instead that they will be the final arbiters of all sentences prior to any assessments.

Also read aloud to them or have one or more of the students read aloud the section **"What Can You Accomplish Through This Course?"** That section will allow the student to see, once again, the objectives for this unit -- the crafting of sentences into different combinations from which to make editorial decisions in writing.

As a class, work through the first chapter. I suggest reading the directions on page 1 aloud and going over the examples. In this text, a boldface word or other cue at the end of a sentence is the signal to front that information. So in the sample about the Hindenburg, the word (**and**) is brought to the beginning of the third sentence.

A. The blunt nose of the Hindenburg rose from the mooring.

The nose hung a moment in the air.

Then it fell suddenly toward the field. (**and**)

The blunt nose of the Hindenburg rose from the mooring, hung a moment in the air, **and** then fell suddenly toward the field.

Notice that in fronting the (**and**), the series of sentences become simply a series contained within a single sentence. Please don't worry that your students won't be able

to follow the signals or need to have this transformation explained by you. I've found that this textbook works so well with students because they almost immediately assess the problems from an intuitive level, and that's just the theory from which this technique has been developed: a speaker's competence in language precedes his or her performance ability. So all you have to do is to remain positive and most students will be able to follow the directions.

Complete the problems on pages 2-4 together as a large group, asking for as many variants of combinations as the students can develop. Skip the section marked Roman numeral II and as a class work through Chapter 2. **Additions to Sentences: when, where, how.**

Remember that you will have to keep an eye on the clock to insure enough time to go over the directions of those two homework chapters. The only problems I've usually encountered is with students who say they can't follow the directions. Please don't give them the opportunity to fall behind. It may seem like a lot, but most students are able to solve the problems in Chapter 3. **Challenge**. Challenge chapters are interspersed throughout the text and provide a review unit that consolidates the skills learned in previous chapters. This chapter is uncued, but that shouldn't provide too much of a problem for the students. Please assign students the completion of Chapter 3 for tomorrow.

Week 1: Day 2
Classwork:Large Group Check of Chapter 3
Small Group Work Chapters 4-6
Large Group Check and Discuss
Homework:Chapters 7-9 (Evens)

As a large group, check the sentences the students have written to the problems assigned in Chapter 3. It is particularly important that the students develop an

intuitive sense of the recursive nature of nominals. Try to keep the large group check of Chapter 3 to a maximum of 15 minutes so that you can begin working on Chapters 4, 5, and 6 in small groups.

In order to complete Chapters 4. **(the fact that) and (that);** 5. **(it...that);** and 6. **Challenge** assign students to pairs which can serve as small groups throughout the unit. As with assigning the other chapters, discuss the directions; however, by this time you will probably find that the students do not need anyone to read the directions because everyone goes to the sample problems and can see how the sentence "comes together." There may be a couple of students who still have trouble following the cues, and for those students all you need do is put a sample problem on the board and show how the cue words are fronted (Use arrows.).

For homework, assign students the even-numbered problems in Chapters 7. **(who), (what), (where), (when), (why), and (how);** 8. **(it...) and (how...);** and 9. **(...to).** As before, go through the examples with the students. (Don't do them all if they find them relatively easy.) Make sure that they understand what is involved -- either fronting the cued relative pronoun or adverb, inserting <u>it</u> into a complementizer pattern and <u>how</u> as an intensifier, or creating an infinitive phrase. You needn't discuss with them grammatical structure or function unless they already understand, and even then go lightly on it because the gramamar will probably be over their heads. I'd suggest that what works best with SC is to approach the problems as language puzzles which can be sometimes solved in the head while other times need to be worked out on paper, but the sentence problems can be intuitively solved without recourse to any of the formal grammars.

If you find that you have time left over at the end of the period (or any time during the unit), please allow students to begin working in pairs on the homework assignment.

Week 1: Day 3
Classwork:Small Group Check Chapters 7-9
Large Group Discussion
Game Chapters 1-10
Homework:Chapters 11-12 (Odds)

Begin the class by having the students check the homework problems assigned in Chapters 7-9. It is important for them to assess their progress. Students should take about 15 minutes to compare their answers. After 15 minutes discuss their answers; however, please don't use more than 5 minutes because I'd like you to spend the rest of the period examining the students' progress with a game.

Today is your first occasion to assess the students' progress. In order that it be as least threatening as possible, I've planned a game that incorporates several gaming techniques I've used for many years. To begin with, the first rule of this activity is that it has a time limit. In order to allow students to record student scores, assign the homework, and still get students off to their next class on time, today's game has to be limited to 20 minutes. The other rules are these:

Rules for Conducting a Large Group Game

1. Students are to be divided into two groups. You can give them names or do anything else that you have found successful to make them competitive but not vicious.
2. Students may only answer after being called on by the teacher.
3. The teacher who is the official for this activity will not recognize anyone who has not raised his or her hand.
4. Students who call out will have one point for their team deleted.

5. The recognized student will answer. If the answer is correct, the team is awarded a point. If incorrect, the opportunity to answer passes to the first person to raise his or her hand on the other side. If that answer is wrong, the opportunity volleys back and forth until the right answer is given.

6. The teacher may allow more than one correct answer, but that is his or her prerogative.

7. The team that wins will be awarded a quiz grade of an A while the losing team will be awarded a B if it is within three points of the winner. Otherwise the team is awarded a C. Everyone on the team receives the same grade. In order to receive any grade at all for this exercise a student must be called on at least once during the activity.

8. The teacher is the final judge and official, and his or her decision is final. Any disruptions relative to decisions made by the teacher will be construed as calling out and dealt with by a loss of point for that side.

What I have the students do is read the sentence in question -- and I skip around from chapter to chapter -- and then I judge whether it's right or wrong. For this game, I'd suggest that you begin with some of the easier problems in the earlier chapters and then move on to the more challenging problems in Chapter 10. **Challenge.** Although the students have not completed any of these problems, they should be able to complete them. Remember that if the sentence <u>is not exactly</u> the way you'd like to see it, mark it wrong and allow the other side to attack it. I usually make a buzzer sound or sound a horn someone gave me, but anything will do. In requiring what you describe as the best answer, the students see what your expectations will be later when they write problems for you and they aren't in groups. At the end of the game, award the points and make

sure to either record the points in the gradebook at the time or take a roster from each team. I usually assign team captains to accomplish this task.

For homework, assign the odd numbered problems in Chapters 11. **('s), (ing), (ly), and (of)** and 12. **Discover -- Discovery**. You will need to go over the directions with the students because they seem to need more direction on the teen chapters than in others; but with a little practice with selecting the possessive case before the gerunds and other nominalizations, they will be able to solve the problems. You just have to be positive with them and do a couple of the problems with them on the board.

Week 1: Day 4
Classwork:Large Group Check Chapters 11 and 12
Small Group Chapter 13
Chapter 14 Homework
Homework:Quiz A Tomorrow: Chapters 1-14

To begin the class, allow the students to ask questions about the previous night's homework; however, they and not you should have to do the talking. As a large group, check the homework problems. It's important that the students understand how to solve the problems in Chapters 11 and 12 because they are going to complete Chapter 13. **(for. . . to) and (it . . . for . . . to)**.

When you are satisfied that the students are ready to begin Chapter 13, assign them to complete it in student pairs. Please remind them that this exercise is a review for tomorrow's quiz on Chapters 1-14. Allow five minutes at the end of the period to check student answers, but no more. I like to have students begin to depend less on me and more on themselves at this point. Only spend the time going over every question if they really seem to need it.

For homework, assign students to complete all of the problems in Chapter 14 **Challenge**. Just assign the chapter. Don't do any of the problems with them because I want the students to have a chance to struggle with all of them.

Week 1: Day 5
Classwork: Large Group Question Period Chapters 1-14
Small Group Quiz A Chapters 1-14
Large Group Check and Discussion
Homework: Quiz B tomorrow: Chapters 1-14

Again, begin the class by allowing the students to ask questions about the previous night's homework; but as before, they and not you should do the talking. Allow ten minutes for this question period.

After ten minutes, break the class up into pairs and assign problems 2, 4, 5, 9, and 11 from Chapter 14 for the quiz. This is Small Group Quiz A. Students will complete this quiz as a practice quiz. Tomorrow, they will complete a similar forms quiz -- Small Group Quiz B -- which will be the real thing. Give the small groups 30 minutes to solve the problems and produce one answer sheet. The solutions to these five problems should be in final draft form.

To check, have the groups trade papers and check by reading aloud the answer to the problems. Please discuss alternative answers and include them in with the set of right answers if they are acceptable to you. Now inform the students that that was the practice quiz and the next one which will be done the same way will count. Also inform them that for every error (cross-outs and sloppiness included) you will subtract ten points from one hundred possible and that you will expect their quiz to reflect their best writing.

For homework, students are to study for a similar forms test to be given tomorrow. In addition to reviewing the sentences in Chapter 14, students should also review the other chapters which preceded it.

The Second Week: Reinforcing Combining Transformations

Week 2

Day 1	Day 2	Day3	Day4	Day 5
SG QzB Ch1-14 SG Ch 15-17 Hmwk: Ch 18-19 (Even)	Ret Qz's & Disc LG Chk & Disc Ch 18-19 LG Ch 20 Hmwk: Ch 20 (All)	Game Hmwk: Qz Ch 1-20	Qz Ch 1-20 SG Ch 21 Hmwk: Ch 21 (Odd)	Ret Qz's&Disc SG Chk Ch 21 SG Ch 22 LG Ch 22 Chck & Discs Hmwk: Ch 23 (odd)

Week 2: Day 1
Small Group Quiz B Chapters 1-14
Classwork:Small Group Chapters 15-17
Homework:Chapters 18-19 (All problems)

Now that the students have had a chance to become acquainted with the fundamentals of SC, the second week allows them to develop a proficiency with SC problems.

Administer the second quiz using the same groups as before, but this time assign problems 10 and 11. Allow 15 minutes for them to complete the small-group quiz. Then collect the papers.

As you collect the papers, I'd suggest that you assign the same student pairs to complete Chapter 15. **Repetition as a Combining Signal, Part I and** Chapter16. **Repetition as a Combining Signal, Part II.** These two chapters aren't too difficult, but assign the even numbered problems so that you'll have enough time during the class period to work on Chapter 17. **Challenge.** I would allow the small groups 15 minutes to complete Chapters 17 and 18.

As a large group, quickly check the classwork and then work the problems out together for Chapter 17. **Challenge**. I know that it will be hard to cover all the problems, but I think that you can cover most of them in that time. Please remember to read the best answer for the students to help them to both see and hear what the class considers the correct answer.

For homework, assign Chapter 18. **Underlinng as a Combining Signal, Part I** and Chapter19. **Underlinng as a Combining Signal, Part II**. Because of the time you've spent on Chapters 15-17, I don't think that your students will have too much trouble with those two chapters. Therefore, I don't expect that you'll need to spend too much time on the directions; however, you are the best judge.

Note: If possible please check the quizzes today so that the students can see how much progress they've made.

Week 2: Day 2
Classwork: Return Quizzes and Discuss
Large Group Check Chapters 18-19
Discussion
Large Group Chapter 20
Homework: Write out Solutions to Chapter 20

Before you begin, please take a few minutes to return the quizzes to your students. You may have to answer a couple of questions about the answers and your grading of them. If some students' grades were not what they expected, please remind them that there will be other quizzes. I've usually found that students can accept losing points for certain syntactic constructions as well as for sloppi-ness and mechanical errors if I will discuss what they've been marked for.

As a large group, check the problem sentences in Chapters 18 and 19. Discuss the answers with the students to make sure that they understand how to follow the cues.

Also as a large group, work through Chapter 20. **Challenge**. During this group discussion, students should get the basic gist of how to solve the sentence problems. Don't stop to allow students to copy the solutions because they will write out the answers for homework.

For homework, assign students to write out all the sentence problems of Chapter 20. It may seem that we have suddenly slowed down, but I think that it's important that the students have a thorough knowledge of this chapter before we push on to the next five chapters and the exam.

Week 2: Day 3
Classwork: Game Chapters 1-20
Homework: Individual Quiz Chapters 1-20

As a large group, review Chapters 1-20 using the directions given for the game on Week 1: Day 3. Because of the number of chapters, I'd suggest that you spend close to 45 minutes on the game. Try and vary the questions as much as possible so that all the chapters are represented in your questions. Also give them the hard ones. It takes time for the students to get the solutions, but I've found letting them struggle a good practice. Remember to allow yourself enough time at the end of class to get to record the team scores. As in the last game, the winner receives an A as a quiz grade and the losing team receives a B if they're within 3 points of the winner and an 80 if they're more. Otherwise they receive a C.

For homework, assign students to study for an individual quiz tommorow. The quiz will come from Chapter 20 but all of the skills they have learned between Chapters 1- 20 will need to be applied.

Week 2: Day 4
Individual Quiz: Chapters 1-20
Classwork: Large Group Check
Discussion
Small Group Chapter 21(All)
Homework: Finish Chapter 21

Administer the individual quiz. Assign the following problems from Chapter 20: numbers 2, 3, 6, 8, and 15. Because this quiz will be the students' first individual assessment, remind them that this is to be their best work and that they will lose five points for every error. I'd allow 40 minutes to complete the quiz. Then collect it and let them know what the correct answers are. In doing this, you may find that one or two other sentences should be included as correct, but by checking with the students, you save any problems later.

For homework, assign students to complete the odd-numbered problems in Chapter: 21. **Connecting Words**.

Note: If possible please check the quizzes today so that the students can see how much progress they've made. I've included an answer key with this script, but you can feel free to allow other responses that you also consider correct.

Week 2: Day 5
Classwork: Return Quizzes and Discuss
Small Group Check Chapter 21
Small Group Chapter 22
Large Group Check and Discussion Chapter 22
Homework: Chapter 23 (odds)

Before you begin, please take a few minutes to return the quizzes to your students. You may have to answer a couple of questions about the answers and your grading of them. If some students' grades were not what they expected, please remind them that there will be one other quiz and one more game.

Assign student pairs to check the homework problems in Chapter 21. Allow them 10 minutes to complete this. Then, assign the same student pairs to solve the odd-numbered problems in Chapter 22. **(ing) and (with)**. Student pairs should take no more than 20 minutes. Then as a large group, check their solutions to Chapter 22.

For homework, assign the odd-numbered problems in Chapter 23 **Colon and Dash**. Please walk the students through the directions. This chapter and Chapters 24 and 25 necessitate your introducing the colon and the dash. For purposes of this unit, I usually make the distinction between colon and dash this way: colons I use before a list that runs to the end of an independent clause or when a second independent clause directly reiterates the first. Dashes I use in place of the word namely or for an abrupt interruption in a sentence. I especially like to use the dash in situations where I can "dash in and dash out" of a section, and that is the direction the book takes in Chapters 23-25. The dash as substitution for namely is the case in Dorothy M. Johnson's sentence at 2: **I was nine years old when still another woman came -- Aunt Bessie, who had been living with the Indians (102).** Another is the Kennedy sentence at 10: **Open and peaceful competition -- for prestige, for markets, for scientific achievement, even for men's minds -- is something else again (105).** The odd-numbered sentences I've assigned are all ones that not only can be solved but are those that have been agreed upon by students for the ten years or so that I've used this book.

The Third Week: Advanced Sentence Problems

Week 3

Day 1	Day 2	Day 3	Day 4	Day 5
LG Chk Ch 23 Discuss SG Ch 24 Hmwk: Qz Ch 23-24	LGQ Ch 23-24 Qz Ch 23-24 Hmwk: Ch 25	Ret Qz's & Disc LG Chk Ch 25 SG Ch 25 Rev for Game	Rev Game Hmwk: Exam Ch 1-25	Exam Ch 1-25 No Hmwk!

Week 3: Day 1

Classwork: Large Group Check Chapter 23
Discussion
Small Group Chapter 24 (1, 2, 3, 4, 9, 11, 13, 17)
Homework:Quiz Tomorrow Chapters 23-24

As a large group, check and discuss the homework problems in Chapter 23.

Then, assign student pairs to complete problems 1, 2, 4, 9, 11, 13, and 17 in Chapter 24. Allow students about 25 minutes to complete those problems, but save enough time so that you can pull them back again into a large group to check their solutions.

For homework, students should study for an individual quiz on Chapters 23 and 24 for tomorrow.

Week 3: Day 2

Classwork: Question Period Chapters 23-24
Individual Quiz: Chapters 23-24
Homework: Chapter 25 (1, 3, 4, 5, 7, 9, 10, 13, 18, and 19)

Before you administer the quiz for Chapters 23 and 24, allow students five minutes to ask any questions they may have about the sentence problems in those two chapters.

Then administer the quiz to them. They should complete numbers 6 and 10 in Chapter 23 and numbers 3, 4, and 16 in Chapter 24.

For homework, students are to complete numbers 1, 3, 4, 5, 7, 9, 10, 13, 18, and 19 in Chapter 25. **The professionals.**

Note: If possible please check the quizzes today so that the students can see how much progress they've made. I've included an answer key with this script, but you can feel free to allow other responses that you also consider correct.

Week 3: Day 3

Classwork: Return Quizzes and Discuss
Large Group Check and Discussion Chapter 25
Small Group Problems 11, 12, 14,15, 16, 17, 20, 21, and 22 in Chapter 25

Homework: Begin Reviewing for Exam Chapters 1-25
Review Game Tomorrow

Before you begin, please take a few minutes to return the quizzes to your students.

As a large group, check and discuss the homework problems in Chapter 25. This may take some time, but it's important for your students to understand how to solve these sentence problems because Chapter 25 is the last chapter for this unit. The exam also comes from the sentence problems in Chapter 25. When you've covered the homework, divide these nine problems among the student pairs. Allow the pairs about 15 minutes to solve their two or three sentences and then as a large group again check and discuss the solutions to these. It will be difficult to get them all in, but tomorrow's review game should allow students to begin to get a solid idea of how these sentence problems can be solved.

For homework, assign students to begin reviewing for the exam and to particularly prepare for tomorrow's review game.

Week 3: Day 4
Classwork: Review Game
Homework: Exam Tomorrow

Today is the day for the students to review Chapter 25. As on Week 1: Day 3, this review will be in the form of a game. The same rules apply as before, but you might want to determine the two sides by choosing captains and letting them choose the teams, or you can select them yourself. I've just found that in this type of activity, variety of team membership often helps people feel that they can be competitive, particularly if they've been on the losing side. For questions, feel free to ask from anywhere in Chapters 1-25, but try and concentrate on Chapters 23-25. The activity should take the whole period, but I would suggest that you call a halt to the activity and declare the winner, record the bonus points to the victors, and bring the class to some sort of closure in the last five minutes of class. Please remind the students that tomorrow is the exam day and that their Sentencecraft materials will be due with the exam. For homework they should review the chapters and rework any problems that have given them trouble during the unit, for SC is a lot like mathematics in that it is pyramidal.

Week 3: Day 5
Exam: Chapters 1-25
Homework: None

Administer the exam of five sentence problems included with this script. Students have 45 minutes of class to solve, write, and revise their solutions. Please remind the students that they are to demonstrate their best composition skills and that every error will cost five points up to a maximum of twenty for each question. In

addition, in the last five minutes administer the summated rating scale so that both you and I can get some idea about student attitudes.

No homework over the weekend!

The Fourth Week: The Explanatory Composition Posttest

For this week's lesson plans follow the script for the **explanatory composition postest.**

Appendix E

Script For Use In A Four-Week Unit

in the Standard Phase IIIA English Curriculum: Romeo and Juliet

Text:

Shakespeare, W. (1980). Romeo and Juliet. In Adventures in Reading (Heritage Edition), (pp. 382-487). New York: Harcourt Brace Jovanivich.

The First Week: Acts I and II

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
SG R&J	Q & A	SG Summary	Rec Sc i-iii	Q & A
Preview:	LG Sc i-iii	Game Act I	SG Sc iv-vi	LGQ A I-II
Act I SC i-v	Rec Sc i-iii	LG Act II Sc i-ii	Q & A	QzA A I-II
Hmwk: Rd	Hmwk: Rd	Hmwk: Rd	Rec Sc iv-v,	LG Chk & Disc
Sc i-iii	Sc iv-v	Sc iii-vi	Hmwk: QzA	Rec Act III Sc i
	Act II Sc i-ii		Acts I-II	Hmwk: QzB
				Acts I-II
				Rd Act III Sc i

Week 1: Day 1

Classwork: Small group inventory of knowledge about Romeo and Juliet
Preview of characters and plot of Act I

Homework: Read Act I, Scenes i-iii

To begin the first day, I'd like you to introduce the play to your students. Begin by breaking them into pairs. (These pairs can also serve as your small groups throughout the unit.) Ask the student pairs to list everything they know about Romeo and Juliet. Remind them that this is a brainstorming session and anything goes. Allow them five minutes to complete this task. Then, as a large group, discuss (for no more than ten minutes) what they have identified as their prior knowledge about the play. Depending how much time you have, you may want to discuss some of the points they raise. Although some of their knowledge about the play may be incorrect, now is not the time to correct them. The purpose of this exercise is just to get some of their ideas out in the open. With the number of students who have Shakespeare-phobia, the best we

can hope for is that at least they will see that other students either dislike Shakespeare or are anxious about studying his plays. Just please don't let the discussion turn too negative; we want to encourage your students to do well.

As a bridge between the self-inventory and your introduction of the main characters, read the Prologue. Do not explicate the lines today. You'll have plenty of time for that tomorrow, but ask the students to be able to discuss those lines tomorrow.

To introduce the characters, use their own lines. In each case, read the lines and ask the students to describe the characters personality. I suggest these listed below:

Benvolio: Sc i, lines 37-38	the peacemaker
Tybalt: Sc i, lines 39-40	the warrior
Capulet: Sc i, line 48	an old man
Lady Capulet: Sc i, 49	his shrew wife(and not so old as he)
Montague: Sc i, 52	another old man
Lady Montague: Sc i, line 53	his wife who restrains him
Prince Escalus: Sc i, lines 54-76	an authority figure
Paris: Sc ii, lines 4-6	the eligible suitor
Romeo and Juliet: Sc v, lines 96-102	he: the lover,
	she: the more cautious of the two

While you're discussing the characters with your students, give them a synopsis of the plot in Act I. That way they have a prior knowledge of both the characters and the plot before they begin reading. Remember to keep an eye on the time because you have a lot to cover. At the same time, you have to remember that for the majority of your students, this will be their first reading of Romeo and Juliet. I think that they will be

doing just fine if they can come away from this play understanding who was involved and what happened. However, we'll build on those two objectives as we go along.

For homework, assign students to read Act I, Scenes i - iii. Ask them to observe who the characters are and what they do. Also ask them to note five questions they have about the reading.

Week 1: Day 2
Classwork: Large Group Discussion Act I, Scenes i-iii
Listen to Recording of Act I, Scenes i-iii
Homework: Read Act I, Scenes iv-v, Act II, Scenes i-ii

Begin today's discussion with a ten-minute question and answer period. Allow students to ask the questions that they made note of during last night's reading. I know it's hard to limit their questions, but what doesn't get ironed out during discussion or during listening to the recording can be taken care of after class.

Instead of telling you exactly what to say in each discussion, I've included what I think to be important points that should be covered in discussing the first three scenes of the play. In order to have enough time to allow your students to hear a substantial portion of the first three scenes I'd suggest that you direct the discussion. That is, you can point out the issues and let your students question you on them if they need to. My objective in this discussion/lesson (as well as the other ones in this unit) is to start students thinking about how the events are beginning to take shape. Are the characters the victims of fate, or do they have a hand in their downfall? There is lots of evidence on both sides.

In the first act of any of Shakespeare's tragedies, he sets the tone for what is to come. I'd suggest that you discuss the foreshadowing of the Prologue. Then, discuss the

obvious civil strife that exists in Verona between the two families by discussing the first scene. It's important that your students get a picture of Verona as it exists even before Romeo or Juliet enter. To do that, you'll need to go over the first 32 lines. The fact that even the servant class is ready to go at it is important for setting the scene. Although you introduced Benvolio, Tybalt, the Capulets, the Montagues, and the Prince; I'd suggest that you review them one more time. You may also want to discuss the Prince's speech (lines 53-75). Although he lays down the law, he has also laid it down before. You might want to discuss the ability of the Prince to control his town. I'd go so far as to suggest that he was a weak ruler. I know it's far fetched, but Elizabethans saw a direct relationship between the health of the state and the health of the ruler. Civil strife was seen as the product of a weak ruler. For me, Prince Escalus, is a foil for Elizabeth.

Romeo enters in Scene ii. I think it important for you to discuss with your students the lovesick nature of Romeo. He is definitely in love with love. Juliet, who enters in Scene iii, is far more the dutiful, if innocent, daughter. Although Paris suggests a match, both Juliet's father and Juliet seem to think that she is too young. However, it is important to counter that information with Lady Capulet's statement that she was married at Juliet's age. Students need to know that Romeo is lovesick for another while Juliet has not even considered such things. The fact that they get together at all can be explained either by the "star-crossed lovers" theory or the impetuous youth theory. While it does seem to look as if the fates are playing some role in what will happen in this play, students must still consider the personalities of these two characters. After all, Romeo and Juliet will meet on one night and marry the next morning. He will kill her cousin that afternoon, spend one night with her, and go off

into banishment. Two days later they will both be dead. Might they have looked before they leaped if they were older? Perhaps. That's the type of reading that I'd like your students to give this play. What are their opinions on the matter, and what is their evidence to support the case?

I know that you are going to have to race to cover all of three scenes and still have time to let your students listen to a recording. I'd suggest that you play only as much of the recording as you can fit in. If you want, you can let your students come in from 2:30-3:00 to listen to more if they need it. Also there is time built into the schedule to catch up with the recording. However, although the recording allows them to bridge the gap between Shakespeare as literature and Shakespeare as drama, this edition of Romeo and Juliet does not seem to be that hard.

For homework, assign students to read Act I, Scenes iv-v and Act II, Scenes i-ii for tomorrow. Preview it for them by letting them know that Romeo and Juliet are going to meet and that the characters that they have been introduced to are going to continue their roles (e.g. Tybalt the hothead). Also ask them to determine at what lines the two become infatuated, fall in love, and decide to marry.

Week 1: Day 3
Classwork: Small Group Summary
Game Act I
Large Group Act II, Scenes i-ii
Homework: Read Act II, Scenes iii-vi
Study for Quiz A

Begin today's class by asking student pairs to write out the answer to the homework assignment. Give them five minutes to find the lines at which the two become infatuated, fall in love, and decide to marry; but don't discuss their answers. They will find out soon enough during the game.

The reason for holding the warm-up exercise to a maximum of five-minutes is that today you and your students are going to assess their knowledge of the Romeo and Juliet by playing a game. In order that it be as least threatening as possible, I've planned an activity that incorporates several gaming techniques I've used for many years. To begin with, the first rule of this activity is that it has a time limit. In order to allow students to record student scores, and still get to Act II, today's game has to be limited to 20 minutes. The other rules are these:

Rules for Conducting a Large Group Game

1. Students are to be divided into two groups. They can choose names or do anything else that you have found successful to make them competitive but not vicious.
2. Students may only answer after being called on by the teacher.
3. The teacher who is the official for this activity will not recognize anyone who has not raised his or her hand.
4. Students who call out will have one point for their team deleted.
5. The recognized student will answer. If the answer is correct, the team is awarded a point. If incorrect, the opportunity to answer passes to the first person to raise his or her hand on the other side. If that answer is wrong, the opportunity volleys back and forth until the right answer is given.
6. The teacher may allow more than one correct answer, but that is his or her prerogative.
7. The team that wins will be awarded a quiz grade of an A while the losing team will be awarded a B if it is within three points of the winner. Otherwise the team is awarded a C. Everyone on the team receives the same grade. In order to receive any grade at all for this exercise a student must be called on at least once during the activity.

8. The teacher is the final judge and official, and his or her decision is final. Any disruptions relative to decisions made by the teacher will be construed as calling out and dealt with by a loss of point for that side.

What I do is read aloud a question, call on the first student who raises his or her book, and then judge whether the answer is right or wrong. For this game, I've listed some of the questions you might want to use. Feel free to add any that you'd like to ask. Just remember that this activity is both an assessment of their reading and a review for the quiz they will take tomorrow. I'd suggest that you begin with some of the easier questions and then move on to the more challenging ones. Remember that if the answer is not exactly what you want, judge it wrong and allow the other side to attack it. I usually make a buzzer sound or sound a horn someone gave me, but anything will do. In requiring what you think as the best answer, the students see what your expectations will be later when they aren't in groups. At the end of the game, award the points and make sure to assign team captains to give you a list of their teams so that you can record their points in the gradebook.

Here are some questions I would propose asking:

1. Gregory and Sampson are the servants of which family? (Capulet)
2. The Prologue is spoken by whom? (Chorus)
3. The Prince's name is what? (Escalus)
4. Act I has how many scenes? (5)
5. Romeo's cousin is whom? (Benvolio)
6. Romeo's last name is what? (Montague)
7. Romeo reads the invitation to the party because of what? (The servant can't.)

8. Juliet is how old? (14)

9. In addition to Benvolio, Romeo has another friend. Who is he? (Mercutio)

10. According to Romeo, Juliet is how beautiful? (Scene v, lines 41-49)

11. True or false? Romeo and Juliet kiss. (True)

12. At what line? (Scene v, line 102)

13. The fairy queen is who? (Mab)

14. The character who discusses her is who? (Mercutio)

15. Rosaline is who? (Romeo's former love)

16. Juliet's birthday is when? (August 1)

17. Susan was who? (The nurse's daughter.)

18. One character wants to fight at the party. That is who? (Tybalt)

19. Name the character who says this line: "My only love from my only hate!" (Juliet)

20. A partisan is what? (A type of spear.)

21. The character dispatched by Romeo's father to find out what Romeo has been doing is who? (Benvolio)

22. The perspective match for Juliet is who? (Paris)

23. Paris' rank is what? (Count[y])

24. Capulet's opinion of Romeo is the same as whose? (The town's opinion.)

25. When Romeo describes himself as a pilgrim, he is suggesting that he worships what? (Juliet)

Remember to keep to your time limit so that you'll still have enough time to go over Act II, Scenes i-ii.

As before, I will suggest some things I think that are important. I usually ask questions in order to get students to begin to form an interpretation of what they read. Scene i is easy to dispatch because it's where Romeo gets rid of Benvolio and Mercutio. It is important to note though that they leave him because they think him blinded by love. But is he? In Scene ii, Romeo sees Juliet. When he sees her, he embarks on a stream of poetry. Why should he do that, and what is he saying? Is here where he falls in love, or did he fall for Juliet earlier? There seems to be evidence for both interpretations. Is Juliet really talking to Romeo? If not, to whom is she speaking? And if she is speaking to Romeo, why is she surprised to find a man in her garden? You can see that I tend toward the impetuous youth interpretation; however, I didn't write the preceding questions in order to press for that interpretation. I wrote them because I've found that it's easiest for me to get students to talk about the play if I play a little of the devil's advocate. I do keep the questions and answers pretty simple though. In Juliet's speech that begins on line 85, what is she saying? Is Juliet smitten with Romeo, or might she be just telling him that she is really grown up because she knows how to conduct herself with eligible men? But does she? In fact, starting with line 116, doesn't she tell him that she has had enough and that she wants him to go? Would she like to continue this conversation at another time? What does Romeo want? What does she give him? Who is to be the go between in their wedding plans? Who is to marry them? Are they following the dictates of their society? And one last question. What does their not being able to say goodnight to each other say about their relationship? Are they really in love, or might we argue that they are just extremely infatuated?

For homework, assign your students to read Act II, Scenes iii-vi.

Week 1: Day 4

Classwork: Listen to Recording of Act II, Scenes i-iii
Small Group Discussion of Act II, Scenes iv-vi
Large Group Questions & Answers Act II, Scenes iv-vi
Listen to Recording of Act II, Scenes iv-v,

Homework: Study for Quiz Acts I and II

Today is planned to allow your students to catch up on listening to the recording. Begin by playing Act II, Scenes ii-iii. Although it would be nice to hear the whole thing, I don't think you'll have enough time to get everything done if you play all three scenes.

After that's over, break up students into pairs and assign them to write five questions about Scenes iv and v. Then, back in a large group, discuss the questions. I'd suggest that you try to let your students give most of the answers, but you'll have to gage the time. If you can, try to point out the humor in Scenes iv and v that is countered by the wedding of Romeo and Juliet in Scene vi.

Then, it's back to the recording so that your students can hear those three scenes played.

For homework, assign your students to study for their first quiz tomorrow.

Week 1: Day 5

Classwork: Questions and Answers
Large Group Quiz A I-II
Quiz A Acts I-II
Large Group Check & Discuss
Listen to recording of Act III, Scene i

Homework: Quiz B Acts I-II
Read Act III, Scene i

Begin the class by asking your students if they have any questions before they take their first quiz. Allow five-minutes for this exercise. If nothing else, it should at least get them warmed up for the quiz.

Break the class up into pairs and assign the quiz questions listed below. This is Small Group Quiz A. Students will complete this quiz as a practice quiz. Tomorrow,

they will complete a similar forms quiz -- Small Group Quiz B -- which will be the real thing. Give the small groups 15 minutes to solve the problems and produce one answer sheet.

To check, have the groups trade papers and check while you give the correct answer. Please discuss why the answer is correct and show your students where the correct answer can be found in the play. Now inform the students that that was the practice quiz and the next one which will be done the same way will count.

Small Group Quiz A: Romeo and Juliet, Acts I-II

1. Romeo belongs to which family. _____ (Montague)
2. Among Romeo's friends, the one who seems to be the most mischievous is who? _____ (Mercutio)
3. Romeo's friends teased whom? _____ (the Nurse)
4. Juliet's cousin is who? _____ (Tybalt)
5. We know that only Romeo and Juliet can solve what problem? _____ (The feud between the two families) (In the Prologue)
6. They can only solve it by doing something. What is that? _____ _____ (By dying) (Again in the Prologue)
7. The fact that Romeo "makes himself an artificial night" means what? _____ _____ (He is melancholy)
8. Friar Laurence agrees to marry Romeo and Juliet for what reason? _____ _____ (Their marriage may end the feud between the two families.)
9. The servant delivering the invitations for Lord Capulet cannot do what? _____ _____ (Read)

10. Since the beginning of the play, how many complete days (1 day = 24 hours) have elapsed? _____ (1)

After you finish the quiz, let your students listen to the recording of Act III, Scene i. If there is any time left over, let your students catch up on any parts of the play they may not have heard yet.

For homework, assign students to study for the next quiz and to read Act III, Scene i again so that they can discuss it in depth tomorrow.

The Second Week: Acts III and IV

Week 2

Day 1	Day 2	Day 3	Day 4	Day 5
QzB A I-II	Ret Qz's & Disc	Game A I-IV	Qz Acts III-IV	Ret Qz's & Disc
SG Act III Sc i	SG Sc iii-iv	(Sc iii)	LG Act IV Sc iv-v	SG Prediction
LG Act III Sc i	LG Sc v	Rec Sc i-iii	Rec Sc iv-v	Rec Act V
LG Rd Sc ii	Rec Sc iii-v	Hmwk: Rd	Hmwk: Prediction	Hmwk:Rd
Hmwk: Rd	Hmwk: Rd Act IV	Act IV Sc iv-v	Rd Act V Sc i-ii	Act V Sc iii
Sc iii-v	Sc i-iii			Qz Act I-IV

Week 2: Day 1

Classwork: Quiz B Acts I-II
Small Group Discussion Act III, Scene i
Large Group Discussion Act III, Scene i

Homework: Read Scenes iii-v

Administer Quiz B to your students. As before, allow them to work in pairs and to use their textbooks. I'm hoping that with both the game and the practice quiz, they are going to be able to do well. In fact, I think that's half the battle when you're trying to get students interested in Shakespeare. Also, as before, students have 15 minutes to complete the quiz.

Small Group Quiz B: Romeo and Juliet, Acts I-II

1. Juliet belongs to which family? _____ (Capulet)
2. Among Romeo's friends, the one who seems to be least mature is who? _____ __(Mercutio)
3. When the Nurse was sent to Friar Laurence, she was accompanied by whom? ___ _____ (Peter)
4. Romeo's cousin is who? _____ (Benvolio)
5. In the play we learn that Romeo and Juliet will die. Where is that? _____ _____ (In the Prologue)
6. The setting of the balcony scene is where? _____ (Capulet's orchard)
7. The character who has sent a letter to Romeo's house challenging him to a duel is who? _____ (Tybalt)
8. Benvolio has learned that Romeo has stayed out all night from whom? _____ (Romeo's manservant)
9. The Nurse takes a long time to tell Juliet what information? _____ _____ (If and when she should go to meet Romeo.)
10. For what reason must the Nurse get a ladder? _____ (To allow Romeo to ascend to Juliet's room so that they can spend their wedding night together.)

When 15 minutes are up, collect the quizzes and ask students to break into pairs so that they can discuss Act III, Scene i. (Just a note on the quizzes. Please try and grade the quizzes before tomorrow so that you can return them to your students.) Ask

students in their discussion to number from one to ten on a sheet of paper. On the paper, ask them to list the events as they occurred in Scene i. The reason for this activity is to once again review the scene for your students and to give them a organizer for discussing the scene.

After students have finished listing the events, get everyone back into a large group. Today you have the chance to really discuss what has happened in a scene. First, have the students compare their lists. Are some groups' lists more exact than others? Are some groups' lists more complete than others? This is a good time to make sure that everyone has the events in correct order. What I find that students see as important is how Mercutio got himself into such a situation. I would think it important to discuss the problems of baiting people. I also think that it would be important to discuss the problems of people playing with dangerous weapons. After all, wasn't Mercutio's wound just an accident? Or was it something worse? I like to ask questions that challenge students both to know the plot and to form some interpretation of the scene.

Next, I think that it's important to discuss if Romeo is actually at fault in any of this business. After all, it's because of him that both Mercutio and Tybalt are dead. Or was Tybalt a bad seed from the beginning and was only getting his just desserts? Or was this whole thing the product of fate? I think that there is a lot of evidence to argue that Romeo was first of all acting out of character by not responding to Tybalt's challenge. Was he lovesick? We know that he has just married Juliet and so has buried the hatchet with the Capulets, but does anyone else know? Romeo also interfered with Mercutio's and Tybalt's sword play. Wasn't that what it was -- simply sword play? It was because Romeo came between them that Mercutio was stabbed. Weren't both swordsmen

surprised to see the result? Had Romeo not interfered, wouldn't Mercutio have still been alive? And then Romeo sought out Tybalt for revenge. Is Romeo as hotblooded in his civil actions as he seems to be in his romantic ones?

Shakespeare's tragedies usually climax in the first scene of the third act. Has that happened here. Can Romeo turn back now? How will he get the two families together now that he has slain one of his in-laws? Is that Romeo's fatal flaw? Is he just too impetuous?

To get Juliet's reaction to what happens in Scene i, let your students listen to the recording of Scene ii. I think that they'll see a Juliet who is far more mature than Romeo. For my money, Juliet reacts like a wife while Romeo does not remember that he is a husband, a husband who has responsibilities. But students should form their own opinions. I don't want them to dislike Romeo just question his behavior. What they decide is, of course, their business.

For homework, assign your students to read Act III, Scenes iii-v.

Week 2: Day 2

Classwork: Return Quizzes & Disccuss
Small Group Discussion Scenes iii-iv
Large Group Discussion Scenes v
Listen to Recording of Scenes iii-v

Homework: Read Act IV, Scenes i-iii

Begin the class by returning the quizzes and discussing the answers. As you did when going over the practice quiz (Quiz A), show your students where the correct answers can be found in the textbook.

Then have students break up into pairs to discuss Scenes iii and iv. They are basically informational scenes. Ask students to list what information they provide. My list includes the following:

1.) For Romeo, all is not lost with Juliet.

2.) Both the Nurse (at least at this time) and Friar Laurence remain the couple's allies.

3.) That Romeo has not been sentenced to death, but only banishment.

4.) With all that is in Romeo's favor, he still contemplates suicide.

5.) That Juliet will welcome Romeo in her chamber.

6.) That if he leaves before the watch changes at dawn, Romeo can hide in Mantua where Friar Laurence will let him know when everything has been cleared up.

7.) In order to cheer up Juliet, Capulet decides to allow Paris to wed Juliet.

8.) The wedding is, however, put off until Thursday.

When students have finished reviewing the scene, discuss their lists. In addition to what they find, you may want to discuss what you find important. I usually find it interesting to talk about Shakespeare's use of days of the week. Isn't he getting us ready to see how certain later events can believably take place. I also like to talk about the business-like nature of wedding arrangements. Funny that Juliet isn't consulted at all. I have a friend whose Sicilian parents were married that way. They never saw each other until she landed in New York. They were married for 62 years. I think it would be interesting to discuss what your students think about this.

Then, as a large group, discuss Scene v. I suggest first looking at Romeo and Juliet in the bedroom scene. How can Shakespeare get away with this? They have accomplished a lot in one night. Juliet calls Romeo her husband and friend. Is this too

much for us to expect out of one night? At the same time, this scene is one of Shakespeare's most touching. It is satisfying to see just how much the two young people are in love. The characters lines are very poetic. Is that a sign that we are to see Romeo and Juliet as ideal lovers? And again, what hand does fate or fortune play in all of this? Had Romeo and Juliet gone to their parents before marrying; had Romeo contained himself in the town square, etc. Are these characters fated to be happy together for so little a time?

That scene is countered by the harsh reality of Lady Capulet's news that Juliet is to marry the County Paris. Again, is it fate that Juliet cannot confide in her mother? Is it a weakness that she does not or cannot? Then again, there is the Nurse's advice that Juliet marry Paris. How does that change Juliet's relationship with the Nurse. And to whom will she now turn? What is the difference in accessibility? Could Friar Laurence's lack of direct accessibility to Juliet possibly affect any of Juliet's future decisions?

Because of the limited time, begin listening to the recording with Scene v. While the other two would be interesting, it's most important that students listen the range of emotions that are displayed in Scene v. Then, if there's time, play the other two scenes.

For homework, assign students Act IV, Scenes i-iii to read.

Week 2: Day 3
Classwork: Game Acts I-IV (Up to Scene iii)
Listen to Recording of Scenes i-iii
Homework: Read Act IV, Scenes iv-v
Quiz Acts III-IV

As a large group, review Acts III and IV (up to and including Scene iii) using the directions given for the game on Week 1: Day 3. Again, because of time, I'd suggest that you spend no more than 30 minutes on the game. I'm going to let you construct the

questions because you've been with the students and know both what they're capable of and the direction that their reading has taken. Try and vary the questions as much as possible so that all the scenes are represented. Also give your students hard questions. About thirty questions should do it. And a lot of them can be made up as you play the game. For instance: Who died first, Mercutio orTybalt? Who was Mercutio's relative? Who was Tybalt's? Remember to record the team scores from the team captains.

When you're done the game, allow your students to listen to the recording of Act IV, Scenes i-iii.

For homework, assign students to read Act IV, Scenes iv-v. Also assign the quiz on Acts III and IV that will be given tomorrow.

Week 2: Day 4

Classwork: Quiz Acts I-IV
Large Group Discussion Act IV, Scenes iv-v
Listen to Recording of Scenes iv-v
Homework: Prediction
Read Act V, Scenes i-ii

Begin the class with a five-minute question and answer session. Then administer the quiz. This quiz is to be completed individually. However, your students should still be able to use their textbooks. That way they learn to rely on the text of the play. Allow 20 minutes for students to complete the quiz. After 20 minutes, collect the quizzes and briefly discuss the answers because time has been set aside for that tomorrow.

Individual Quiz: Romeo and Juliet Acts I-IV

1. The bird that is the signal of the morning is what? (The lark)
2. If Juliet does not consent to marry Paris, what will become of her? (She will be banished from her father's house.)

3. If Friar Laurence cannot help Juliet, she will do what? (Commit suicide)

4. Friar Laurence has a plan for both Romeo and Juliet. What is each? (To give Juliet the draft to make her appear dead. To send word to Romeo to come for Juliet when she awakes.)

5. Why does Juliet tell the Nurse not to sleep in her room the night she takes the draft? (She needs to pray)

6. According to Juliet, Romeo is her love, her husband, and her what? (Her friend)

7. Mercutio jokes right up to the moment he dies. What is one? (The "grave man" and "worms meat" joke.)

8. Friar Laurence uses what skill to help Juliet escape marriage to Paris? (His knowledge of herbs)

9. Mercutio blames his death on whom? (Both families)

10. The only encounter between Paris and Juliet occurs where? (In Friar Laurence's cell)

Now that you have finished the quiz, take a few moments to discuss Scenes iv and v. To begin with, I think it's important to discuss the fact that danger is getting far too close to home for Juliet. First of all, she has the problem of being married to Romeo while her parents want her to marry Paris. What has always been so scary for me is that she appears serious about killing herself if need be. The fact that she and Romeo both discuss such desperate measures foreshadows their eventual tragedy. That Juliet cannot tell her parents the truth about the situation is something to which students can usually relate. That even if she did tell her parents the truth, she would still be in trouble is something that needs to be discussed.

I think it would also be important to discuss the marriage customs of the Elizabethan Age. Although love was an important new discovery for them, marriage was still contractual for many . That Juliet should balk ar her father's choice of a husband would shame that family at the very least. More likely, it would mean the loss of power, prestige, and much needed wealth. Paris was the logical choice for Juliet; in fact, he was actually a step up for her family. And again, I emphasize family. For Romeo and Juliet, who are literally desperately in love, there seems to be only one way out and that is death. Perhaps that is the tragedy. Their society is so tightly structured that they are left little room for deviation.

At the same time, are they helped or hindered by Friar Laurence? He knows that Romeo has broken the law. He knows that outside the town, the law of Verona does not exist. However, he feels that he can somehow circumvent the law. Is he correct to think that, or is he only adding to the problem? I also find it interesting to discuss the concept of a clergy exempt from civil law. Also it is interesting to discuss the effect of the Reformation and Henry VIII's formation of the Church of England on the clergy. Does Shakepeare's portrayal of Friar Laurence suggest a pre-Reformation or a post-Reformation view of the clergy?

Although your students will have a range of opinions about this issue, it is clear that Juliet has taken a very potent drug to appear dead. She is to be buried in the family crypt until Romeo can be brought to rescue her. It is a dangerous chance she is taking. What if Romeo is captured? What if (as she says) the Friar has poisoned her in order to extricate himself from the situation? What if her waking in the vault is too much for her? What if her proximity to death is enough to kill her? And what about her dagger? If the drug has no effect, will she actually kill herself?

After discussing these questions, assign student pairs to write a short prediction of how they expect the play to end. Then collect their predictions and read them aloud. I usually think it interesting to compare what students think will happen in a literary work and then later see what actually does happen. Although I know that the play is a tragedy, I can't help but hope that, somehow, Romeo and Juliet are going to escape their fate. But then again, it's important training for students to read a tragedy as tragedy. Comparing their predictions allows you to reinforce both concepts.

With the rest of the time in class, play the recording of Act IV, Scenes iv and v. If you have any extra time, begin Act V.

For homework, assign students Act V, Scenes i-ii.

Week 2: Day 5
Classwork: Return Quizzes & Discussion
SG Discussion of Predictions
Listen to Recording of Act V
Homework: Read Act V, Scene iii

Begin class by returning the quizzes and discussing the answers. As before, it's important to show your students where the right answers can be found in the play. My objective is to keep them going back to the text.

When you have finished discussing the quiz, discuss the plot of Act V in reference to your students' predictions. Which predictions best compare to the actual plot? Are your students satisfied with the way the plot unfolds? What might they change?

Also it's important to discuss the concept of dramatic irony. For all of his best laid plans, Friar Laurence is wrong in thinking that Romeo is uninformed. We know that Romeo thinks that Juliet is dead. We also know how passionately Romeo loves Juliet; and therefore, we know the seriousness of his being misinformed.

After discussing those two short scenes, try to finish listening to as much of Act V (including Scene iii) as you can. If possible, finish the play so that you can discuss the conclusion tomorrow.

For homework, assign students to read Act V, Scene iii. That will complete their reading of the play.

The Third Week: Review and Exam

Week 3

Day 1	Day 2	Day 3	Day 4	Day 5
LG Act V LG Tragedy in R & J Hmwk: Rev Play Reread Act I	Theater: History Blank Verse Julius Caesar R & J Act I Hmwk: R & J Act I Sc ii 85-106, 115-136	SG Sc ii 85-106, 115-136 LG Sc ii Student Selections Hmwk: Review Acts I - V	Game Acts I-V SC Posttest Hmwk: Exam	Exam R & J No Hmwk!

Week 3: Day 1

Classwork: Large Group Discussion of Act V
Large Group Discussion of Tragedy in Romeo and Juliet
Homework: Begin Reviewing Play for Exam
Reread Act I

Today we begin the final push to the exam. What I usually like to do is to have the exam be the culmination of several review activities that reinforce what the students have read. Because of that, you and your students will spend today discussing the play as tragedy, tomorrow and the next day learning about the theater and applying that to this play, and one final review day playing a game. And on the last day of this week, your students will take the exam.

Begin the lesson by again comparing the actual plot of Act V, Scene iii with your students' predictions. As before, which predictions best compare to the actual plot? Are your students satisfied with the way the plot unfolds? What might they change?

It's crucial for your students to know exactly how everything falls apart in Scene iii. The fact that Paris is already at the tomb when Romeo arrives. The fact that Romeo poisons himself right before Friar Laurence arrives and Juliet awakens. And, Friar Laurence is brought back to the tomb by the watch right after Juliet stabs herself. I usually discuss the question that nags the reader throughout the play: What role does fate play? Now that your students have finished reading the play, they can begin to develop an interpretation of whether Romeo and Juliet are "star-crossed lovers" or impetuous youths. I would suggest that you ask for both their interpretation and their justification. What I'm hoping for is an interpretation that relies on the text.

Next, I usually pose the question of whether Romeo and Juliet is a tragedy. For the play to fulfill the characteristics of an Aristotelian tragedy, the hero(es) must first be characters whose loss bears some consequence. Are Romeo and Juliet noble both by birth and by action? Is there evidence of that in the play? Secondly, they must have but one flaw, and that flaw must be the cause of their downfall. If Romeo and Juliet are charactes who are completely at the mercy of fate, then they cannot be tragic; for then fate, not a particular flaw, has already decreed that they will fail. That is unless it is their fate that they have a tragic flaw. I try to point out to students that arriving at an interpretation is not as easy as it may seem. Because at the same time, if Romeo and Juliet are riddled with flaws, then they cannot be tragic. While many of my students have argued that Shakespeare takes the role of fate, they have also argued that Romeo is too romantic, too poetic, too inexperienced, too impulsive, and just too young. They have pointed out that Romeo launches into a poem about Death wanting Juliet for his paramour instead of examining Juliet's body more closely. Had he, he might have saved

them both. But Romeo plays only the role of the courtly lover. Is that his flaw, or is it only one of many flaws tied to his youthful inexperience?

Try to establish what interpretations your students seem to be leaning in the direction of because their interpretation will affect the way they read and act lines.

For homework, assign students to begin a general review of the entire play. Also assign students to reread the Act I because they will be talking about it tomorrow.

Week 3: Day 2

Classwork: Theater: A Short History of the Theater
The Living Line of Blank Verse As Seen from the Perspective of an lamb
Julius Caesar The Death of Caesar: Staged According to Shakespeare's Set Directions
Application of Dramatic Inquiry to Act I, Scene i of Romeo and Juliet

Homework: Reread and Prepare to stage Act I, Scene ii, lines 85-106 and 115-136 of Romeo and Juliet

Today your students will have a chance to apply their comprehension of the play's plot, characters, setting, and theme. Today your students are also going to begin applying the interpretations they have developed from their reading to performing.

I always begin in a non-threatening way and keep it that way. I also guarantee that although this lesson will not turn your students into instant actors, it will allow them to feel more comfortable about speaking in front of a group of people. This lesson will also allow them to begin to extend their interpretation to the concept of staging. My reasoning behind all of this goes beyond the fact that Shakespeare's plays were meant to be staged. I think that your students can extend this type of dramatic inquiry to their daily lives as they critique television shows, movies, and perhaps even live theater. My other reason is that at the same time your students are discussing the staging of the play, they will also be discussing the content of the play. This rehearsal can only pay off in reinforcing what they already know about the play.

Enough of my lecture. Here is how you begin. Your first objective is to get them out from behind their desks. Because theater games are sometimes too threatening, I use something more subtle -- their assistance. I ask for their assistance in a short lesson on the history of the theater. I begin with four chairs. I tell students that I am going to demonstrate a short history of the theater from the Greek theater to the present one. I also tell them that I am going to need their assistance. I ask for what reason the Greeks went to the theater. Because few students ever know, I supply the answer. The Greeks went to the theater as a religious celebration. I don't go into it any further. I just stress that the Greeks <u>had</u> to go to the theater. I then ask for students to assist me in being Greeks at the ampitheater. After I have four Greeks, I repeat their reason for going to the theater was religious. In fact all Athenians <u>had</u> to go to the theater. Therefore, we need more Athenians. I ask for four more, one at a time. At first I try to seat them between the students, and everyone is very pleasant about trying to make room for the late Athenians. However, it soon becomes apparent that there is not enough room. Then I seat students on laps. Students find that they have to touch and that they have to put their arms around each other. I remind the class that these Greeks were compelled to come to the theater. I try to get as many students into the Greek theater as possible (usually between six and eight). Then I tell students in the audience to notice this theater. I call it community theater because if one audience member laughs, they all laugh. (And they always laugh; I've never seen it fail.) I also point out that if one audience member touches another audience member, they all feel the touch. In the same way, if one audience member feels the emotion of a particular speech, they all feel that emotion. They feel it as a community. I don't spend too much time on this point but just characterize the Greek theater as community theater.

Next, I go on to the Roman theater. You can pretend that this lesson is filled with facts that will be asked about on the exam, or you can just make it a fun lesson. It all depends on the class. With my absolute toughest audiences/classes, I've had to tell students to stop taking notes so that they can enjoy themselves. But most classes catch on pretty quickly that this is equal measures of information and pure fun. To discuss the Roman theater, I ask students to lay on the floor. Girls in dresses and some students will balk at that. Let those students take a seat, but try to get as many students as possible on the floor in front of what was the Greek ampitheater. In that small a space, students will invaribly have to touch. And that is what your'e after. What you want to do is to create the same situation you had in the Greek theater. You want to establish that closeness. Once your students are on the floor, remind the audience/class that the Romans also went to the theater for religious reasons. Also point out that the Romans were the first to introduce the concept of audience participaton. Then time the punch line just right: Yeah, lions 10, Christians 0. That usually only gets you a laugh so that you can again point out the communal characteristics that were present in the Greek theater.

The next theater that you discuss is Shakespeare's theater. This segment works best if you have a table ready because you are going to need to stand on it. What you do is keep the Roman theater-goers with you and ask them to get up. You then announce that you are going to demonstrate the Shakespearean theater. What I do is keep a table at the front of the room that I slide toward the desks. That pins the students between you and the audience/class. Then I hop on the table and discuss the fact that in Shakespeare's theater the audience was literally at the feet of the actors (Although some scholars have questioned the groundlings theory). I point out that when actors spoke, they spoke

directly to the audience. The audience could also give their direct reaction to the actor. That could mean that the actor could end up wearing the audience's lunch. I also point out that Shakespeare's theater is another example of community theater. I usually just repeat what I've said for both the Greek and the Roman theaters. Then I ask the students who have assisted me to sit down and the students who have played the audience to clap.

After once more reviewing the community nature of the three theaters, tell students that you will now role play the modern theater. I pick out someone to be the ticket seller and proceed to act as if I'm buying a ticket. That allows me to talk about the reason for going to the theater. In the Greek theater, it was for religious reasons. We go strictly for entertainment. I also ask the price of a theater ticket. They usually don't know; so I tell them the it runs from 30-50 dollars in Washington and Baltimore. I then ask about the local movie theaters. They answer that it costs around five dollars. Then I act as if I'm walking to the ticket taker with my arm around a date. They immediately call out ten dollars. The next thing I demonstrate is what happens when finding a seat. For that I ask for another assistant. I then pretend that the assistant is in my seat. I look at my ticket and then my seat; then the ticket and then the seat. Draw out the comedy. Then I ask the trespasser to get out of my seat. I also start to call for an usher the way wounded soldiers call for a medic. That usually has them rolling in the aisles.

From that, I then go on to discuss the modern theater as the theater of private property. I have bought my space. There is no sense of community the way there was in the Greek theater. In fact, no one ever touches intentionally. To demonstrate that point, I pretend to be sitting in my seat. The first thing I do is firmly plant my elbows on the armrests. I ask the students what I'm doing. They all know, and they say. I then wrap

up the short history of the theater by reviewing the differences between the community theaters of the Greeks, Romans, and Shakespeare with that of our own. I also make a half-comic plea that the next time they are in the theater they reestablish the tradition of the community theater.

After your students have done the short history of the theater, you will not have any trouble getting them to volunteer for roles in the next lesson on blank verse as seen from the point of view of an iamb. You don't have to do a lot of introduction. Just say that you want to talk about something else theatrical and ask for ten volunteers. Place these ten students in a line facing the class. You will need to place the short volunteers in the odd-numbered positions and the tall volunteers in the even-numbered positions. Once you get the line (sometimes referred to as the living line) you will ask them to perform certain actions. The first is for the short/odd-numbered students to make a quick, short motion and the tall/even-numbered students to make a long, flowing motion. Demonstrate each type and point to each member -- odd, even, odd, even . . . -- until everyone has his or her action. Then practice once or twice by pointing to the particular line member. The object is to get the members to do the action on cue so that they develop a rhythm. When you have that down, ask each member of the line to add a corresponding sound to their action. Short/odd-numbered students should add a quick, stacatto sound while tall/even-numbered students should add a longer, flowing sound. Again, practice the added sound until your students have established a rhythm. Remember to have the audience/class clap after they give their performance of the motion and the motion and sound.

Now you are going extend the line to Shakespeare. You are going to make them the living line. To do that whisper the corresponding syllable from this line in Julius

Caesar: "But I am constant as the Northern star". But goes to #1., I to #2., am to #3., con to #4., stant to #5., as to #6., the to #7., Nor to #8., thern to #9., and star to #10. The idea is to get your students to establish a rhythm with the line in the same way that they established a rhythm with the motion and the sound. Then you can introduce to your students the living line. Write the line from Julius Caesar on the board. Discuss why it is a line from Shakespeare. It is written in iambic pentameter. These students have been playing the parts of iambs. Explain that an iamb is a poetic device made up of two syllables, one short syllable followed by one long syllable. Further explain that short means unstressed and long means stressed. Then ask the living line to perform once more so that your students can see and hear the rhythm of the living line of blank verse as seen from the perspective of an iamb. When they are done, have them sit down and applaud them. They will have earned it.

Now that you have them, it's time to give your students some information. Let them know that the line of verse that Shakespeare used was iambic pentameter. Pentameter is five metrical feet or five iambs. Also remind them that each iamb is made up of two syllables. Iambic pentameter is ten syllables written as five iambs. Each iamb is one untstressed syllable followed by a stressed syllable. In poetry, iambic pentameter is often rhymed. When the writer uses unrhymed iambic pentameter, it is called blank verse. Many of Shakespeare's characters speak in blank verse. When they don't, it's for a reason. In Romeo and Juliet, the servants (and fools) usually don't speak in blank verse. The Chorus doesn't speak in blank verse. I'd suggest a quick look at the Prologue. And Romeo doesn't always speak in blank verse. I'd suggest a look at Act I, Scene 5, lines 41-51. Shakespeare is doing that for a reason.

However, our discussion about iambic pentameter is not to compare Romeo's tendancy toward rhyming couplets. Let's examine Shakespeare's line for another reason. We know that Shakespeare wrote these plays to be performed. They were only published after his death. If your class were to look at an original edition of Shakespeare's plays -- a first folio edition -- they would see that there is no set direction. All we have are lines. That is what Shakespeare left his actors for set direction: the line of blank verse. What we are going to do is examine how the line allows us to see more closely the author's intentions. An inquiry into how a line should be played will allow us to see what is important in that line.

I suggest that we look at the line we have from Julius Caesar: "But I am constant as the Northern star". In it Caesar declares his importance to those who have come to hear him in the Senate. I then give a short synopsis of the play in which I briefly identify that two factions existed and that the conspirators were setting Caesar up for his assassination. Metellus Cimber was to ask for the repeal of the banishment of his brother Publius. Caesar would, of course, refuse, and then they would kill him.

Here I hand out a xeroxed copy of Act ii, Scene i, lines 55- 85. As we enter this section of Act III, Scene i, lines 58-73; Caesar is in the act of refusing. I read Caesar's short speech, accentuating the iambic pentameter, and then appoint someone to be Caesar. I also cut his speech to three lines. Those are indicated on the script (lines 59, 72, and 73). Then I add the other characters around Caesar. I usually block the scene so that Metellus Cimber kneeling at the left foot of Caesar. Cinna I set in front and to the left of Caesar. Decius Brutus I set kneeling to the front and to the right of Caesar. Marcus Brutus I set kneeling to the right side of Caesar. And Casca I set to the rear of Caesar. I then go through the lines and have each actor apply what he or she has learned

about blank verse. I also point out that Shakespeare gives these characters even further direction by cutting the line. Every time a supplicant begins to speak, Caesar cuts him off in mid-iamb. Caesar was probably the only person in history assassinated for breaking iambs. It's a bad joke but it gets the point across. Then we perform it.

There is only one thing left to do. And that is to decide how to play Caesar's last line at 76. I ask students to count the syllables. There are only eight. Where are the other two? Scholars, critics, actors, and directors have proposed several theories. There is even the thump (unstressed) thump (stressed) theory. However, I suggest one that should be considered. In my theory, Caesar is aware of the attackers and tries to flee; however, when he discovers that Brutus is also a conspirator, he stops, questions Brutus, and then dies. Why? My theory is that Caesar loved Brutus more than anyone else in Rome. There is evidence of that in the play. If others want Caesar dead, he will try to flee. But if Brutus, whom Caesar loves, wants Caesar dead, then Caesar has no choice. He has lost his best and last friend. He may have also lost his reason for being. For that reason, I would direct students to use those two beats to allow Caesar to grab the knife and kill himself. We then play the scene that way, stopping where marked (line 79). Remember again to thank all of the actors and to give them a round of applause.

This introduction to acting will take the whole period. For that reason assign students to examine Act I, Scene ii, lines 85-106 and 115-136 in Romeo and Juliet for homework. Announce that tomorrow they will discuss how those lines should be played. They will apply what they learned today about Shakespeare's use of blank verse.

Week 3: Day 3
Classwork: Small Group Discussion of Act I, Scene ii, lines 85-106 and 115-136
Large Group Discussion of Act I, Scene ii, lines 85-106 and 115-136
Large Group Discussion of Student Selections from Romeo and Juliet
Homework: Review Acts I - V

Begin today's class by breaking students into pairs. Review the points discussed yesterday -- the characteristics of blank verse and the relationship of blank verse to reading the play. Ask student pairs to decide how Act I, Scene ii, lines 85-106 and 115 136 should be performed. Discuss the events surrounding those lines and who speaks those lines. Then turn them loose for 20 minutes. Ask them to have something definite to present to the class at that time.

After they have accomplished that, allow pairs to present their readings. Then, try staging some of them. You will have to both direct and play most of the characters. I usually play dumb, asking the students questions, drawing their answers, and then acting them out. Sometimes I have to do all the acting; sometimes they help; and sometimes they tell me to shut up and do it all themselves.

If there is any time left, try doing the same exercise with lines from the play that your students select.

For homework, assign students to review the Acts I-V of the play. Also announce that tomorrow will be the review game. They should be prepared because on the exam, you will ask similar questions.

Week 3: Day 4
Classwork: Game Acts I-V
SC Posttest
Homework: Romeo and Juliet Exam

Today is the day for the students to review Romeo and Juliet one final time before the exam. As on Week 1: Day 3, this review will be in the form of a game. The same

rules apply as before, but you might want to determine the two sides by choosing captains and letting them choose the teams, or you can select them yourself. I've just found that in this type of activity, variety of team membership often helps people feel that they can be competitive, particularly if they've been on the losing side. For questions, feel free to ask from any of the acts. The idea is to make the game challenging, and at the same time a final rehearsal for the exam. As before, limit the activity to 20 minutes so that you can administer the sentence-combining posttest.

In the last 40 minutes, administer the sentence-combining posttest. You can justify the test by saying that it is something that the Board is making everyone take. Collect it at the end of the period and save it for me. N. B. If your students complete the sentence-combining posttest before the end of the period, feel free to resume the game or to allow them to study quietly.

Remind your students that tomorrow is the exam day and that for homework they should reread and review the acts. I would also suggest that they try reading the play with their new-found knowledge of blank verse.

Week 3: Day 5
Classwork: Romeo and Juliet Exam
Homework: None

Administer the Romeo and Juliet exam. Students have 40 minutes of class to complete the exam. That should leave you plenty of time to collect the exams at the end of the period.

Exam: Romeo and Juliet

Name_____

Date_____

I. Plot: Order the events in chronological order.

1. _____ Juliet stabs herself.

2. _____ Balthasar tells Romeo that Juliet is dead.

3. _____ Romeo and Juliet meet on her balcony.

4. _____ Benvolio is threatened by Tybalt.

5. _____ Juliet takes the drug that will make her appear dead.

6. _____ Romeo slays Tybalt.

7. _____ Friar Laurence marries Romeo and Juliet.

8. _____ Juliet tries to drink Romeo's poison.

9. _____ Capulet and Montague end feud.

10. _____ Friar John can not enter Mantua.

11. _____ Romeo, Mercutio, and Benvolio attend Capulet's party.

12. _____ Juliet learns that Romeo is a Montague.

13. _____ Friar Laurence urges Juliet to leave the tomb.

14. _____ Romeo argues that it is morning. Juliet argues that it is not.

15. _____ Juliet argues that it is morning. Romeo argues that it is not.

16. _____ Romeo drinks poison.

17. _____ The Nurse urges Juliet to marry Paris.

18. _____ Tybalt slays Mercutio.

19. _____ Romeo learns that Juliet is a Capulet.

20. _____ The Prince banishes Romeo.

II. Characterization: Match the character with the description.

1. ____ "Good King of Cats"	A. Friar Laurence
2. ____ Sells poison.	B. the Nurse
3. ____ Romeo's cousin.	C. Capulet
4. ____ Twice proposes marriage to Juliet	D. Juliet
5. ____ Angry that Romeo is allowed to attend party.	E. Capulet servant
6. ____ Knows exactly when Juliet was born.	F. Benvolio
7. ____ Kills Paris.	G. Tybalt
8. ____ Tybalt's cousin.	H. the apothecary
9. ____ Described as too old to fight.	I. Paris
10.____ Can not read.	J. Romeo

III. Short Answer: Briefly answer the following questions.

1. Mercutio jokes right up to the moment he dies. What is one? _____

_____

_____

2. The bird that is the signal of the morning is what? _____

_____

_____

3. For what reason must the Nurse get a ladder? _____

_____

_____

4. Besides Romeo, the other character who falls in love with Juliet is who? _____

_____

_____

5. Friar Laurence agrees to marry Romeo and Juliet for what reason? _____

_____

_____

IV. Essay: Answer the question in no more than one paragraph.

Who actually proposes marriage? Romeo or Juliet? Examine the lines in Act II, Scene ii and briefly state your interpretation. Remember to give reasons to support your decision.

No homework over the weekend!

The Fourth Week: The Explanatory Composition Posttest

For this week's lesson plans follow the script for the **explanatory composition postest.**

Appendix F

Explanatory Composition Posttest/Sentence-Combining Posttest

Explanatory Composition Posttest

Student Composition **Name**_____

Date_____

Writing Topic

Suppose you and a friend are planning to celebrate your birthdays together by inviting your friends over for dinner. Your parents tell you that they will prepare any meal you want. However, you both have different meals planned. Your parents can only prepare one meal. In order for you to have your meal prepared for the joint birthday dinner, you must change your friend's mind. Write a five-paragraph composition explaining to your friend why you should both celebrate with the meal you have planned.

Before you begin writing, think about the meal you have planned. Think about what your friend will need to know about it. This may include the particular items on the menu, their method of preparation, or something else about the meal that makes it so important for this occasion. Think about what you really like about this meal.

Now write a five-paragraph composition explaining to your friend why you should both celebrate with the meal you have planned.

Script for Explanatory Composition Posttest:

Experimental Group One Unit in Sentence Combining Applied to Revision

Day 1	Day 2	Day 3	Day 4	Day 5
Assign Comp SG Brainstorm LG Discussion Outline P's Hmwk: Write Intro + BP 1	SG Discuss BP LG Rev Org Rev Org BP1 Hmwk: RD of 2 BP's	SG Discuss BP's LG Rev Organizer Rev Org BP 2-3 Write Conclusion Hmwk: Concl of Paper/1st Final Draft	SG PTS BP's LG PTS BP's LG Rev Mech Hmwk: Fin Draft Due Tomorrow	Fin Mech Check Fin Draft Due

<u>Day 1</u>
Classwork: Assign Composition
Small Group Brainstorm
Large Group Discussion
Outline
<u>Homework: Intro + BP 1</u>

On Day 1, assign the composition and discuss the instructions so that the students understand what's expected of them.

To get started, have them form pairs and brainstorm. While in groups, their job is first to decide what is expected of them in the assignment and then to decide how they plan to write the composition. I'd like them to record their small group activity on a web so that they'll have something to use when they begin outlining. Then as a large group discuss the assignment one more time with them to make sure they understand it. Also discuss the choices they've made for writing the composition. I'd like them to go into the assignment as positive as possible. In class, students should construct a rough outline of the paper so that they can begin to write it tonight.

In the last few minutes of class, please discuss the homework: a rough draft of 1.) the introduction to the paper and 2.) the first body paragraph that will support their thesis statement. What we're looking for in the introduction is a lead-in, a discussion that logically narrows the general topic, and a thesis statement that states

their opinion. The thesis may be overt in the sense that they state a preference and give the reasons, or it may be implied. (Examples: I think that Hammond High School will win the basketball championship because we have the best players, the best coaches, and the most spirited fans. I think that Hammond High School has probably the best chance at winning the basketball championship.) What we're looking for in the body paragraph is a topic sentence, specific points linked together by transitions, and the whole paragraph closed in some form, be it a stated or an implied conclusion. For homework, students are to compose two things: a rough draft of both the introduction to the paper and the first body paragraph that will support their thesis statement.

Day 2

Classwork: Small Group Discussion of Introduction
Large Group Revision Organizer
Revise Paragraph 1

Homework: Rough Draft of 2 Body Paragraphs

When students come into class today, they should get into pairs to compare introductions. They should be checking for the three components discussed yesterday -- a lead-in, logical discussion that narrows the topic, and a thesis statement that focuses the paper. (While they are working together, xerox two papers that you can use when you introduce the revision organizer to the class. Just remember to fold the name under so that student writers remain somewhat anonymous.) Then, as a class, read aloud one or two introductions to allow students to compare theirs with others and to make sure that the introductions are on the right track.

Next, begin a quick introduction of the revision organizer. To do that, first read through the directions of the revision organizer; then do one together using one student's paper. You may need to walk them through the revision rganizer with more than one paper; but after students catch on to using the organizer, they will be able to apply it to

their own papers. And that's exactly what I want them to do. Students should use the organizer to review and revise their first body paragraph. In order to insure that students actually use the revision organizer, please make the assignment that at least one completed revision organizer for each body paragraph will be due with the final draft of this paper.

For homework have students complete the other one or two body paragraphs that they planned in their outline.

Day 3

Classwork: Small Group Discussion of Body Paragraphs
Large Group Revision Organizer
Revision Organizer of Body Paragraphs and Write Conclusion

Homework: Conclusion of Paper and 1st Final Draft of Paper

Begin the class with a small group discussion of the body paragraphs while you again xerox two papers. Students should discuss the issue of body paragraphs working together with the introduction to form an integrated whole. Do the body paragraphs follow the arguments either stated or implied in the thesis? Are they adequately linked together and to the thesis by transitions? And do they argue with support for their statements, or are they merely assertions?

As a large group, demonstrate the revision organizer with one or two papers so that students again get to see how to use the revision organizer to review and revise their body paragraphs for support and elaboration. Then for classwork students are to complete the revision organizer for the body paragraphs and revise wherever needed.

If they finish before the end of the period, they can begin work on the conclusion. In conclusions we're looking for two things: a review of the argument and a sign-off, a way of gracefully telling the reader that the paper is over. The sign-off can be thought

provoking or a new view that might be considered in the future; but the reader has to know in words not just space that the paper has been concluded.

For homework, the first final draft of their paper is due tomorrow. I know that students will probably make changes between Day 4 and Day 5, but it's in their best interest to have their best writing ready tomorrow. I've often found that students see a rough draft as something that they don't have to spend as much time on; so I usually assign more than one final draft.

Day 4

Classwork: Small Group Primary Trait Scorer of 1 Body Paragraph
Large Group Primary Trait Scorer of 1 Body Paragraph
Small Group Review of Mechanics

Homework: Final Draft Due Tomorrow

Today is the day for last revisions and a general assessment by the students of how well they have written the paper.

In pairs, they should trade and assess one paragraph of each others papers using the primary trait scorer with this script. While they are working together, xerox two papers so that you can do a primary trait assessment with the entire class. Then as a large group assess one paragraph from each paper, using the primary trait scorer. By doing it twice, they get feedback from one student, from you, and from the whole class. Then answer final questions about mechanics. I recommend doing this as a large group because that will allow students to hear answers to questions that may plague them later but in class they might not yet have considered.

For homework, the final draft is due tomorrow.

Day 5
Classwork: Final Mechanics Check
_____ Final Draft Due

Final drafts are due today. Allow students ten minutes to go over their papers one last time and to make any corrections that they might have missed when writing their final draft. Then collect the papers.

Primary Trait Scorer

Primary Trait Score Criteria for Analysis of Writing

Points Possible: 100

Excellent: 20, 19/Very good: 18-16/Acceptable: 15-13/Needs work >12

1. Organization: Has the writer organized the paragraph? Has the writer composed a topic sentence, between two and five sub-topics, and a conclusion? Are the sub-topics adequately supported and integrated into a whole? Worth 20 points.

_____/Comments _____

_____

2. Elaboration: Does the writer demonstrate a depth of understanding about the subject? Does the reader feel that enough was said, but not too much? Worth 20 points. _____/Comments _____

_____

3. Sentence Length: Has the writer varied sentence length? Worth 20 points. _____/Comments _____

_____

4. Flow: Has the writer used adequate transitions to lead the reader through the paragraph? Worth 20 points. _____/Comments _____

_____

5. Mechanics: Has the writer sufficiently revised errors in spelling, capitalization, and punctuation? For each mechanical error subtract 2 points to a maximum of 20.

_____/Comments _____

_____

Revision Organizer

Name_____

Date_____

Title:_____

Directions: Complete the following exercise to review and to revise your composition. You will be asked to copy one body paragraph and to list the specific points that support your topic sentence. Then you will be asked to write base sentences that elaborate those points. Finally, you will be asked to combine those base sentences using the sentence-combining skills you learned in Sentencecraft. The purpose of this exercise is to improve your writing using sentence combining.

1) Choose one body paragraph and read it silently to yourself. In the space below, write your paragraph.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2)In the space below, write the first sentence of your paragraph.

_____

_____

_____

3) In the space below, write your topic sentence.

_____

_____

_____

4) In the space below, write each specific point that supports your topic sentence.

1._____

_____

_____

_____

2._____

_____

_____

_____

3._____

_____

_____

_____

4._____

_____

_____

_____

5) In the space below, answer as many questions as you can about your first specific point. Write your answers in base sentence form. Some answers may require more than one base sentence. Use as many base sentences as you need. Sentences may appear to be redundant, but that is all right because you will want to combine many of them later. Use your own paper if you need more room.

Questions for Specific Point 1

1. What is the subject about? _____
2. What else do you know about the subject? _____
3. Who is involved with this subject? _____
4. What else do you know about this person? _____
5. Is there a location where the action takes place? _____
6. What do you know about the place? _____
7. At what time does the activity take place? _____
8. How was the activity accomplished? _____
9. For whom was the activity accomplished?_____
10. Why or under what circumstances was it accomplished?_____

Remember: Not all sentences in your composition will produce answers to every question, but try and answer as many as you can. If you discover others to ask, feel free to include them also.

6) In the space below, answer as many questions as you can about your second specific point. Write your answers in base sentence form. Some answers may require more than one base sentence. Use as many base sentences as you need. Sentences may appear to be redundant, but that is all right because you will want to combine many of them later. Use your own paper if you need more room.

Questions for Specific Point 2

1. What is the subject about? _____
2. What else do you know about the subject? _____
3. Who is involved with this subject? _____
4. What else do you know about this person? _____
5. Is there a location where the action takes place? _____
6. What do you know about the place? _____
7. At what time does the activity take place? _____
8. How was the activity accomplished? _____
9. For whom was the activity accomplished?_____
10. Why or under what circumstances was it accomplished?_____

Remember: Not all sentences in your composition will produce answers to every question, but try and answer as many as you can. If you discover others to ask, feel free to include them also.

7) In the space below, answer as many questions as you can about your third specific point. Write your answers in base sentence form. Some answers may require more than

one base sentence. Use as many base sentences as you need. Sentences may appear to be redundant, but that is all right because you will want to combine many of them later. Use your own paper if you need more room.

Questions for Specific Point 3

1. What is the subject about? _____
2. What else do you know about the subject? _____
3. Who is involved with this subject? _____
4. What else do you know about this person? _____
5. Is there a location where the action takes place? _____
6. What do you know about the place? _____
7. At what time does the activity take place? _____
8. How was the activity accomplished? _____
9. For whom was the activity accomplished?_____
10. Why or under what circumstances was it accomplished?_____

Remember: Not all sentences in your composition will produce answers to every question, but try and answer as many as you can. If you discover others to ask, feel free to include them also.

8) In the space below, answer as many questions as you can about your fourth specific point. Write your answers in base sentence form. Some answers may require more than one base sentence. Use as many base sentences as you need. Sentences may appear to be redundant, but that is all right because you will want to combine many of them later. Use your own paper if you need more room.

Questions for Specific Point 4

1. What is the subject about? _____

2. What else do you know about the subject? _____

3. Who is involved with this subject? _____

4. What else do you know about this person? _____

5. Is there a location where the action takes place? _____

6. What do you know about the place? _____

7. At what time does the activity take place? _____

8. How was the activity accomplished? _____

9. For whom was the activity accomplished?_____

10. Why or under what circumstances was it accomplished?_____

Remember: Not all sentences in your composition will produce answers to every question, but try and answer as many as you can. If you discover others to ask, feel free to include them also.

9) If you have any more specific points, follow the same procedure used in 4, 5, and 6.

10) Now that you have reviewed each specific point, consider whether your paragraph may not not be a better paragraph if you explained some of the points further. In your review of your specific points, you listed a great deal of information about each point. Some of that information was already in your paragraph, but some of it has only now become evident to you. Decide what material would allow you to better explain yourself. Put a check next to those base sentences you think would improve your paragraph.

11) In the space below, use the sentence-combining skills you learned in Sentencecraft to combine as many of the base sentences as you can. Use your own paper if you need more room.

_____

_____

12) Now, in the space below, rewrite the sentences into your body paragraph. Use your own paper if you need more room. Read the revised paragraph. Does the revised paragraph better explain your points?

Script for the Explanatory Composition Posttest:

The Experimental Group Two Unit in the Sentence Combining Alone

Day 1	Day 2	Day 3	Day 4	Day 5
Assign Comp	SG Discuss P1	SG Discuss BP's	SG PTS BP's	Fin Mech Check
SG Brainstorm	LG Revision	LG Revision	LG PTS BP's	Fin Draft Due
LG Discussion	Hmwk: RD of	Write Conclusion	LG Rev Mech	
Outline	2 BP's	Hmwk: Concl	Hmwk: Fin Draft	
Hmwk: RD		of Paper/1st	Due Tomorrow	
Intro + BP 1		Final Draft		

<u>Day 1</u>

Classwork: Assign Composition
Small Group Brainstorm
Large Group Discussion
Outline

<u>Homework: Intro + Body Paragraph 1</u>

On Day 1 assign the composition and discuss the instructions so that the students understand what's expected of them.

To get started, have them form small groups and brainstorm. While in groups, their job is first to decide what is expected of them in the assignment and then to decide how they plan to write the composition. I'd like them to record their small group activity on a web so that they'll have something to use when they begin outlining. Then as a large group discuss the assignment one more time with them to make sure they understand it. Also discuss the choices they've made for writing the composition. I'd like them to go into the assignment as positive as possible. In class, students should construct a rough outline of the paper so that they can begin to write it tonight.

In the last few minutes of class, please discuss the homework: a rough draft of 1.) the introduction to the paper and 2.) the first body paragraph that will support their thesis statement. What we're looking for in the introduction is a lead-in, a discussion that logically narrows the general topic, and a thesis statement that states

their opinion. The thesis may be overt in the sense that they state a preference and give the reasons, or it may be implied. (Examples: I think that Hammond High School will win the football championship because we have the best players, the best coaches, and the most spirited fans. I think that Hammond High School has probably the best chance at winning the football championship.) What we're looking for in the body paragraph is a topic sentence, specific points linked together by transitions, and the whole paragraph closed in some form, be it a stated or an implied conclusion. For homework, students are to compose two things: a rough draft of both the introduction to the paper and the first body paragraph that will support their thesis statement.

<u>Day 2</u>
Classwork: Small Group Discussion of Introduction
Large Group Discussion of Paragraph 1
Large Group Revision
Revision of Paragraph 1
<u>Homework: Rough Draft of 2 Body Paragraphs</u>

When students come into class today, they should get into their small groups to compare introductions. They should be checking for the three components discussed yesterday -- a lead-in, logical discussion that narrows the topic, and a thesis statement that focuses the paper. Then, as a class, read aloud one or two introductions to allow students to compare theirs with others and to make sure that the introductions are on the right track.

Today students are going to revise. Discuss body paragraph 1 to see to what degree students have constructed good, better, or best paragraphs. Similar to yesterday, discussion should center around topic sentences, sub-topics or specific statements supporting the topic sentence, and elaboration and discussion of each specific point. Also discuss the fact that specific points should be linked together by transitions and that

the whole paragraph should be closed in some form, be it a stated or an implied conclusion. Students should then revise their first body paragraph.

For homework, have students complete the other one or two body paragraphs that they planned in their outline.

Day 3

Classwork: Small Group Discussion of Body Paragraphs
Large Group Revision
Revision of Body Paragraphs and Write Conclusion

Homework: Conclusion of Paper and 1st Final Draft of Paper

Begin the class with a small group discussion of the body paragraphs. Students should discuss the issue of body paragraphs linking together with the introduction to form an integrated whole. Do the body paragraphs follow the arguments either stated or implied in the thesis? Are they adequately linked together and to the thesis by transitions? And do they argue with support for their statements, or are they merely assertions?

As a large group, discuss their body paragraphs for support and elaboration. Then, students are to work on revising the body paragraphs and begin work on the conclusion. In conclusions we're looking for two things: a review of the argument and a sign-off -- a way of gracefully telling the reader that the paper is over. The sign-off can be thought provoking or a new view that might be considered in the future; but the reader has to know in words, not just space, that the paper has been concluded.

For homework the first final draft of their paper is due tomorrow. I know that students will probably make changes between Day 4 and Day 5, but it's in their best interest to have their best writing ready tomorrow. I've often found that students see a

rough draft as something that they don't have to spend as much time on; so I usually assign more than one final draft.

Day 4

Classwork: Small Group Primary Trait Scorer of 1 Body Paragraph
Large Group Primary Trait Scorer of 1 Body Paragraph
Large Group Review of Mechanics

Homework: Final Draft Due Tomorrow

Today is the day for last revisions and a general assessment by the students of how well they have written the paper.

In small groups, they should trade and assess one paragraph of each other's papers using the primary trait scorer they used in the sentence-combining unit. While they are working together, xerox two papers so that you can do a primary trait assessment with the entire class. Then as a large group assess one paragraph from each paper, using the primary trait scorer. By doing it twice, they get feedback from one student, from you, and from the whole class. Then answer final questions about mechanics. I recommend doing this as a large group because that will allow students to hear answers to questions that may plague them later but in class they might not yet have considered.

For homework, the final draft is due tomorrow.

Day 5

Classwork: Final Mechanics Check
_____ Final Draft Due

Final drafts are due today. Allow students to go over their papers one last time and make any corrections that they might have missed when writing their final draft. Then collect the papers.

Primary Trait Scorer

Primary Trait Score Criteria for Analysis of Writing

Points Possible: 100

Excellent: 20, 19/Very good: 18-16/Acceptable: 15-13/Needs work >12

1. Organization: Has the writer organized the paragraph? Has the writer composed a topic sentence, between two and five sub-topics, and a conclusion? Are the sub-topics adequately supported and integrated into a whole? Worth 20 points.

_____/Comments _____

_____

2. Elaboration: Does the writer demonstrate a depth of understanding about the subject? Does the reader feel that enough was said, but not too much? Worth 20 points. _____/Comments _____

_____

3. Sentence Length: Has the writer varied sentence length? Worth 20 points. _____/Comments _____

_____

4. Flow: Has the writer used adequate transitions to lead the reader through the paragraph? Worth 20 points. _____/Comments _____

_____

5. Mechanics: Has the writer sufficiently revised errors in spelling, capitalization, and punctuation? For each mechanical error subtract 2 points to a maximum of 20.

_____/Comments _____

_____

Script for the Explanatory Composition Posttest:

The Control Group Unit in the Standard Phase IIIA Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Assign Comp	SG Discuss P1	SG Discuss BP's	SG PTS BP's	Fin Mech Check
SG Brainstorm	LG Revision	LG Revision	LG PTS BP's	Fin Draft Due
LG Discussion	Hmwk: RD of	Write Conclusion	LG Rev Mech	
Outline	2 BP's	Hmwk: Concl	Hmwk: Fin Draft	
Hmwk: RD		of Paper/1st	Due Tomorrow	
Intro + BP 1		Final Draft		

<u>Day 1</u>
Classwork: Assign Composition
Small Group Brainstorm
Large Group Discussion
Outline
<u>Homework: Intro + Body Paragraph 1</u>

On Day 1 assign the composition and discuss the instructions so that the students understand what's expected of them.

To get started, have them form small groups and brainstorm. While in groups, their job is first to decide what is expected of them in the assignment and then to decide how they plan to write the composition. I'd like them to record their small group activity on a web so that they'll have something to use when they begin outlining. Then as a large group discuss the assignment one more time with them to make sure they understand it. Also discuss the choices they've made for writing the composition. I'd like them to go into the assignment as positive as possible. In class, students should construct a rough outline of the paper so that they can begin to write it tonight.

In the last few minutes of class, please discuss the homework: a rough draft of 1.) the introduction to the paper and 2.) the first body paragraph that will support their thesis statement. What we're looking for in the introduction is a lead-in, a discussion that logically narrows the general topic, and a thesis statement that states

their opinion. The thesis may be overt in the sense that they state a preference and give the reasons, or it may be implied. (Examples: I think that Hammond High School will win the football championship because we have the best players, the best coaches, and the most spirited fans. I think that Hammond High School has probably the best chance at winning the football championship.) What we're looking for in the body paragraph is a topic sentence, specific points linked together by transitions, and the whole paragraph closed in some form, be it a stated or an implied conclusion. For homework, students are to compose two things: a rough draft of both the introduction to the paper and the first body paragraph that will support their thesis statement.

Day 2

Classwork: Small Group Discussion of Introduction
Large Group Discussion of Paragraph 1
Large Group Revision
Revision of Paragraph 1

Homework: Rough Draft of 2 Body Paragraphs

When students come into class today, they should get into their small groups to compare introductions. They should be checking for the three components discussed yesterday -- a lead-in, logical discussion that narrows the topic, and a thesis statement that focuses the paper. Then, as a class, read aloud one or two introductions to allow students to compare theirs with others and to make sure that the introductions are on the right track.

Today students are going to revise. Discuss body paragraph 1 to see to what degree students have constructed good, better, or best paragraphs. Similar to yesterday, discussion should center around topic sentences, sub-topics or specific statements supporting the topic sentence, and elaboration and discussion of each specific point. Also discuss the fact that specific points should be linked together by transitions and that

the whole paragraph should be closed in some form, be it a stated or an implied conclusion. Students should then revise their first body paragraph.

For homework, have students complete the other one or two body paragraphs that they planned in their outline.

Day 3

Classwork: Small Group Discussion of Body Paragraphs
Large Group Revision
Revision of Body Paragraphs and Write Conclusion

Homework: Conclusion of Paper and 1st Final Draft of Paper

Begin the class with a small group discussion of the body paragraphs. Students should discuss the issue of body paragraphs linking together with the introduction to form an integrated whole. Do the body paragraphs follow the arguments either stated or implied in the thesis? Are they adequately linked together and to the thesis by transitions? And do they argue with support for their statements, or are they merely assertions?

As a large group, discuss their body paragraphs for support and elaboration. Then, students are to work on revising the body paragraphs and begin work on the conclusion. In conclusions we're looking for two things: a review of the argument and a sign-off -- a way of gracefully telling the reader that the paper is over. The sign-off can be thought provoking or a new view that might be considered in the future; but the reader has to know in words, not just space, that the paper has been concluded.

For homework the first final draft of their paper is due tomorrow. I know that students will probably make changes between Day 4 and Day 5, but it's in their best interest to have their best writing ready tomorrow. I've often found that students see a

rough draft as something that they don't have to spend as much time on; so I usually assign more than one final draft.

Day 4

Classwork: Small Group Primary Trait Scorer of 1 Body Paragraph
Large Group Primary Trait Scorer of 1 Body Paragraph
Large Group Review of Mechanics

Homework: Final Draft Due Tomorrow

Today is the day for last revisions and a general assessment by the students of how well they have written the paper.

In small groups, they should trade and assess one paragraph of each other's papers using the primary trait scorer they used in the sentence-combining unit. While they are working together, xerox two papers so that you can do a primary trait assessment with the entire class. Then as a large group assess one paragraph from each paper, using the primary trait scorer. By doing it twice, they get feedback from one student, from you, and from the whole class. Then answer final questions about mechanics. I recommend doing this as a large group because that will allow students to hear answers to questions that may plague them later but in class they might not yet have considered.

For homework, the final draft is due tomorrow.

Day 5

Classwork: Final Mechanics Check
_____ Final Draft Due

Final drafts are due today. Allow students to go over their papers one last time and make any corrections that they might have missed when writing their final draft. Then collect the papers.

Primary Trait Scorer

Primary Trait Score Criteria for Analysis of Writing

Points Possible: 100

Excellent: 20, 19/Very good: 18-16/Acceptable: 15-13/Needs work >12

1. Organization: Has the writer organized the paragraph? Has the writer composed a topic sentence, between two and five sub-topics, and a conclusion? Are the sub-topics adequately supported and integrated into a whole? Worth 20 points.

_____/Comments _____

_____

2. Elaboration: Does the writer demonstrate a depth of understanding about the subject? Does the reader feel that enough was said, but not too much? Worth 20 points. _____/Comments _____

_____

3. Sentence Length: Has the writer varied sentence length? Worth 20 points. _____/Comments _____

_____

4. Flow: Has the writer used adequate transitions to lead the reader through the paragraph? Worth 20 points. _____/Comments _____

_____

5. Mechanics: Has the writer sufficiently revised errors in spelling, capitalization, and punctuation? For each mechanical error subtract 2 points to a maximum of 20.

_____/Comments _____

_____

Sentence-Combining Posttest and Answers

Sentence Combining **Name**_____

Date_____

Directions: Combine the set of base sentences into a single longer sentence. Write your combined version on the lines provided below each set.

1. SOMETHING convinced the woman (of) SOMETHING.

   The real estate salesman couldn't explain SOMETHING. **(the fact that)**

   The real estate salesman was pushy.

   The real estate salesman claimed to be a long-time Baltimore resident. **(who)**

   The Inner Harbor was located somewhere. **(where)**

   The William Donald Schaeffer was someone. **(and who)**

   He knew little about the city.

The fact that the pushy real estate salesman who claimed to be a long-time resident of Baltimore couldn't explain where the Inner Harbor was located and who William Donald Shaeffer was convinced the woman that he knew little about the city.

2. SOMETHING seems likely.

   The Chesapeake Bay will continue to become more polluted. **(it . . . that)**

   Its rivers and islands will become a sewer. **(, that)**

   The sewer will be for agricultural and industrial wastes .

   It will become an ecosystem . **(, and that)**

   The ecosystem will be without crabs.

   The ecosystem will be without rockfish.

   The ecosystem will be without oysters. **(or)**

It seems likely that the Chesapeake Bay will continue to becom more polluted, that its rivers and islands will become a sewer for agricultural and industrial wastes, and that it will become anecosystem without crabs, rockfish, or oysters.

3. We start them sooner and sooner in school.

   We make a farce of graduations. **(and)**

   The graduations are even from kindergarten now. **(--)**

   School becomes a rat race. **(. . . -- + until)**

   The rat race never has a home stretch in sight. **(with)**

We start them sooner and sooner in school and make a farce of graduations -- even from kindergarten now -- until school becomes a rat race with never a home stretch in sight.

4. He said SOMETHING. **(ing)**

Walking is an effective method of SOMETHING. **(that)**

It provides exercise for all age groups. **(ing)**

It maintaining good posture. **(ing)**

It helps control stress. **(, and + ing)**

Joe Templeton explained SOMETHING.

Joe Templeton is an avid walker. **(, . . .,)**

A walker first considers SOMETHING. **(that)**

One is to dress properly. **(how to)**

One spends the first day. **(ing)**

One decides what socks and shoes to wear. **(ing)**

It is time. **(--)**

The time is seemingly wasted.

The time is necessary for any successful walker. **(but)**

Saying that walking is an effective of providing exercise for all age groups, maintaining good posture, and helping control stress; Joe Templeton, and avid walker, explained that a walker first considers how to dress properly spending the first day deciding what socks and shoes to wear -- time seemingly wasted but necessary for any successful walker.

5. It was just SOMETHING

I had never seen SOMETHING as being possible. **(that)**

He met a woman outside of our community. **(it . . . for . . . to)**

She was an intelligent woman like Ruth.

It was just that I had never seen it as being possible for him to meet an intelligent woman like Ruth outside of our community.

Appendix G

Explanatory Composition DelayedPosttest

Student Composition

Name_____

Date_____

Writing Topic

Suppose your English teacher has assigned you and a friend to present an oral report on the hobby of your choice. Your teacher tells you that you can report on any hobby you want. However, you both have your own choice of hobbies. Your teacher will allow you to report on only one hobby. In order to be able to report on your hobby, you must change your friend's mind. Write a five-paragraph composition explaining to your friend why you should both report on your hobby.

Before you begin writing, think about the hobby. Think about what your friend will need to know about it. This may include what kinds of activities are connected with this hobby, what is particularly rewarding about this hobby, or something else about the hobby that makes it appropriate for this oral report. Think about what you really like about this hobby.

Now write a five-paragraph composition explaining to your friend why you should both report on your hobby.

Script for Explanatory Composition Delayed Posttest:

Experimental Group One Unit in Sentence Combining Applied to Revision

Day 1	Day 2	Day 3	Day 4	Day 5
Assign Comp SG Brainstorm LG Discussion Outline P's Hmwk: Write Intro + BP 1	SG Discuss BP LG Rev Org Rev Org BP1 Hmwk: RD of 2 BP's	SG Discuss BP's LG Rev Organizer Rev Org BP 2-3 Write Conclusion Hmwk: Concl of Paper/1st Final Draft	SG PTS BP's LG PTS BP's LG Rev Mech Hmwk: Fin Draft Due Tomorrow	Fin Mech Check Fin Draft Due

<u>Day 1</u>
Classwork: Assign Composition
Small Group Brainstorm
Large Group Discussion
Outline
<u>Homework: Intro + BP 1</u>

On Day 1, assign the composition and discuss the instructions so that the students understand what's expected of them.

To get started, have them form pairs and brainstorm. While in groups, their job is first to decide what is expected of them in the assignment and then to decide how they plan to write the composition. I'd like them to record their small group activity on a web so that they'll have something to use when they begin outlining. Then as a large group discuss the assignment one more time with them to make sure they understand it. Also discuss the choices they've made for writing the composition. I'd like them to go into the assignment as positive as possible. In class, students should construct a rough outline of the paper so that they can begin to write it tonight.

In the last few minutes of class, please discuss the homework: a rough draft of 1.) the introduction to the paper and 2.) the first body paragraph that will support their thesis statement. What we're looking for in the introduction is a lead-in, a discussion that logically narrows the general topic, and a thesis statement that states

their opinion. The thesis may be overt in the sense that they state a preference and give the reasons, or it may be implied. (Examples: I think that Hammond High School will win the basketball championship because we have the best players, the best coaches, and the most spirited fans. I think that Hammond High School has probably the best chance at winning the basketball championship.) What we're looking for in the body paragraph is a topic sentence, specific points linked together by transitions, and the whole paragraph closed in some form, be it a stated or an implied conclusion. For homework, students are to compose two things: a rough draft of both the introduction to the paper and the first body paragraph that will support their thesis statement.

Day 2

Classwork: Small Group Discussion of Introduction
Large Group Revision Organizer
Revise Paragraph 1

Homework: Rough Draft of 2 Body Paragraphs

When students come into class today, they should get into pairs to compare introductions. They should be checking for the three components discussed yesterday -- a lead-in, logical discussion that narrows the topic, and a thesis statement that focuses the paper. (While they are working together, xerox two papers that you can use when you introduce the revision organizer to the class. Just remember to fold the name under so that student writers remain somewhat anonymous.) Then, as a class, read aloud one or two introductions to allow students to compare theirs with others and to make sure that the introductions are on the right track.

Next, begin a quick introduction of the revision organizer. To do that, first read through the directions of the revision organizer; then do one together using one student's paper. You may need to walk them through the revision rganizer with more than one paper; but after students catch on to using the organizer, they will be able to apply it to

their own papers. And that's exactly what I want them to do. Students should use the organizer to review and revise their first body paragraph. In order to insure that students actually use the revision organizer, please make the assignment that at least one completed revision organizer for each body paragraph will be due with the final draft of this paper.

For homework have students complete the other one or two body paragraphs that they planned in their outline.

Day 3

Classwork: Small Group Discussion of Body Paragraphs
Large Group Revision Organizer
Revision Organizer of Body Paragraphs and Write Conclusion

Homework: Conclusion of Paper and 1st Final Draft of Paper

Begin the class with a small group discussion of the body paragraphs while you again xerox two papers. Students should discuss the issue of body paragraphs working together with the introduction to form an integrated whole. Do the body paragraphs follow the arguments either stated or implied in the thesis? Are they adequately linked together and to the thesis by transitions? And do they argue with support for their statements, or are they merely assertions?

As a large group, demonstrate the revision organizer with one or two papers so that students again get to see how to use the revision organizer to review and revise their body paragraphs for support and elaboration. Then for classwork students are to complete the revision organizer for the body paragraphs and revise wherever needed.

If they finish before the end of the period, they can begin work on the conclusion. In conclusions we're looking for two things: a review of the argument and a sign-off, a way of gracefully telling the reader that the paper is over. The sign-off can be thought

provoking or a new view that might be considered in the future; but the reader has to know in words not just space that the paper has been concluded.

For homework, the first final draft of their paper is due tomorrow. I know that students will probably make changes between Day 4 and Day 5, but it's in their best interest to have their best writing ready tomorrow. I've often found that students see a rough draft as something that they don't have to spend as much time on; so I usually assign more than one final draft.

Day 4

Classwork: Small Group Primary Trait Scorer of 1 Body Paragraph
Large Group Primary Trait Scorer of 1 Body Paragraph
Small Group Review of Mechanics

Homework: Final Draft Due Tomorrow

Today is the day for last revisions and a general assessment by the students of how well they have written the paper.

In pairs, they should trade and assess one paragraph of each others papers using the primary trait scorer with this script. While they are working together, xerox two papers so that you can do a primary trait assessment with the entire class. Then as a large group assess one paragraph from each paper, using the primary trait scorer. By doing it twice, they get feedback from one student, from you, and from the whole class. Then answer final questions about mechanics. I recommend doing this as a large group because that will allow students to hear answers to questions that may plague them later but in class they might not yet have considered.

For homework, the final draft is due tomorrow.

Day 5
Classwork: Final Mechanics Check
_____ Final Draft Due

Final drafts are due today. Allow students ten minutes to go over their papers one last time and to make any corrections that they might have missed when writing their final draft. Then collect the papers.

Primary Trait Scorer

Primary Trait Score Criteria for Analysis of Writing

Points Possible: 100

Excellent: 20, 19/Very good: 18-16/Acceptable: 15-13/Needs work >12

1. Organization: Has the writer organized the paragraph? Has the writer composed a topic sentence, between two and five sub-topics, and a conclusion? Are the sub-topics adequately supported and integrated into a whole? Worth 20 points.

_____/Comments _____

_____

2. Elaboration: Does the writer demonstrate a depth of understanding about the subject? Does the reader feel that enough was said, but not too much? Worth 20 points. _____/Comments _____

_____

3. Sentence Length: Has the writer varied sentence length? Worth 20 points. _____/Comments _____

_____

4. Flow: Has the writer used adequate transitions to lead the reader through the paragraph? Worth 20 points. _____/Comments _____

_____

5. Mechanics: Has the writer sufficiently revised errors in spelling, capitalization, and punctuation? For each mechanical error subtract 2 points to a maximum of 20.

_____/Comments _____

_____

Revision Organizer

Name_____

Date_____

Title:_____

Directions: Complete the following exercise to review and to revise your composition. You will be asked to copy one body paragraph and to list the specific points that support your topic sentence. Then you will be asked to write base sentences that elaborate those points. Finally, you will be asked to combine those base sentences using the sentence-combining skills you learned in Sentencecraft. The purpose of this exercise is to improve your writing using sentence combining.

1) Choose one body paragraph and read it silently to yourself. In the space below, write your paragraph.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2)In the space below, write the first sentence of your paragraph.

3) In the space below, write your topic sentence.

4) In the space below, write each specific point that supports your topic sentence.

1.

2.

3.

_____

_____

_____

4._____

_____

_____

_____

5) In the space below, answer as many questions as you can about your first specific point. Write your answers in base sentence form. Some answers may require more than one base sentence. Use as many base sentences as you need. Sentences may appear to be redundant, but that is all right because you will want to combine many of them later. Use your own paper if you need more room.

Questions for Specific Point 1

1. What is the subject about? _____
2. What else do you know about the subject? _____
3. Who is involved with this subject? _____
4. What else do you know about this person? _____
5. Is there a location where the action takes place? _____
6. What do you know about the place? _____
7. At what time does the activity take place? _____
8. How was the activity accomplished? _____
9. For whom was the activity accomplished?_____
10. Why or under what circumstances was it accomplished?_____

Remember: Not all sentences in your composition will produce answers to every question, but try and answer as many as you can. If you discover others to ask, feel free to include them also.

6) In the space below, answer as many questions as you can about your second specific point. Write your answers in base sentence form. Some answers may require more than one base sentence. Use as many base sentences as you need. Sentences may appear to be redundant, but that is all right because you will want to combine many of them later. Use your own paper if you need more room.

Questions for Specific Point 2

1. What is the subject about? _____
2. What else do you know about the subject? _____
3. Who is involved with this subject? _____
4. What else do you know about this person? _____
5. Is there a location where the action takes place? _____
6. What do you know about the place? _____
7. At what time does the activity take place? _____
8. How was the activity accomplished? _____
9. For whom was the activity accomplished?_____
10. Why or under what circumstances was it accomplished?_____

Remember: Not all sentences in your composition will produce answers to every question, but try and answer as many as you can. If you discover others to ask, feel free to include them also.

7) In the space below, answer as many questions as you can about your third specific point. Write your answers in base sentence form. Some answers may require more than

one base sentence. Use as many base sentences as you need. Sentences may appear to be redundant, but that is all right because you will want to combine many of them later. Use your own paper if you need more room.

Questions for Specific Point 3

1. What is the subject about? _____
2. What else do you know about the subject? _____
3. Who is involved with this subject? _____
4. What else do you know about this person? _____
5. Is there a location where the action takes place? _____
6. What do you know about the place? _____
7. At what time does the activity take place? _____
8. How was the activity accomplished? _____
9. For whom was the activity accomplished? _____
10. Why or under what circumstances was it accomplished? _____

Remember: Not all sentences in your composition will produce answers to every question, but try and answer as many as you can. If you discover others to ask, feel free to include them also.

8) In the space below, answer as many questions as you can about your fourth specific point. Write your answers in base sentence form. Some answers may require more than one base sentence. Use as many base sentences as you need. Sentences may appear to be redundant, but that is all right because you will want to combine many of them later. Use your own paper if you need more room.

Questions for Specific Point 4

1. What is the subject about? _____

2. What else do you know about the subject? _____

3. Who is involved with this subject? _____

4. What else do you know about this person? _____

5. Is there a location where the action takes place? _____

6. What do you know about the place? _____

7. At what time does the activity take place? _____

8. How was the activity accomplished? _____

9. For whom was the activity accomplished?_____

10. Why or under what circumstances was it accomplished?_____

Remember: Not all sentences in your composition will produce answers to every question, but try and answer as many as you can. If you discover others to ask, feel free to include them also.

9) If you have any more specific points, follow the same procedure used in 4, 5, and 6.

10) Now that you have reviewed each specific point, consider whether your paragraph may not not be a better paragraph if you explained some of the points further. In your review of your specific points, you listed a great deal of information about each point. Some of that information was already in your paragraph, but some of it has only now become evident to you. Decide what material would allow you to better explain yourself. Put a check next to those base sentences you think would improve your paragraph.

11) In the space below, use the sentence-combining skills you learned in Sentencecraft to combine as many of the base sentences as you can. Use your own paper if you need more room.

_____

_____

12) Now, in the space below, rewrite the sentences into your body paragraph. Use your own paper if you need more room. Read the revised paragraph. Does the revised paragraph better explain your points?

Script for the Explanatory Composition Delayed Posttest:

The Experimental Group Two Unit in the Sentence Combining Alone

Day 1	Day 2	Day 3	Day 4	Day 5
Assign Comp	SG Discuss P1	SG Discuss BP's	SG PTS BP's	Fin Mech Check
SG Brainstorm	LG Revision	LG Revision	LG PTS BP's	Fin Draft Due
LG Discussion	Hmwk: RD of	Write Conclusion	LG Rev Mech	
Outline	2 BP's	Hmwk: Concl	Hmwk: Fin Draft	
Hmwk: RD		of Paper/1st	Due Tomorrow	
Intro + BP 1		Final Draft		

<u>Day 1</u>

Classwork: Assign Composition
Small Group Brainstorm
Large Group Discussion
Outline

<u>Homework: Intro + Body Paragraph 1</u>

On Day 1 assign the composition and discuss the instructions so that the students understand what's expected of them.

To get started, have them form small groups and brainstorm. While in groups, their job is first to decide what is expected of them in the assignment and then to decide how they plan to write the composition. I'd like them to record their small group activity on a web so that they'll have something to use when they begin outlining. Then as a large group discuss the assignment one more time with them to make sure they understand it. Also discuss the choices they've made for writing the composition. I'd like them to go into the assignment as positive as possible. In class, students should construct a rough outline of the paper so that they can begin to write it tonight.

In the last few minutes of class, please discuss the homework: a rough draft of 1.) the introduction to the paper and 2.) the first body paragraph that will support their thesis statement. What we're looking for in the introduction is a lead-in, a discussion that logically narrows the general topic, and a thesis statement that states

their opinion. The thesis may be overt in the sense that they state a preference and give the reasons, or it may be implied. (Examples: I think that Hammond High School will win the football championship because we have the best players, the best coaches, and the most spirited fans. I think that Hammond High School has probably the best chance at winning the football championship.) What we're looking for in the body paragraph is a topic sentence, specific points linked together by transitions, and the whole paragraph closed in some form, be it a stated or an implied conclusion. For homework, students are to compose two things: a rough draft of both the introduction to the paper and the first body paragraph that will support their thesis statement.

<u>Day 2</u>
Classwork: Small Group Discussion of Introduction
Large Group Discussion of Paragraph 1
Large Group Revision
Revision of Paragraph 1
<u>Homework: Rough Draft of 2 Body Paragraphs</u>

When students come into class today, they should get into their small groups to compare introductions. They should be checking for the three components discussed yesterday -- a lead-in, logical discussion that narrows the topic, and a thesis statement that focuses the paper. Then, as a class, read aloud one or two introductions to allow students to compare theirs with others and to make sure that the introductions are on the right track.

Today students are going to revise. Discuss body paragraph 1 to see to what degree students have constructed good, better, or best paragraphs. Similar to yesterday, discussion should center around topic sentences, sub-topics or specific statements supporting the topic sentence, and elaboration and discussion of each specific point. Also discuss the fact that specific points should be linked together by transitions and that

the whole paragraph should be closed in some form, be it a stated or an implied conclusion. Students should then revise their first body paragraph.

For homework, have students complete the other one or two body paragraphs that they planned in their outline.

Day 3

Classwork: Small Group Discussion of Body Paragraphs
Large Group Revision
Revision of Body Paragraphs and Write Conclusion

Homework: Conclusion of Paper and 1st Final Draft of Paper

Begin the class with a small group discussion of the body paragraphs. Students should discuss the issue of body paragraphs linking together with the introduction to form an integrated whole. Do the body paragraphs follow the arguments either stated or implied in the thesis? Are they adequately linked together and to the thesis by transitions? And do they argue with support for their statements, or are they merely assertions?

As a large group, discuss their body paragraphs for support and elaboration. Then, students are to work on revising the body paragraphs and begin work on the conclusion. In conclusions we're looking for two things: a review of the argument and a sign-off -- a way of gracefully telling the reader that the paper is over. The sign-off can be thought provoking or a new view that might be considered in the future; but the reader has to know in words, not just space, that the paper has been concluded.

For homework the first final draft of their paper is due tomorrow. I know that students will probably make changes between Day 4 and Day 5, but it's in their best interest to have their best writing ready tomorrow. I've often found that students see a

rough draft as something that they don't have to spend as much time on; so I usually assign more than one final draft.

Day 4

Classwork: Small Group Primary Trait Scorer of 1 Body Paragraph
Large Group Primary Trait Scorer of 1 Body Paragraph
Large Group Review of Mechanics

Homework: Final Draft Due Tomorrow

Today is the day for last revisions and a general assessment by the students of how well they have written the paper.

In small groups, they should trade and assess one paragraph of each other's papers using the primary trait scorer they used in the sentence-combining unit. While they are working together, xerox two papers so that you can do a primary trait assessment with the entire class. Then as a large group assess one paragraph from each paper, using the primary trait scorer. By doing it twice, they get feedback from one student, from you, and from the whole class. Then answer final questions about mechanics. I recommend doing this as a large group because that will allow students to hear answers to questions that may plague them later but in class they might not yet have considered.

For homework, the final draft is due tomorrow.

Day 5

Classwork: Final Mechanics Check
_____ Final Draft Due

Final drafts are due today. Allow students to go over their papers one last time and make any corrections that they might have missed when writing their final draft. Then collect the papers.

Primary Trait Scorer

Primary Trait Score Criteria for Analysis of Writing

Points Possible: 100

Excellent: 20, 19/Very good: 18-16/Acceptable: 15-13/Needs work >12

1. Organization: Has the writer organized the paragraph? Has the writer composed a topic sentence, between two and five sub-topics, and a conclusion? Are the sub-topics adequately supported and integrated into a whole? Worth 20 points.

_____/Comments _____

_____

2. Elaboration: Does the writer demonstrate a depth of understanding about the subject? Does the reader feel that enough was said, but not too much? Worth 20 points. _____/Comments _____

_____

3. Sentence Length: Has the writer varied sentence length? Worth 20 points. _____/Comments _____

_____

4. Flow: Has the writer used adequate transitions to lead the reader through the paragraph? Worth 20 points. _____/Comments _____

_____

5. Mechanics: Has the writer sufficiently revised errors in spelling, capitalization, and punctuation? For each mechanical error subtract 2 points to a maximum of 20.

_____/Comments _____

_____

Script for the Explanatory Composition Delayed Posttest:

The Control Group Unit in the Standard Phase IIIA Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Assign Comp	SG Discuss P1	SG Discuss BP's	SG PTS BP's	Fin Mech Check
SG Brainstorm	LG Revision	LG Revision	LG PTS BP's	Fin Draft Due
LG Discussion	Hmwk: RD of	Write Conclusion	LG Rev Mech	
Outline	2 BP's	Hmwk: Concl	Hmwk: Fin Draft	
Hmwk: RD		of Paper/1st	Due Tomorrow	
Intro + BP 1		Final Draft		

<u>Day 1</u>
Classwork: Assign Composition
Small Group Brainstorm
Large Group Discussion
Outline
<u>Homework: Intro + Body Paragraph 1</u>

On Day 1 assign the composition and discuss the instructions so that the students understand what's expected of them.

To get started, have them form small groups and brainstorm. While in groups, their job is first to decide what is expected of them in the assignment and then to decide how they plan to write the composition. I'd like them to record their small group activity on a web so that they'll have something to use when they begin outlining. Then as a large group discuss the assignment one more time with them to make sure they understand it. Also discuss the choices they've made for writing the composition. I'd like them to go into the assignment as positive as possible. In class, students should construct a rough outline of the paper so that they can begin to write it tonight.

In the last few minutes of class, please discuss the homework: a rough draft of 1.) the introduction to the paper and 2.) the first body paragraph that will support their thesis statement. What we're looking for in the introduction is a lead-in, a discussion that logically narrows the general topic, and a thesis statement that states

their opinion. The thesis may be overt in the sense that they state a preference and give the reasons, or it may be implied. (Examples: I think that Hammond High School will win the football championship because we have the best players, the best coaches, and the most spirited fans. I think that Hammond High School has probably the best chance at winning the football championship.) What we're looking for in the body paragraph is a topic sentence, specific points linked together by transitions, and the whole paragraph closed in some form, be it a stated or an implied conclusion. For homework, students are to compose two things: a rough draft of both the introduction to the paper and the first body paragraph that will support their thesis statement.

<u>Day 2</u>
Classwork: Small Group Discussion of Introduction
Large Group Discussion of Paragraph 1
Large Group Revision
Revision of Paragraph 1
<u>Homework: Rough Draft of 2 Body Paragraphs</u>

When students come into class today, they should get into their small groups to compare introductions. They should be checking for the three components discussed yesterday -- a lead-in, logical discussion that narrows the topic, and a thesis statement that focuses the paper. Then, as a class, read aloud one or two introductions to allow students to compare theirs with others and to make sure that the introductions are on the right track.

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the whole paragraph should be closed in some form, be it a stated or an implied conclusion. Students should then revise their first body paragraph.

For homework, have students complete the other one or two body paragraphs that they planned in their outline.

Day 3

Classwork: Small Group Discussion of Body Paragraphs
Large Group Revision
Revision of Body Paragraphs and Write Conclusion

Homework: Conclusion of Paper and 1st Final Draft of Paper

Begin the class with a small group discussion of the body paragraphs. Students should discuss the issue of body paragraphs linking together with the introduction to form an integrated whole. Do the body paragraphs follow the arguments either stated or implied in the thesis? Are they adequately linked together and to the thesis by transitions? And do they argue with support for their statements, or are they merely assertions?

As a large group, discuss their body paragraphs for support and elaboration. Then, students are to work on revising the body paragraphs and begin work on the conclusion. In conclusions we're looking for two things: a review of the argument and a sign-off -- a way of gracefully telling the reader that the paper is over. The sign-off can be thought provoking or a new view that might be considered in the future; but the reader has to know in words, not just space, that the paper has been concluded.

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Large Group Primary Trait Scorer of 1 Body Paragraph
Large Group Review of Mechanics

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Day 5

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_____ Final Draft Due

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Primary Trait Score Criteria for Analysis of Writing

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1. Organization: Has the writer organized the paragraph? Has the writer composed a topic sentence, between two and five sub-topics, and a conclusion? Are the sub-topics adequately supported and integrated into a whole? Worth 20 points.

_____/Comments _____

_____

2. Elaboration: Does the writer demonstrate a depth of understanding about the subject? Does the reader feel that enough was said, but not too much? Worth 20 points. ____/Comments _____

_____

3. Sentence Length: Has the writer varied sentence length? Worth 20 points. ____/Comments _____

_____

4. Flow: Has the writer used adequate transitions to lead the reader through the paragraph? Worth 20 points. _____/Comments _____

_____

5. Mechanics: Has the writer sufficiently revised errors in spelling, capitalization, and punctuation? For each mechanical error subtract 2 points to a maximum of 20.

_____/Comments _____

_____

Appendix H

Forced Choice Holistic Scoring Rubric

Memorandum

January 17, 1989

From: Frank Horstman

To: Forced Choice Holistic Scorers

Re: Directions for Forced Choice Holistic Scoring

1.) Read and study the Forced Choice Holistic Scoring Rubric and the Four-Step Protocol for Use with the Rubric. I've inclucded both with this packet.

2.) Read and then score each triad using the Forced Choice Holistic Scoring Rubric. In the Forced Choice Holistic Scoring Rubric, I've summarized the specific characteristics and the order in which we would employ to distinguish between high, middle, and low compositions. As you read the 20 triads, please consult the rubric often: it's the only way that we'll be able to establish our interrater reliability. **Remember:** When you score the papers, you will be assigning three possible rank scores. Rank the highest paper a **1** and the lowest paper a **3**. The paper between the highest and the lowest, rank as a **2**.

3.) Record your rank scores in two places. Record the score on the composition. Also record it on the corresponding data sheet I've attached.

4.) Call me to report your scores. Be prepared to read the first sentence over the phone as a check that I haven't fouled up the order of compositions.

5.) Questions? If you have any questions, please call me anytime. My number is 992-4667.

6.) I'll get back to you about whether we need to spend any more time retraining and if any ties need to be broken.

Forced Choice Holistic Scoring Rubric

The Five-Paragraph Composition

Proficient writers should be able to compose five well written paragraphs that correspond to these three components: an introductory paragraph, three body paragraphs, and a concluding paragraph. The introduction consists of a lead-in, a discussion that logically narrows the general topic, and a thesis that states the writer's opinion. The body paragraphs consist of a topic sentence, specific points linked together by transitions, and the whole paragraph closed in some form, be it an implied or a stated conclusion. Additionally, each specific point should be elaborated. The conclusion consists of a review of the argument and a sign off -- a way of informing the reader that the paper is over. The difference between proficient writers and developing writers will be the degree to which a writer can produce these components.

Review of Training and Scoring Procedures

At our training sessions, we read composition triads and assigned scores to anchor compositions based on the rubric we developed to assess Phase IIIA explantory compositions. For each composition triad, we agreed to assign one of three scores: a #1, a #2, or a #3. We agreed to assign a #1 to the composition that best meets our rubric. We agreed to assign a #2 to the composition that doesn't meet the rubric as well as the composition we assign a #1 but better meets the rubric than the composition we assign a #3. And we agreed to assign a #3 to the composition that least meets our rubric.

In each of our training sessions, we agreed that proficient writers demonstrate the chararcteristics that we identified in both the Mr. Belvedere and the seashells compositions. After reading those compositions, we agreed that the writer of each compositon had wowed us with his or her ability to effectively juggle **all** of the characteristics we consider essential to good Phase IIIA explanatory writing. We listed those characteristics as **organization, style, and support**.

The Rubric

The proficient writer provided us (as readers) with the following characteristics:

1.) Excellent Organization

The proficient writer provided us with an excellent framework that we found satisfying because of the ease with which we could follow the composition. The proficient writer developed an introductory paragraph and led us to a clear **thesis**. Although the **thesis could be either stated or implied**, the writer had to communicate to us a clear vision of his or her position relative to the topic and how he or she intended to argue that position. The proficient writer also directed our reading by employing parallel and/or complementary **transitions** both between paragraphs and within paragraphs. Finally, the proficient writer provided us with a **conclusion** in which he or she both summarized and closed the composition for us. In addition to appreciating the organizational virtues of parallel structure, we also agreed that proficient writers appeared to more subtly manipulate language than we found with the general class of Phase IIIA writers.

2.) Style

The proficient writer also demonstrated to us both a sense of audience and an ability to capture an our attention. The proficient writer not only convinced us of his or her position, but we also found ourselves immediately aware that we were reading a composition written by a someone who had both an ear for our language and the ability to apply that skill.

3.) Excellent Support

The proficient writer went beyond merely explaining his or her assertions. The proficient writer both provided us with evidence for his or her fundamental assertions and elaborated the significance of that evidence to his or her argument.

The Four-Step Protocol for Use with the Rubric

While we agreed on the characteristics demonstrated by proficient writers, we found it difficult to differentiate between compositions lacking one or more of those characteristics. Based on our professional experience with Phase IIIA writers and our training sessions with the anchor compositions, we agreed on a four-step protocol to guide our forced choice holistic scoring of the composition triads.

1.) Mr. Belvedere and Seashells Compositions

We agreed that we would automatically assign a #1 score to those compositions that met the characteristics of proficient writing identified in our rubric.

2.) Compositions Demonstrating Organization and Support

Given composition triads that we could not differentiate using our initial rubric, we would assign the highest score to the composition which displayed the best evidence of **organization and support**. We agreed that the best evidence of **organization** would be the writer's use of **parallel transitions**. We also agreed

that evidence of support was quantifiable. A composition in which a writer had ***in all three body paragraphs*** supported his or her assertions with evidence, we would score highest; a composition in which a writer had ***in only two body paragraphs*** supported his or her assertions with evidence, we would score next; and a composition in which a writer had ***in only one body paragraph*** supported his or her assertions with evidence, we would score last.

3a.) Compositions Demonstrating only Organization (Parallel Transitions)

Given composition triads that we could not differentiate on the basis of **organization and support**, we would assign the highest score to the composition which displayed the best **organization**. We agreed that the best evidence of **organization** would be the writer's use of **parallel transitions**.

3b.) Compositions Demonstrating only Organization (Thesis)

If we could not make that determination based on **parallel transitions**, then we would assign the highest score based on the quality of each writer's **thesis**. We agreed that we would score a **thesis stated both in parallel form and in one sentence** highest, evidence of **thesis ideas occurring in one or more sentences** next, and an **implied thesis or thesis idea** last.

3c.) Compositions Demonstrating only Organization (Introductory and Concluding Paragraphs)

If we could not differentiate between the composition triads based on the writer's **thesis**, we would then assign the highest score based on the basis of the best **introductory and concluding paragraphs**. We would score the composition containing both an **introduction and a conclusion** as highest, the composition

containing **only** an **introductory paragraph** next, and the composition containing **only** a **concluding paragraph** last. With respect to organization, **we also agreed to score the longest introductory and/or concluding paragraph as the best paragraph.**

4.) Compositions Demonstrating only Support

Given composition triads that we could not differentiate on the basis of **organization** -- either **thesis** development or **introductory and concluding paragraph** development, we would assign the highest score based on **support**. We agreed that evidence of **support** was quantifiable. A composition in which a writer had ***in all three body paragraphs*** supported his or her assertions with evidence we would score highest, a composition in which a writer had ***in only two body paragraphs*** supported his or her assertions with evidence we would score next, and composition in which a writer had ***in only one body paragraph*** supported his or her assertions with evidence we would score last.

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