



# U.C. Berkeley BAY AREA WRITING PROJECT

## CURRICULUM PUBLICATIONS

1. *The California High School Proficiency Examination: Evaluating the Writing Samples* by Ruby S. Bernstein and Bernard R. Tanner  
Explains the holistic procedures used in evaluating the writing samples, including student papers representing the range of student responses.
2. *Independent Study and Writing* by Sarah Dandridge, John Harter, Rob Kessler, Miles Myers and Susan Thomas  
Addressed to teachers, parents, and students, this booklet describes various independent study programs in grades kindergarten through twelve, and focuses on writing as a way for students to integrate their learning in such a program.
3. *Formative Writing: Writing to Assist Learning in All Subject Areas* by Virginia Draper  
Shows how teachers in all areas can use writing to enhance student learning of subject matter.
4. *Come On Out—The War's Over or Making Peace with English 1-A* by Roger Mueller  
Describes the way in which the author's experience with the Bay Area Writing Project was translated into effective ideas for organizing and teaching a writing course.
5. *Working Out Ideas: Predication and Other Uses of Language* by Josephine Miles  
This collection of essays, all on the theme of "the power of students to compose their thoughts and the power of teaching to help them," spans the years of Miles's thinking, teaching, and inspiring of teachers.
6. *The Tutor and the Writing Student: A Case Study* by Jerry Herman  
Following the progress of a single student as she works one-to-one with a tutor in the writing center at Laney College, Herman shows how to help the student recognize and use the knowledge she already possesses to improve her skills.
7. *Expectation and Cohesion* by Gordon Pradl  
Pradl explicates some of the basic principles of cohesion in writing and suggests exercises which will help students discover these principles.
8. *An Experiment in Encouraging Fluency* by Miriam Ylvisaker  
With pre- and post-writing samples, Ylvisaker illustrates the results of her experiment in using a student-centered Writing Workshop class to improve the fluency of her reluctant writers.
9. *Writing for the Inexperienced Writer: Fluency-Shape-Correctness* by Marlene Griffith  
Through the work of three beginning writers in a college writing center, Griffith describes the evolving relationships between fluency and shape, and fluency and correctness in writing.
10. *The Involuntary Conversion of a 727 or CRASH!: Some Ways and Means to Deflate the Inflated Style with a New Look at Orwell's "Politics and the English Language"* by Flossie Lewis  
Illustrates methods for teaching students to recognize dishonest language and to write honestly themselves.
11. *Writing Class: Teacher and Students Writing Together* by Dick Friss  
Friss traces the growth of a writer through a semester of his remedial "Writing Class," and shows how well-structured assignments, peer writing groups, and teacher writing can help the student writer gain skill and confidence.
12. *Using Student Writing Response Groups in the Classroom* by Mary K. Healy  
Outlines the steps a teacher might take to teach students to respond in a helpful way to each other's writing and discusses how to handle problems which may occur in small group work.
13. *Sequences in Writing, Grades K-13* by Gail Siegel, Lynda Chittenden, Jean Jensen and Jan Wail  
Presents four sequences for teaching writing at four different levels, all treating writing as a process with several steps, all based on the sequence of development of individual students.
14. *Balancing the Hemispheres: Brain Research and the Teaching of Writing* by Gabriele Luser Rico and Mary Frances Claggett  
The authors survey the literature on right and left hemisphere specialization and analyze the implications of this research for specific classroom activities in a balanced writing curriculum. AVAILABLE JULY 1980.

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