

WRITER'S WORKBENCH

VERSION 8.17



Thank you for purchasing or upgrading to Writer's Workbench 8.17.

This manual includes five sections:

1. (Pages 2-5) Writer's Workbench Analysis Programs Quick Guide
2. (Pages 6-10) Directions on how to become familiar with Writer's Workbench
3. (Pages 11-13) Suggestions on how to use Writer's Workbench for
 - A. Editing and revising business and professional writing
 - B. Supporting the teaching of writing and language skills
 - C. Heightening the quality of the writing turned in for assignments
4. (Page 14-15) Requirements and Installation Instructions for Writer's Workbench
5. (Page 16) Setting Writer's Workbench Options

Writer's Workbench has been designed to help writers at all levels heighten their writing skills and to assist teachers in heightening their students' writing skills.

This manual is in 8 ½ X 11 .pdf format so that it can be viewed from within Adobe Acrobat Reader or printed and duplicated when Writer's Workbench is purchased as a site license by educational institutions, by individuals, or by companies.

This manual, faculty guides, orientations, and other documents can be viewed and printed by clicking on the [Documentation](#) button toward the upper-right corner of our homepage at www.writersworkbench.com.

We strongly recommend that you view Writer's Workbench Video Tutorials by double-clicking on the



WWB Tutorials icon on your desktop or viewing them on-line at www.writersworkbench.com.

Writer's Workbench Analysis Programs Quick Guide

Writer's Workbench provides 25 Analyses which guide writers as they write and revise from within Microsoft Word. Writer's Workbench provides immediate and unbiased feedback for all writers moderately proficient with Word. These analyses, which address increasingly more specific issues within an essay, are grouped into SIX categories: Content, Characteristics, Verbs, Clarity, Words, and Punctuation.

ATTENTION--- All analyses provide more instruction and examples when the user clicks on the  button on the Writer's Workbench Analysis Toolbar.

This guide was created to provide an overview of Writer's Workbench Analyses.

1.1 Content – Organization and Development

These two analyses are particularly designed for expository and argumentative/persuasive essays. They may be less appropriate for narrative or journalistic writing. These programs ignore paragraphs with fewer than 22 words.

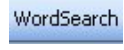
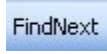
- a. **ORGANIZATION** prints the first and last sentences of each paragraph. When the user clicks on "More Info," the program provides writing suggestions for those sentences.
- b. **DEVELOPMENT** identifies those paragraphs that need more development by predetermined word count. Development alerts the writer to "Check for Development" if the paragraphs do not meet the following standards.
 - Introductory paragraph: 85 words (Considerably less than 120 words)
 - Body paragraphs: 125 words (Considerably less than 180 words)
 - Concluding paragraph: 70 words (Considerably less than 100 words)

1.2 Content - Diversity of Content Vocabulary

DIVERSITY OF CONTENT VOCABULARY counts content words and, by predetermined percentages, calculates a diversity ratio.


- A diversity ratio above 59% indicates that the content of the composition does not seem to center on a subject that is adequately developed with clearly identified paragraph topics.
- A diversity ratio between 30% and 59% indicates that the composition is probably adequately focused on a subject with clearly developed paragraph topics.
- A diversity ratio below 30% indicates that the composition seems to need more specific and concrete language or perhaps indicates that the subject is too narrow.

In all cases, a list and count of content words is printed below the general explanation of the analysis; and the writer is directed to make sure that the most commonly used words (listed in the first 3 or 4 lines of the analysis) identify the subject and paragraph topics of the composition.

(By highlighting a word in the list and clicking  on the Writer's Workbench Analysis Toolbar and  on the Writers Workbench Document Toolbar, a writer can locate, in his or her composition, any word listed in the analysis.)

1.3 Content - Vague and Abstract Vocabulary

- a. **VAGUE VOCABULARY** calculates the percentage of vague words and, if the vague ratio is greater than 3%, lists those words and the number of times they were used in the composition.
- b. **ABSTRACT VOCABULARY** calculates the percentage of abstract words and, if the abstract ratio is greater than 2%, lists those words and the number of times they were used in the composition.

In both cases, a list of the words that Writer's Workbench considers vague or abstract is available by the user's clicking on the  button, then, looking at "Word Lists."

2.1 Characteristics – Style Statistics

STYLE STATISTICS provides, in tabular format, information about the document's sentences (length and types), verbs (to be, passives, nominalizations), sentence beginnings (subject openers, non-subject openers), other information (number of words and reading level scores – Kincaid, Coleman-Liau, and Flesch).

2.2 Characteristics - Style Statistics with Support

STYLE STATISTICS WITH SUPPORT offers all of the information provided by **STYLE STATISTICS** along with evaluation statements on the document's scores on sentences (length, types, and beginnings) and on verb choices ("to be" verbs, passives, and nominalizations). Sentences of over 50 words are listed as are sentences that include passive verbs and sentences that include nominalizations.

3.1 Verbs – To Be

The **TO BE** analysis prints the entire document with the sentences separated by blank lines and identifies the **to be** verbs by printing them in **BOLD UPPERCASE LETTERS**. By highlighting a word in the list of sentences and clicking "Word Search" in the Analysis toolbar and, then, if necessary, clicking "FindNext" in the Document toolbar, a writer can easily locate the listed word in his or her composition.

3.2 Verbs – Helping Verbs

HELPING VERBS prints sentences that include the following "helping verb" problems.

<Helper?> flags "**been, done, gone, seen**" when the verb is not preceded by the "**has, have, or had.**"

<Delete helping verb> flags "**went**" when it is accompanied by a helping verb.

<am?is?are?Helper?> flags "**be**" to alert the writer to change the verb or to use an appropriate helping verb.

<ef have> flags phrases in which "have" should replace the word "of."

3.3 Verbs - Modals

MODALS prints sentences that include either or both of two modal errors commonly made by ESL students. "Should studies" or "should studying," would be flagged "should **<use base word>** studies" or "should **<use base word>** study". "Might can" would be flagged "**<might be able to>** might can."

4.1 Clarity – This These Those

THIS THESE THOSE prints sentences that includes those words, and the analysis alerts the writer that he or she should always use a noun or noun phrase following those words. Each word is replaced with its counterpart **this=>** or **these=>** or **those=>** so that the writer can verify that he or she has used a noun or noun phrase after the word.

4.2 Clarity - Self and Personal Pronouns

SELF PRONOUNS prints sentences that include –self pronouns with the –self pronouns flagged in **BLUE** boldface capital letters. The –self pronouns are flagged so that the writer can check to see whether or not the –self pronoun should be replaced with a personal pronoun.

PERSONAL PRONOUNS prints sentences that include first, second, and third person pronouns with those pronouns flagged in **BLUE** boldface capital letters. The first person pronouns (I, me, my, mine, we, us, our, ours) are flagged to encourage the writer to determine whether or not first person is appropriate for the assignment. They are appropriate if the assignment is centered on personal experiences or personal views. The second person pronouns (you, your, yours) are flagged to encourage the writer to revise to eliminate these pronouns unless the composition is made up of instructions or directions. The third person pronouns (he, him, his, she, her, hers, it, its, they, them, their, theirs) are flagged to help the reader check for their clear reference to and for their agreement with their antecedents. All of these flagged pronouns, also, enable the writer to check for shifts of person in the composition.

4.3 Clarity – Singular Indefinite Pronouns

SINGULAR INDEFINITE PRONOUNS prints those sentences that include singular indefinite pronouns. This analysis prints the singular indefinite pronouns in **BLUE** boldface capitals. It identifies indefinite pronouns (any, every, one, somebody, anybody, everybody, no one, someone, anyone, everyone, nobody, something, anything, everything, none, each, another, either, neither) to alert the writer that all verbs and pronouns that relate to these indefinite pronouns must be SINGULAR.

4.4 Clarity - Plural Pronoun Reference

PLURAL PRONOUN REFERENCE prints sentences that include third person plural pronouns.

The **SorP?** precedes three plural personal pronouns (**they, them, or their**) so that the writer can check to see that these pronouns refer to plural nouns.

4.4 Clarity – Adjective Clauses

ADJECTIVE CLAUSES prints sentences that include words that may be used as relative pronouns.

The **<=** is printed just before a word that may be a relative pronoun. (**who, which, whose, whom, where, that**). The writer is instructed to verify that the word is used as a relative pronoun (the first word in an adjective clause) and, if it is the first word in an adjective clause, that the adjective clause immediately follows the noun to which the relative pronoun refers.

4.6 Clarity - Misplaced and Dangling Modifiers

MISPLACED AND DANGLING MODIFIERS prints sentences that include “-ing” words that are not a part of a verb phrase.

The **←?Adjective?→** marks “-ing” words and phrases that are serving as nouns or as adjectives. The writer is led to position an –ing adjective word or phrase immediately before or after the noun that it modifies.


4.7 Clarity - Parallelism

PARALLELISM prints sentences that include one or more of four coordinate conjunctions.

The **<Parallel?>BOLD** words identify four words that are always coordinate conjunctions: **and, or, nor, but**. The writer is directed to verify that he or she has used words, phrases, or clauses with the same structure within the pair or series.


5.1 Words - Diction Alerts

DICTION ALERTS lists potentially problematic words and phrases that may lead to wordiness or may be clichés and lists suggestions that will help the writer edit his or her composition where necessary.

The  program provides supplemental information with correct usage of over 800 of the most commonly misused words and phrases in the English language.

5.2 Words - Words to Check

WORDS TO CHECK lists commonly misused and troublesome word pairs that appear in the composition followed by verification alternatives that are frequently confused with the material that the writer has used.

The  program provides supplemental information with correct usage of over 800 of the most commonly misused words and phrases in the English language.

5.4 Words – Negative Words

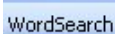
NEGATIVE WORDS calculates the percentage of negative words used in the composition. If that percentage is over 2%, the analysis prints an alphabetically-sorted list of negative words used in the document and the number of times each negative word is used. A list of negative words flagged by this

analysis can be found by clicking on the  button, then, looking at “Word Lists.”

“MoreInfo” provides strategic guidance on how to limit negative words to yield a more positive composition.


5.4 Words – Split Infinitives and Article Errors

SPLIT INFINITIVES AND ARTICLE ERRORS flags two points of grammar: split infinitives that may need revisions and incorrect use of articles that should be corrected. “Flagging” consists of listing errors below the explanation.

- a. Instruction on proper handling of each error is provided.
- b. As with all analyses, the writer is instructed to edit the error in his or her document.
- c. As with all analyses, the writer may highlight a word or phrase in the errors and click  to locate the listed word in his or her composition.

5.5 Words - Transitions

TRANSITIONS lists sentences with probable transitional words, phrases, and clauses.

- a. Use of transitional words, phrases, and clauses is very important in college entrance exams.
- b. Possible transitional word types are suggested along with the benefits of their use.
- c. Transitional words and phrases flagged by this analysis can be found by clicking on the  button, then, looking at "Word Lists."

6.1 Punctuation - Introductory Elements

PUNCTUATION-INTRODUCTORY ELEMENTS prints sentences that probably include an introductory element. The analysis flags, in **BOLD UPPERCASE** letters, the first word in a sentence that begins with a word that is probably an introductory word or that could mark an introductory phrase or clause.

The writer is directed to ensure that the introductory material is followed by a comma.

6.2 Punctuation - Pairs and Series

PUNCTUATION-PAIRS AND SERIES, like the **PARALLELISM** analysis, prints sentences that include the four words that are always coordinate conjunctions, **and**, **or**, **nor**, **but**, and flags them with **<Pair or Series?>BOLD**.

Instruction relevant to punctuation of pairs and series is provided.

6.3 Punctuation – Comma, Semicolon, Colon

PUNCTUATION – COMMA, SEMICOLON, COLON prints sentences that include one or more commas, semicolons, or colons. Each of those points of punctuation is flagged with **[Rule?]** to encourage the writer to justify the punctuation or to delete it and to consider other punctuation that may be needed in the sentence.

6.4 Punctuation - Possible Fragments and Long Sentences

PUNCTUATION – POSSIBLE FRAGMENTS AND LONG SENTENCES lists groups of words that may be sentence fragments or that may be run-on sentences or that may not be punctuated correctly.

- a. Writers should read through these groups of words to determine if they are, in fact, sentences.
- b. Possible punctuation errors resulting from the creation of long sentences are explained.
- c. General revision suggestions are provided.

6.5 Punctuation - Unbalanced or Misplaced Punctuation and Capitalization

UNBALANCED OR MISPLACED PUNCTUATION looks for single quotes, double quotes, apostrophes, and left and right parentheses and prints the number of times each of those punctuation elements is used in the document. It directs the writer to find any unbalanced or misplaced punctuation.

It, then, provides a list of sentences that do not begin with capital letters and/or sentences in which the punctuation is positioned incorrectly with quotation marks. Each is followed by a revision suggestion.

CAPITALIZATION lists words that are capitalized inconsistently in the document. It looks for words that have two or more consecutive capital letters and, then, looks for and prints out other words where those words are not capitalized consistently.

As in all analyses, the writer must decide whether or not to make revisions.


Diane Tinucci of Lafayette High School, Wildwood, MO, contributed the idea for the content and the formatting in this "Quick Guide."
The Editor-In-Chief for this complete manual is Mariestelle Brown of North Iowa Area Community College, Mason City, IA.

Instructions for Becoming Acquainted with Writer's Workbench Version 8.17

ATTENTION:

These instructions apply to Word 2000, Word XP, and Word 2003. If you are using Word 97, you will see that "Writer's Workbench" for Word97" provides all of the buttons on one toolbar instead of the two toolbars used in more current releases of Word. Simply look for the named buttons on your toolbar.

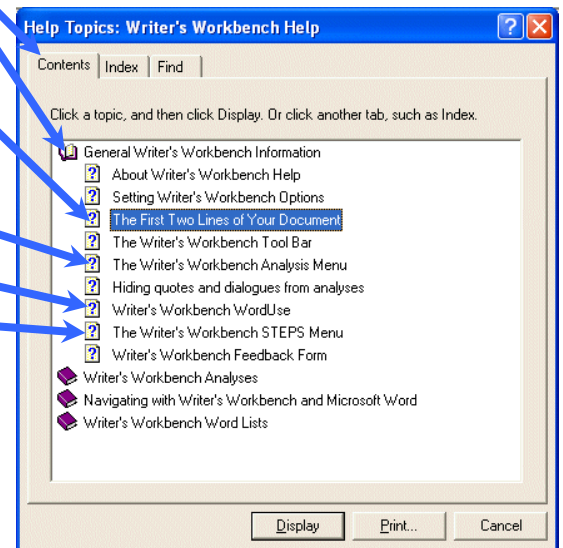


1. Enter Microsoft Word by double-clicking on the  icon on your computer desktop screen.
2. To see the captions for the Writer's Workbench toolbar buttons, without clicking, place your cursor over each button.



3. Click on the Writer's Workbench Help button .
 - a. Click on the Contents Tab then double-click on General Writer's Workbench Information.

- (1) Double-click on The First Two Lines of Your Document.
Read the page.
Then, click on Contents in the upper left corner of the screen.
- (2) Double-click on The Writer's Workbench Analysis Menu.
Read the page; then, click on Contents.
- (3) Double-click on Writer's Workbench WordUse.
Read the page; then, click on Contents.
- (4) Double-click on Writer's Workbench STEPS Menu.
Read the page; then, click on File in the upper left corner.
Then, click on Exit in the drop-down menu.

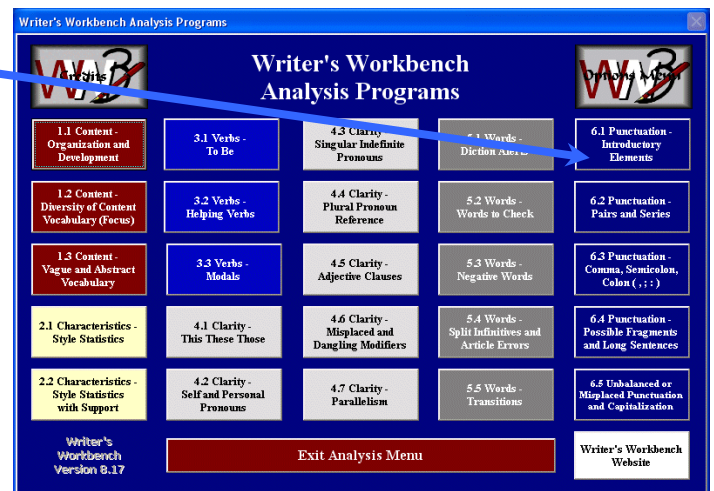
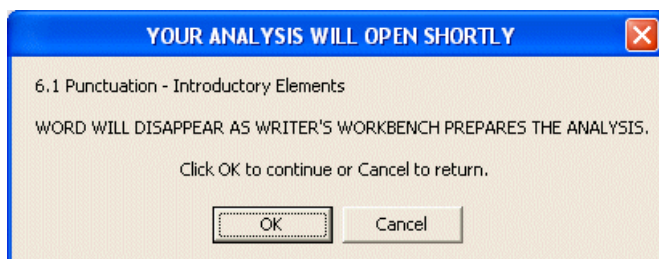


4. To open a sample document for this exercise, hold the **Alt** key and tap the **B** key. "The Tempest" document will open.

5. Click on the  Analysis Programs button.

- a. Click on the "6.1 Punctuation - Introductory Elements" button.

- (1) When a message similar to the following message appears, click on OK.



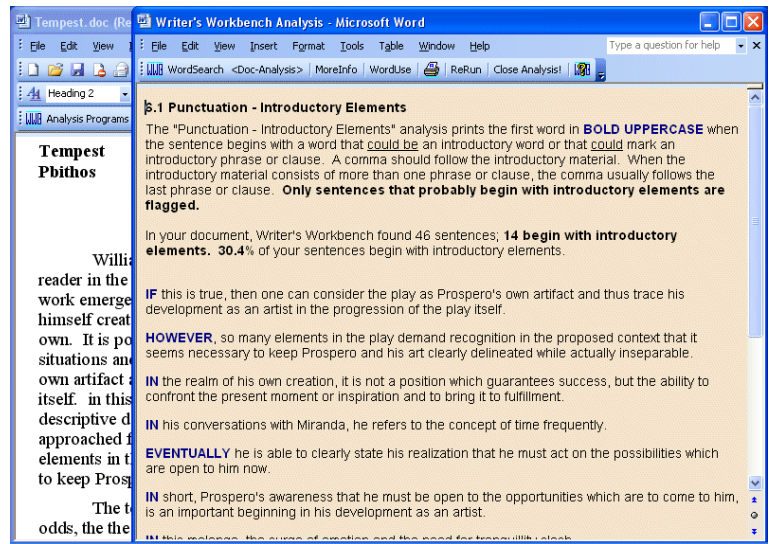
- (2) Wait until the document and analysis are displayed side by side.

Note the placement of the composition and the analysis and the placement of the Writer's Workbench Toolbars.

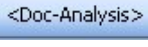
In Word 2000 or Word XP or Word 2003, the document has a "Writer's Workbench Toolbar," and the analysis has a "Writer's Workbench Analysis Toolbar."

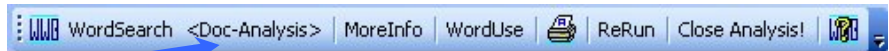
If you are using Word '97, one toolbar, the "WWBWord97 Toolbar," provides all buttons on both toolbars used in Word 2000 and Word XP.

If you are using Word 2003, you may need to click on the <Doc-Analysis> button to display your analysis on top of the composition.



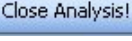
- b. Note that the "Writer's Workbench Analysis Toolbar" begins with the WordSearch button.

In Word '97, this button is located to the right of the  button.

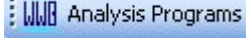


- (1) Click on . Your document will be displayed.

- (2) Click on the  button again. Your analysis will reappear on the screen.

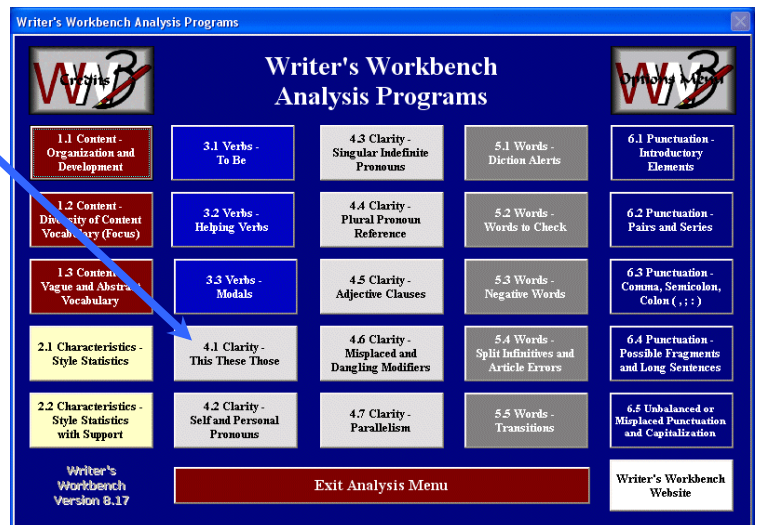
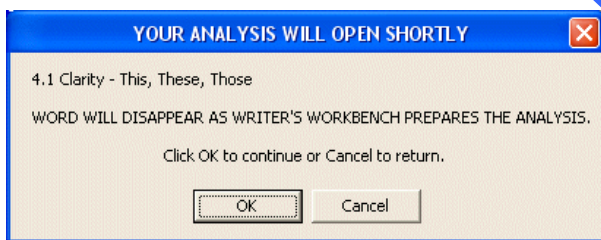
- c. Click on the  button. Your analysis will close and your document will be displayed.

Always close the Analysis before closing your document.


- d. Click on the  button again.

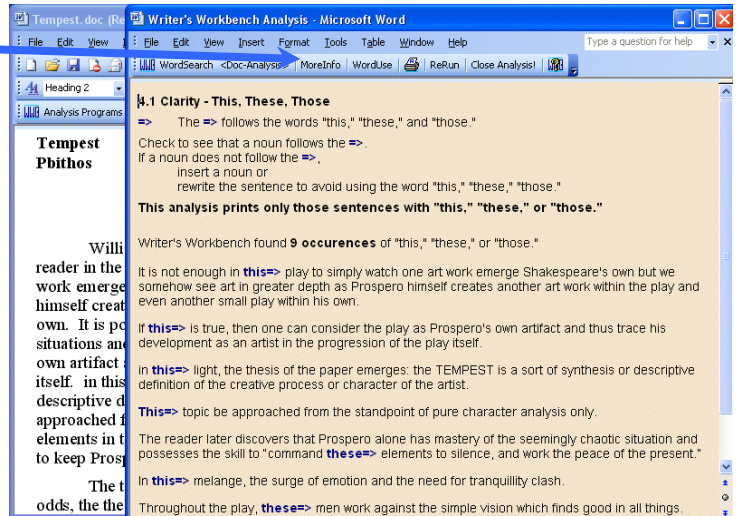
- (1) Click on the "4.1 Clarity – This These Those" button.

- (2) Click "OK."

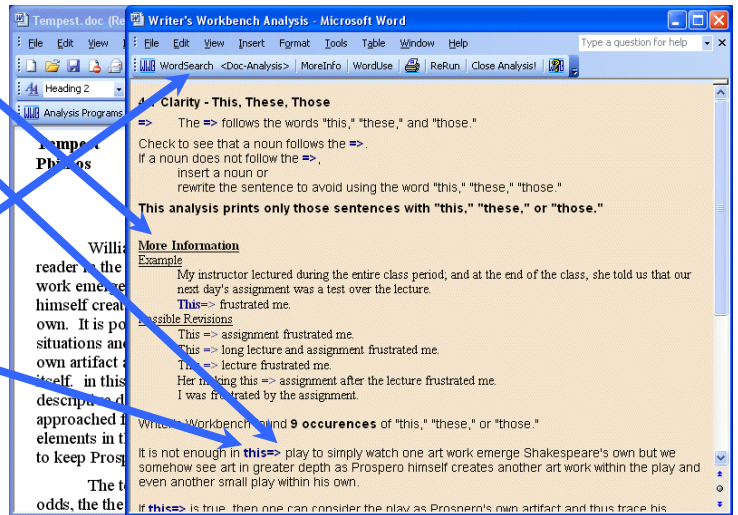




- (3) Word will disappear and Writer's Workbench prepares the analysis. Wait for the analysis to be displayed.

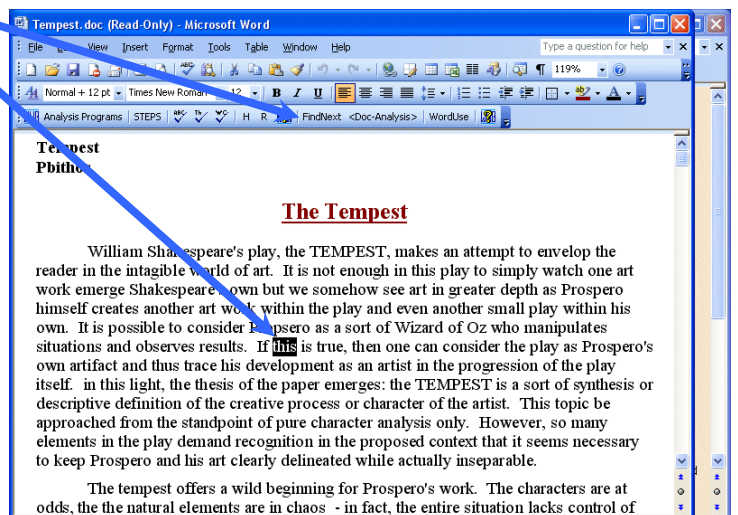
- (4) Click on the  button. More Information is available for all Writer's Workbench Analyses.



- (5) Note the information that is added to the preface.
- (6) Click on the space following “**This =>**”
- (7) Type the word “assumption.” Note that the print is red. That color is to alert you that you are never to make revisions in the analysis.





- (8) Double-click on “**this.**”
- (9) Click on the  button. Your document will fill the screen. The first occurrence of the word “**this**” will be highlighted.
- (10) Click on the  button.




- The second word “**this**” will be highlighted.
- (11) Click on the word “this.” Then, move the cursor to the space after that word. Type in the word “assumption.” **Always make all changes in your document.**


- (12) Click on . **Your analysis will reappear.**


- (13) Now click on the  button. **Your changes will be reflected in a new analysis.**

- (14) Click on the print analysis  button.


- (15) Click on  button. **Your document will fill the screen.**

Always close the analysis before closing your document.


6. Now, focus on the  buttons.

- a. Click on the  button and follow the directions on the screen.
This button provides easy access to the spell checker provided with Word.

Note: You can also perform spell checking on a given area of the document by selecting or highlighting the text you wish to check.


- b. Double-click on the word “assumption” that you added after the second “this” in your document.
Then, click on the  button. Look over the synonyms for “assumption.”
This button provides easy access to Microsoft’s Thesaurus that is provided with Word.

Click on **Cancel**.

- c. Highlight a paragraph in your document. Then, click on the  button.

Click on **OK**.

Note: This button provides easy access to Microsoft’s “Word Count.” If you do not highlight any text in your document before you press this button, these statistics will be provided for your complete document.

7. Next, look at the  buttons.

- a. In the document, highlight the following words:


William Shakespeare’s play, the TEMPEST.
(Imagine that they are a quotation.)


Then, click on .

The words will be hidden. This feature is used to hide quotes, dialogues, and works cited so that they will not skew statistical analyses, such as those provided in “Style.”

Note: This procedure can be repeated as needed to hide multiple quotes and dialogues from analyses.

- b. Click on . All hidden words and phrases will be revealed.

Note: Your cursor may be at any point in the document when you click on .

- c. Click on . The information in this box will remind you of ways to use the two previous buttons.
Click on **OK**.

8. Click on the  button. **Note:** The  button is available on the Analysis Toolbar also.

- a. Type the following word: **effect**.
- b. Click on **Display**.
- c. Read the information on “affect and effect.”
- d. Click on **File** in the upper left corner. Then, click on **Exit**.

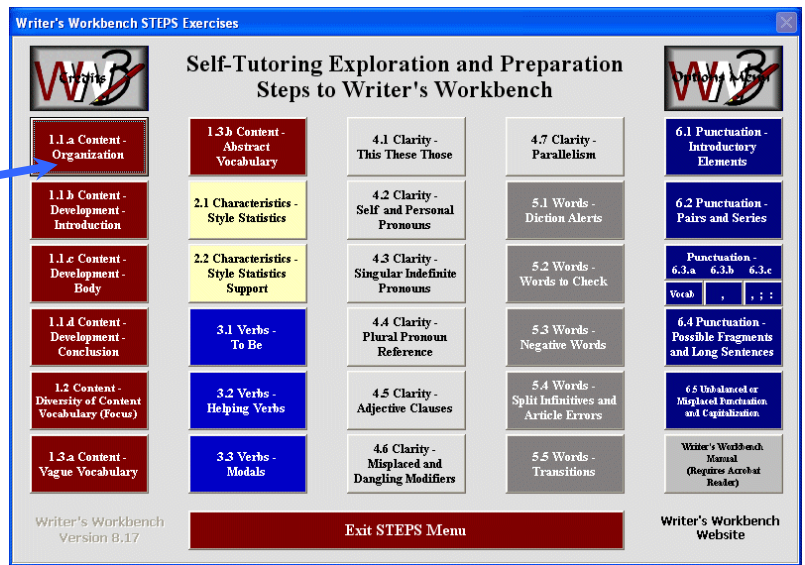
9. Click on **File** in the upper left corner of your screen.

Click on **Close**.

Click on **No**. You will not save this document. You will save your own documents.

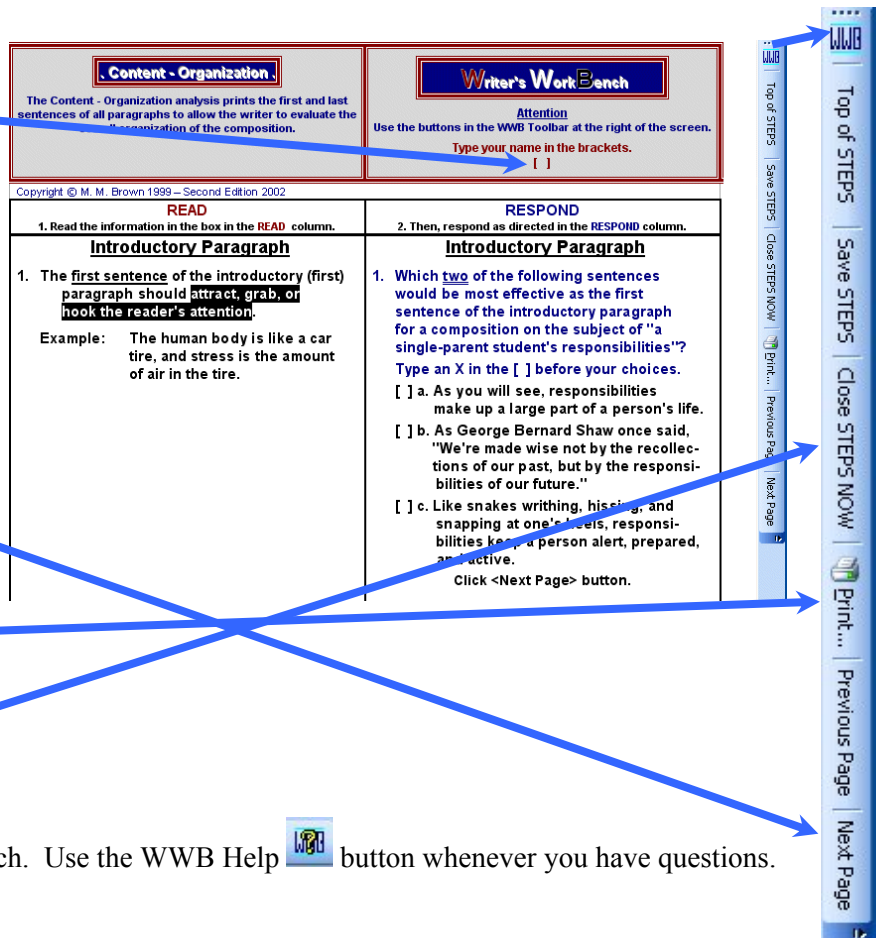
10. Click on the **STEPS** button.
The STEPS Menu will be displayed.

a. Click on **1.1.a Content-Organization**.



b. The STEPS document will appear.

- (1) The cursor is positioned between the brackets.
- (2) Type your name between the [].
- (3) Read all of the material in the gray boxes.
- (4) Read/study the material in the number 1 box under **READ**.
- (5) Then, follow the directions in the box under **RESPOND**.
- (7) When you complete that box, click on the **Next Page** button.
- (8) Continue working through all of the screens until you come to **The End**.
- (9) Click on **Print...**
- (10) Click "**OK**."
- (11) Click on **Close STEPS NOW**. Click "**OK**."



11. You may now explore all of Writer's Workbench. Use the WWB Help button whenever you have questions.

Suggestions for Using Writer's Workbench

For editing and revising business and professional writing

You will find Writer's Workbench a powerful tool in your efforts

- 1) to refine your business and professional writing,
- 2) to ensure that all of the writing done in your office or business reflects positively on you and your staff,
- 3) to provide in-service education and support for your staff.

The strength of Writer's Workbench lies in its personal and private response to your writing and its personal and private provision of instruction that allows you to decide what you need.

After writing a draft, you can guide your revising and editing process by running and using the analyses from the upper left corner to the lower right corner. Using the analyses in this order will lead you to revise the large elements of organization and development before moving on to sentence structure and punctuation.

Organization will enable you to evaluate the overall organization of your document. Diversity, Abstract, Negative, Vagueness, and Transitions will help you to build a central vocabulary that will keep your reader focused, a concrete and specific and positive vocabulary that will keep your reader's attention and interest, and transitions that will move your reader easily from one idea to another. Style will guide you in appraising and improving your sentence structure. The programs in the second and third columns support you in your effort to use words correctly, to structure sentences logically, to punctuate according to current conventions, and to recognize sentences that may need additional revisions.

For supporting the teaching of writing and language skills

You will find Writer's Workbench an indispensable assistant as you work

- 1) to heighten students' knowledge of language and their skill in writing,
- 2) to motivate students to revise and to edit their writing assignments,
- 3) to provide evidence of your accountability in meeting the goals of your curriculum.

The flexibility of Writer's Workbench means that you, the teacher, are in charge of using Writer's Workbench, your assistant, in ways that support your work in the classroom.

Whether you are working on vocabulary words, such as *accept* and *except*; or on homophones, such as *its* and *it's*; or on simple, compound, and complex sentences; or on pronoun reference; or on punctuation; or on writing an essay, you will find that the Analysis Programs, WordUse, and STEPS will provide assistance. You may use them on a projector in class, or you may have students use them individually on the computer as assignments to be completed in or outside of the classroom.

If you are teaching expository writing, you may require students to use all or part of the Analysis Programs beginning in the upper left corner and working through to the lower right corner. In this pattern, they will begin by evaluating and revising, when necessary, the organization and development of their compositions; they will, then, move through sentence structure and word usage, punctuation, and editing of problem sentences and grammar. Writer's Workbench gives the student a map for evaluating and improving his or her writing and provides aids that lead the student in writing stronger first drafts in subsequent assignments.

For heightening the quality of the writing turned in for assignments

You will find that Writer's Workbench will enable you

- 1) to turn in more effective writing assignments for all of your classes,
- 2) to understand discussions of and instruction in the development of a composition, in sentence structure, and in punctuation,
- 3) to enter the world of work with writing skills that will identify you as a good communicator, skills that may qualify you for advancement.

The scope of Writer's Workbench will allow you to learn about or to review word usage, sentence structure, punctuation, and the organization and construction of compositions as you feel that you need them.

Whenever you have a writing assignment in a class in any subject, you can turn to Writer's Workbench STEPS programs to learn how to organize and to develop that writing project. After you have written a draft of the project, you can use the Organization and Development and the Diversity, Abstract, Vagueness, Negative, and Transitions analyses to test and to examine the quality of your draft.

As you work on revising your document, you will find the other analyses helpful as guides; and you will find other STEPS programs useful in helping you understand how to respond to the analyses.











You will find that using the analyses from the upper left corner to the lower right corner will provide you with direction that will guide you from the development of content to the revising and editing of word usage, sentence structure, punctuation, and grammar.

<p>As you run an analysis, you may need to learn more about the information that the analysis provides and about ways of revising and editing in response to that information. The STEPS programs provide that help.</p> <p>While you may not need to use the Organization and Development analyses in memo and letter writing, most of the other analyses will help you create more effective memos and letters.</p> <p>You may find, as you study the entries in WordUse, that you increase your vocabulary and that you gain a clearer understanding of often misused words, such as <i>affect</i> and <i>effect</i>.</p> <p>By using the resources that Writer's Workbench provides, you may feel confident that your newsletters, press releases, customer communications, and annual reports will provide a positive picture of your abilities and of your company's emphasis on excellence.</p> <p>In addition, by providing Writer's Workbench for assistants and secretaries, you can encourage them to upgrade their writing and editing skills. While offering analyses of their writing, Workbench also serves as an in-service consultant through STEPS, WordUse, and information provided in analyses, such as Diction-Suggest and Check and Clarity. Installing Writer's Workbench enables an employer or supervisor to provide support for the improvement of the writing skills of staff members instead of criticizing their present skills.</p> <p>Furthermore, Writer's Workbench is easy to use. After an hour of working through the Directions for Using Writer's Workbench, a user is prepared to use all of the resources of Writer's Workbench.</p> <p>Finally, whenever a user has a question about any of the elements in Writer's Workbench, the answer can</p>	<p>As an English department, you may decide to use certain parts of Writer's Workbench during the middle school years and to build on those elements each year in high school; or you may decide to begin by using two programs and the STEPS programs associated with them in the freshman year and to add programs in each of the following three years.</p> <p>In college, a department, the faculty of a particular course, or one faculty member may decide to require competency in several or all of the analyses areas.</p> <p>Writer's Workbench serves to motivate students to improve their writing skills. Students enjoy the challenge of revising sentence structure to meet the statistical standards set by their instructors. For example, as an instructor, you may tell students that no more than 25% of their verbs may be "to be" verbs. Students can track this statistic in the Style analysis. To meet your requirement, students are motivated to learn how to revise to limit "to be" verbs and how to use stronger verbs. They are motivated to pay careful attention to your classroom instruction and to use the interactive STEPS "To Be" and "Style" programs. Furthermore, as students learn the characteristics of a well-organized and well-developed composition through the Organization and Development and the Diversity, Abstract, Vagueness, Negative, and Transitions analyses and through the STEPS programs covering those analyses, they are motivated to plan more effective drafts of their next compositions. Writer's Workbench motivates students by providing scores as benchmarks and by serving as a coach to help students meet and even exceed those benchmarks.</p> <p>Accountability - every educator is pressed to give evidence of his or her accountability in the classroom. Writer's Workbench can provide that evidence.</p>	<p>Your continued use of Writer's Workbench should lead to higher grades and more positive comments on your written assignments.</p> <p>If you use Writer's Workbench in association with your enrollment in a writing course, you will find that you understand the terminology that the instructor is using and the content of the lectures as well as the content of the texts and handbooks that you may use in association with the course. Writer's Workbench STEPS programs offer an interactive learning environment that enables you to learn the basics of organization, sentence structure, and mechanics easily.</p> <p>You will be able to participate in class discussions and to contribute to group activities because of the background that you have developed through the use of Writer's Workbench.</p> <p>Furthermore, as you enter your chosen field of work, you will gain positive reactions from your supervisor for any writing that is a part of your position. Because effective writers generally are effective oral communicators, you will find that you are given responsibilities that require leadership skills. Your writing talents will lead to more opportunities to attend conferences and conventions because you can be counted on to write informative and clear reports on those meetings.</p> <p>Employers identify strong communication skills as a primary strength of valuable employees. Therefore, you may find that Writer's Workbench and the knowledge and skill that you gain from using Writer's Workbench may qualify you for advancement in whatever field you choose.</p> <p>Writer's Workbench can be your best friend.</p>
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<p>be found by scanning the contents of the Writer's Workbench Help, which can be accessed by clicking the WWB? button, the last button on the WWB Toolbar.</p> <p>Writer's Workbench can be your trusted co-worker.</p>	<p>The writing instructors in an English department in one community college decided that the following analyses gave insight into the quality of student writing and into the quality of an instructor's teaching: Diversity, Abstract, Vagueness, Sentence Types, Sentence Beginnings, and Number of Words. At the end of the semester, students in all first semester writing classes were given the same final paper assignment. The WWB analyses provided statistical assessments for the department's annual report to the administration and provided a basis for discussions of specific ways of improving students' writing and, thereby, improving their scores.</p> <p>Because Writer's Workbench analyses that focus on the goals of a given curriculum can be used throughout the semester as support for classroom teaching, those same analyses can show the success of students and of their teachers in meeting the stated goals.</p> <p>Writer's Workbench can be your valued assistant.</p>	
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Writer's Workbench Version 8.17 Requirements

In general, the system must comfortably run Microsoft Word® '97 or later on a system with Microsoft Windows '95® or later.

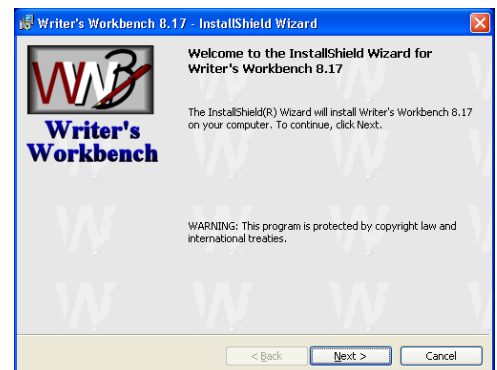
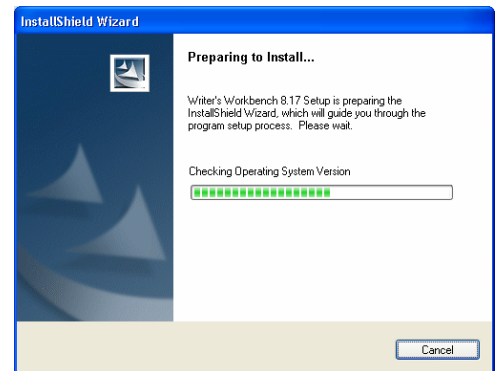
-  Personal Computer running Microsoft Windows 95®, Windows 98®, Windows NT 4.0®, Windows 2000®, or Windows XP®
-  Microsoft Word® '97, Word® 2000, Word® 2002 (XP), or Word® 2003
-  Some knowledge of using Microsoft Word®
-  Pentium 200 MHz (minimum requirement)
-  64 M RAM (minimum requirement)
-  256 color (minimum requirement)
-  Screen Resolution of 800 x 600 or more
-  Small Fonts
-  20 M free space on hard drive (minimum requirement)
-  CD ROM Drive or Internet Connection

Installation Instructions

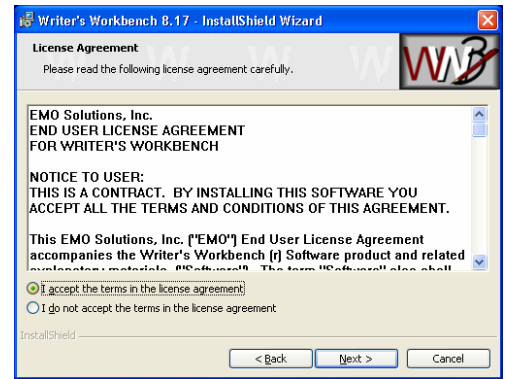
1. First, close all open applications running on your system. **If you are installing from the Internet**, open your browser and point to the URL indicated by the email sent to you as a result of your purchase. In this case, you will be prompted for a password to install the software. Enter the password sent to you via email. Be sure that lower case and capital letters are entered exactly as shown in the email message.

Do not be intimidated by the number of steps in this installation document. The installation software will walk you through it.

2. **If you are installing from a CDROM drive and have automatic installation turned on**, insert the Writer's Workbench CD into the CDROM drive and skip to Step 4. If you do not have automatic installation, go to Step 3.
3. **If you are installing from a CD without auto install**, follow these steps.
 - a. Click on Start button
 - b. Click on Run
 - c. Browse to find the appropriate installation source (one of the following) for your system
 - (1) The CDROM drive
 - (2) The network drive and appropriate directory
 - d. Double-click on the Setup.exe file
 - e. Click on **OK**
4. The Preparing to Install Screen will be displayed to tell you that Setup is preparing the InstallShield® Wizard to guide you through the Setup process.
5. The next window will be a screen welcoming you to the installation of Writer's Workbench 8.17. Read the information and, then, click on the **Next** button.

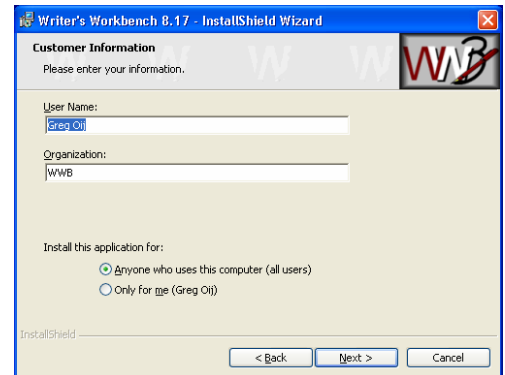


6. The next screen will display a Software License Agreement. Read this Agreement carefully as it is a legally binding contract between you and EMO. If you accept the License Agreement, click "**I accept the terms of the license agreement**" to continue. Then, click on the Next button. If you do not accept the Software License Agreement, click "**I do not accept the terms of the license agreement**" to cancel the software installation.



7. Most users will prefer to select -
Install this application for:
Anyone who uses this computer (all users)

Then, the “horizontal thermometer” will then indicate progress of the installation.




8. When the setup is complete, this Setup Complete dialogue box will be displayed. If you would like to use Writer’s Workbench immediately, leave the “**Launch WWB Now?**” box checked.

9. Click on the **Finish** box. The installation procedure is complete. If you left the “**Launch WWB Now?**” box checked, Microsoft Word will open and load the Writer’s Workbench tools.



10. If using Word 2002 (XP) or Word 2003, you will be prompted with a Security Warning the first time you enter Writer’s Workbench. Select-
Always trust macros from this source and click the **Enable Macros** button.



11. Enter Writer's Workbench in Microsoft Word by double-clicking on the  icon on your desktop or by clicking Start, Programs (All Programs in Windows XP), Writer’s Workbench.

12. You may view or print this manual or visit the Writer’s Workbench website by clicking Start, Programs (All Programs in Windows XP), WWB Manual and Website and clicking on the appropriate icon. Adobe Reader (available by browsing the Writer’s Workbench CD or from the Adobe website) is required to view or print this manual.

Setting Writer's Workbench Options



On installation, Version 8.17 provides automatic setup of the program; it reads the version of Microsoft Word that you are using and your display resolution. There are a few options that you may want to change.

To enter the Options menu to make those changes, click on the STEPS button on the WWB Toolbar.

Click on the WWB Options Menu button in the upper right corner of the Analysis Programs or STEPS Menu (almost hidden, by design).

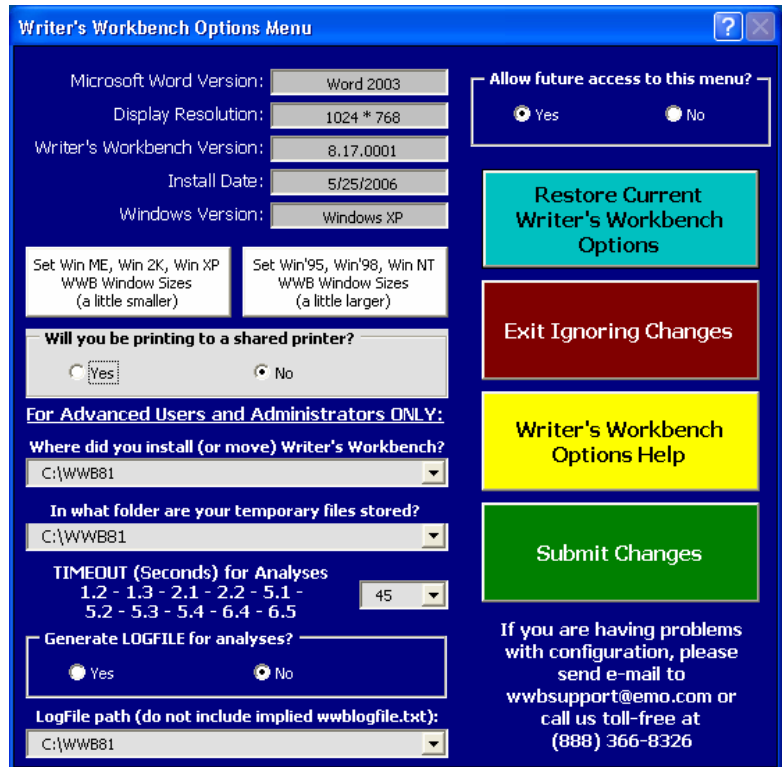
If you have allowed future access to this menu when you last edited the options, you will see the Writer's Workbench Options Menu.

The following items are set automatically for you:
Microsoft Word Version, Display Resolution,
Writer's Workbench Version, Install Date and
Windows Version.

If you would like to reset your WWB Windows sizes, click on the appropriate white button.

“Will you be printing to a shared printer?”

If users will be printing to a shared printer, each user must provide appropriate information on the first two lines of the composition. You will learn how to access more information on those two lines at the bottom of this page.



Do not change the location of Writer's Workbench files unless you have extremely limited space on your C: drive or unless you would like to install Writer's Workbench on a network drive (not recommended). If you do change the location, you will manually need to move the files from C:\WWB81 to an alternate drive and directory. Always keep the pathname to Writer's Workbench programs short (W:\WWB81).

Do not change the temporary files location unless you are having problems with certain analyses, such as “2.1.” The pull-down on this option will provide some recommended alternatives.

Increase the TIMEOUT parameter ONLY if you are experiencing timeout errors as a result of long documents or a slow computer.

The LOGFILE option provides an option for logging usage of Writer's Workbench. If set to “Yes,” a one-line entry will be appended to a text file named wwblogfile.txt whose location is specified by the “Logfile path” parameter. If the shared printer option is set to “Yes,” you can identify “who analyzed what and when.” An example of a line appended to this file might be


JBWalton * TheMountian * Content -- Vague and Abstract Vocabulary * 2/6/2005 10:49:09 AM , where the first two entries denote the the author of the composition (2nd line) and its theme (1st line).

NOTE: Care must be taken to rename this file periodically (wwblogfile0803.txt) as it will continue growing forever as analyses are performed.

The “Allow future access to this menu?” option enables or disables the “Options Menu” button from the Analysis Programs and STEPS menus. If set to “No,” these options can be modified using Windows Notepad on C:\Windows\WWB81.ini. Please be very careful if manually editing this file.

Directions for First Two Lines of Documents Sent to Shared Printer

Click on  button on the Writer's Workbench Toolbar.

Click on 

Click on 

Click on 

Read the information.