# A Three-Step Faculty Guide

# To Writer's Workbench

www.writersworkbench.com *** 888-366-8326

http://www.emo.com/documentation/WWBFacultyGuide-ThreeStepVersion.pdf

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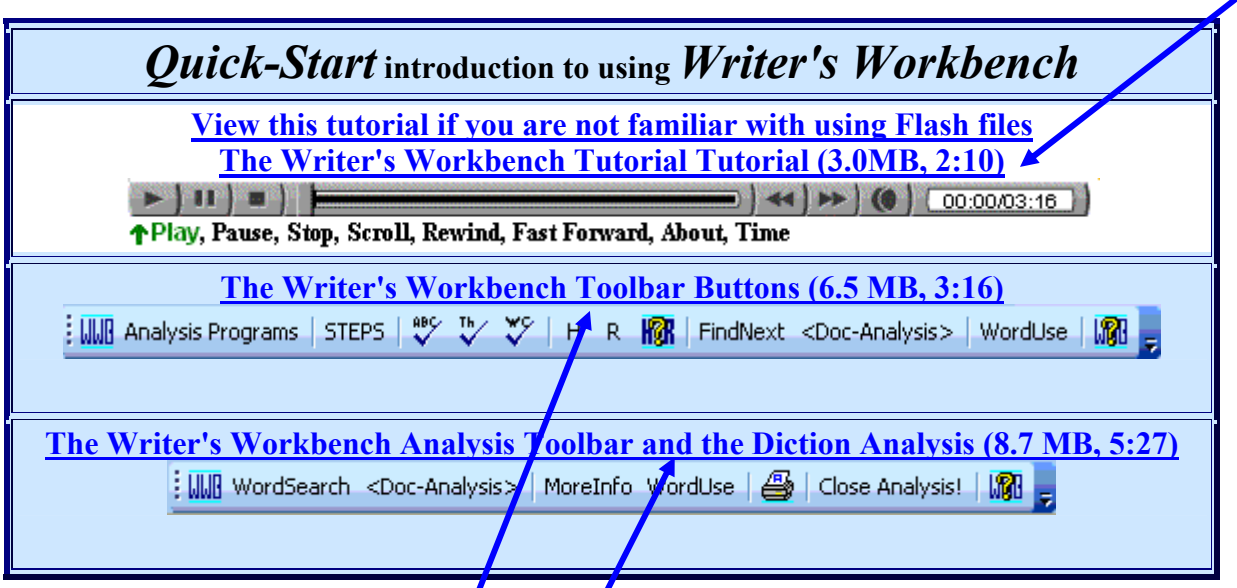
# ❶
# The First Step
# in
# Meeting Writer's Workbench

Note: "The First Step in Meeting Writer's Workbench" will take about 1 hour.

1. Click on or visit www.writersworkbench.com .
2. Click on the gold "View our new Video Tutorials" Button.
3. Fill out the short form. Then, click on "View Tutorials."
4. If you are not familiar with Flash files, click on the first item on the Quick-Start menu.

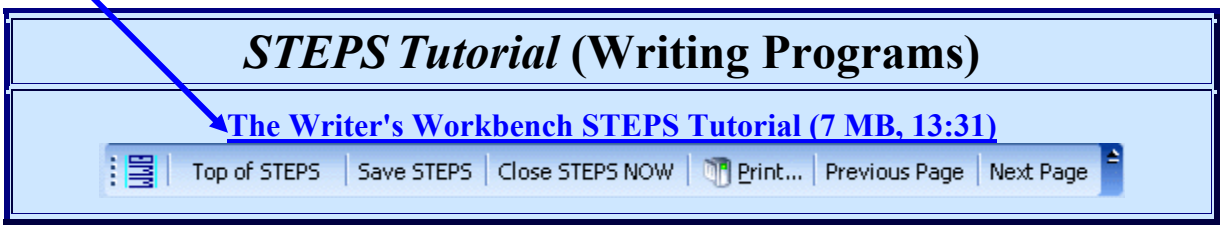



5. If you are comfortable using Flash files or if you have completed the tutorial on Flash files, click on the second item.
6. When the tutorial is loaded, click on the **Play** Button.
   You may use the other Buttons to control the tutorial.
7. Whenever you finish a tutorial, close it by clicking on the
   **Windows Close** ( or ) Button in the top-right corner of that tutorial window..
8. Then, click on the third tutorial.
9. When you finish the tutorial, click on the Windows Close Button.

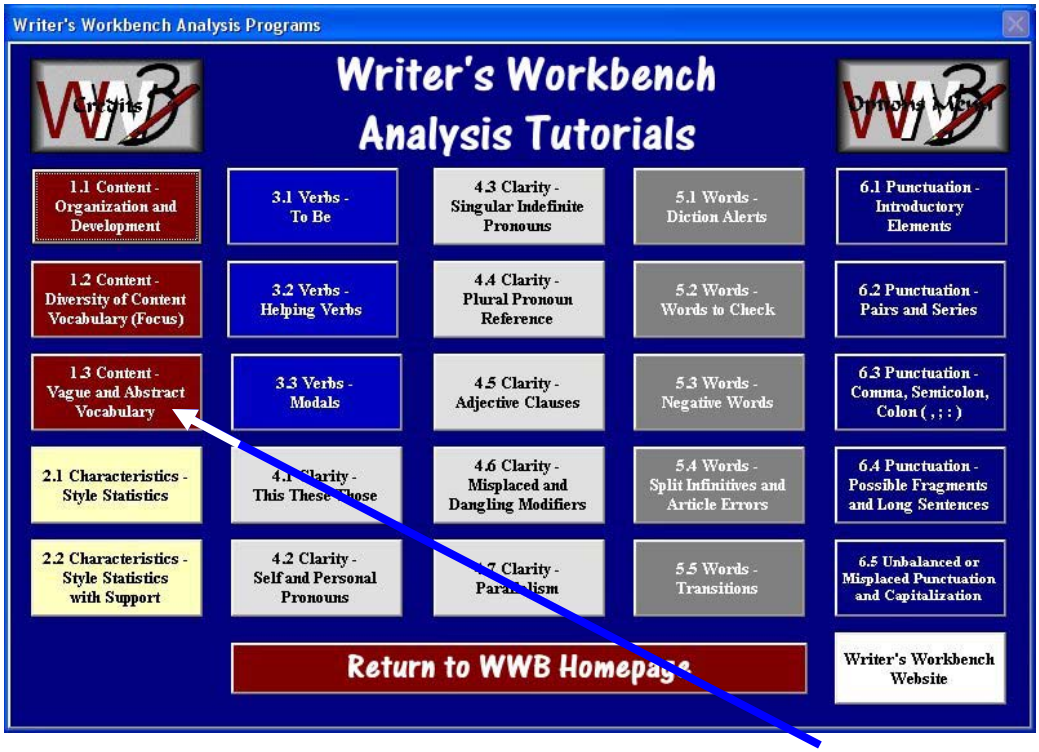
**Whenever you need to stop and to return later, go to Step 18. Reenter by starting at Step 1.**

10. Scroll down to the "Writer's Workbench **STEPS** Tutorial" screen. (See next page.)

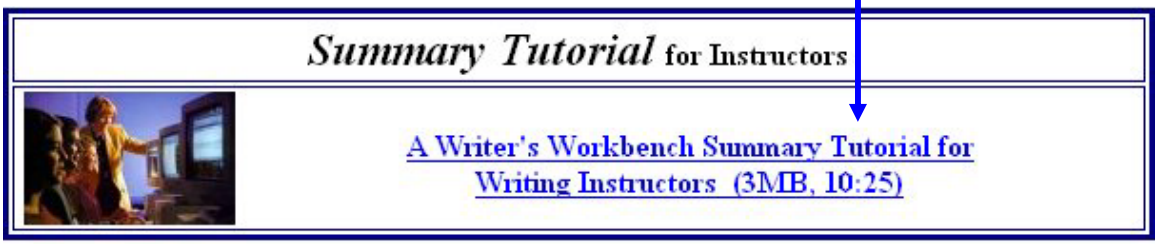
11. Click on




12. When you complete the tutorial, click on the Windows Close Button.
13. Scroll down to the Writer's Workbench Analysis Tutorials Screen



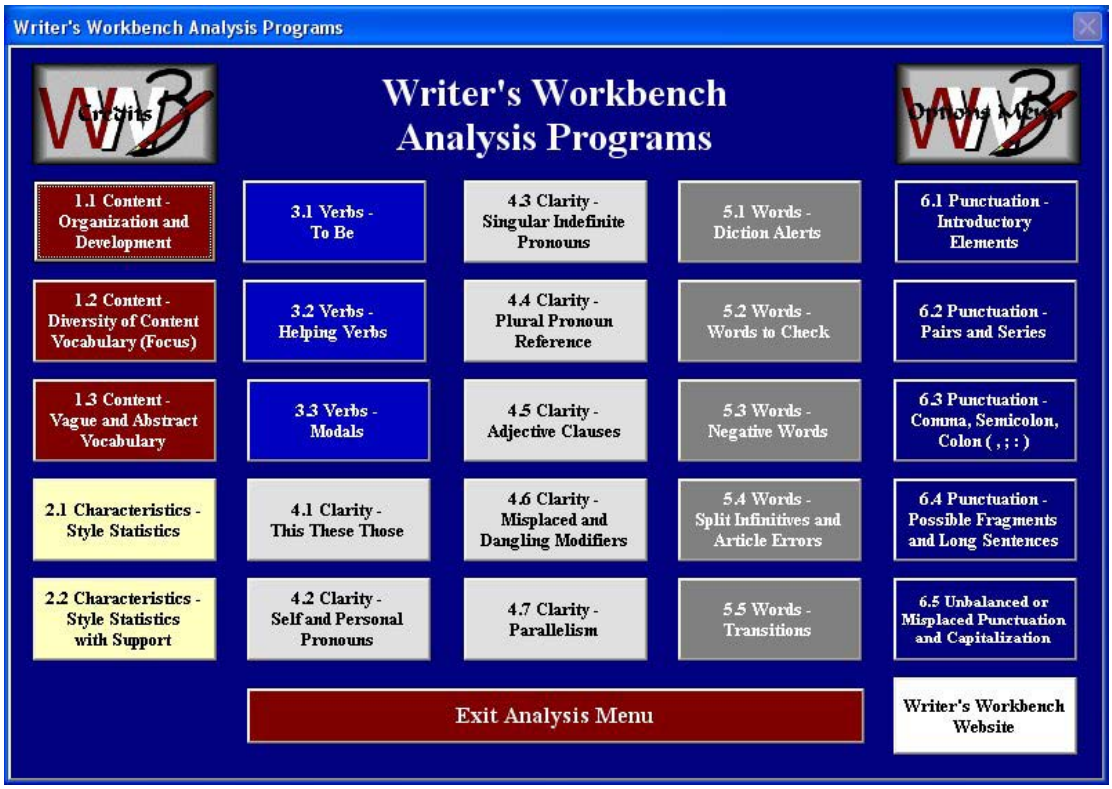

14. Click on the **Content: Vague and Abstract Vocabulary** Button**.**
15. When you complete the tutorial, click on the Windows Close Button.
16. Scroll up to the **Summary Tutorial Button** and click on it.

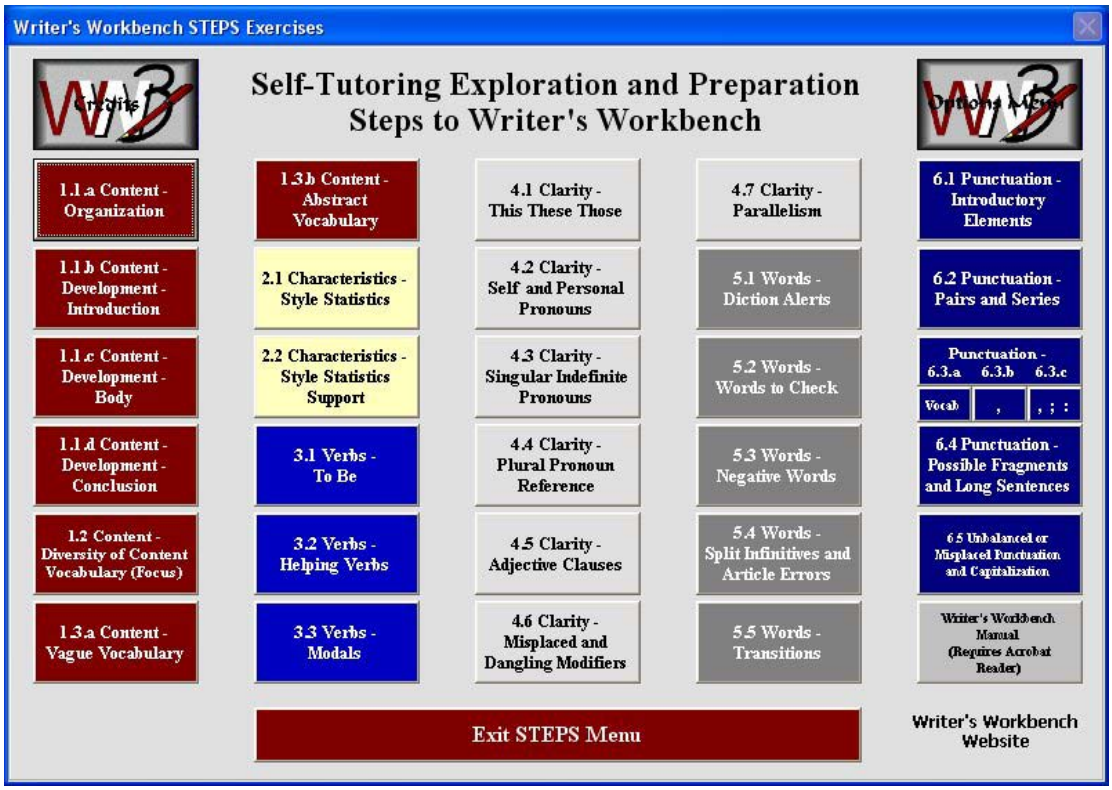



17. After viewing the tutorial, click on the Windows Close Button.
18. Scroll down to the end of the site, and click on the Tutorial Feedback Button.

# ❷
# The Second Step
# in
# Getting To Know Writer's Workbench

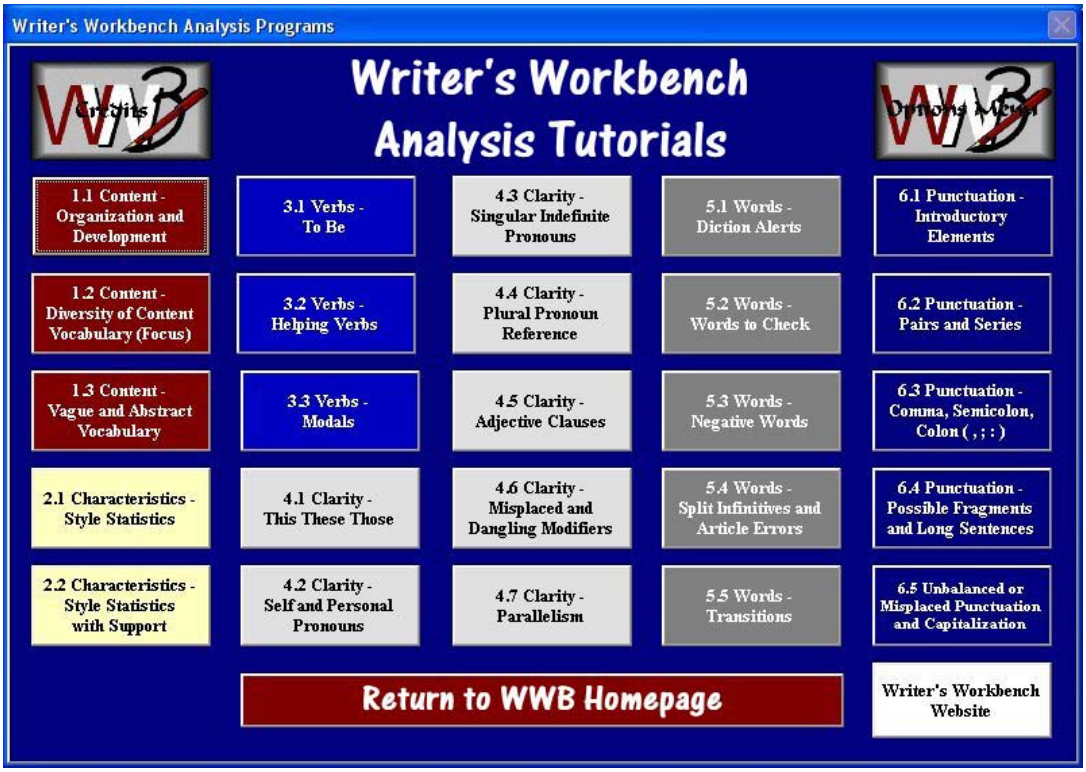
1. Place a check on the Analysis and STEPS programs that relate to your class objectives.




3 (Go to Page 4)

2. If you have the WWB Video Tutorials installed on your computer, click on the (WWB Tutorials) button on your desktop and skip to #5 - OR -
3. Click on or visit www.writersworkbench.com and click on the gold View Video Tutorials button.
4. Fill out the short form. Then, click on "View Tutorials."
5. Scroll down to the **Writer's Workbench Analysis Tutorials** Screen.




6. Click on an analysis that you checked on your previous page, Page 3.
7. When you have finished the tutorial, close it by clicking on the Windows Close ( or ) Button in the top-right corner of that tutorial window.
8. Run as many Analysis Tutorials that you checked on Page 12 as you have time for.
9. You have, in the last section, run the only STEPS Tutorial. Only one STEPS tutorial is provided because tutorials cannot include the student interaction that is such an essential part of the effectiveness of the STEPS programs.
10. When you have finished the tutorials, scroll down to Tutorial Feedback and share your comments.

- Go to Page 5 to learn about integrating Writer's Workbench into your lesson plans. -

11. Consider the ways that you might integrate the various STEPS programs and Analyses into your class plans.
    - You might use the STEPS programs to introduce a subject, to follow up on a class lecture or discussion, or as a review.
    - You might use a program on a computer projector, or you might have the student work through the program and print it on the computer.
    - You might have pairs of students work on a STEPS program; if you do, be sure that they print two copies. These printed copies can be placed in a binder to serve as a handbook for your class and future classes.

12. This chart suggests ways that the To Be programs might be integrated into lessons plans.

| **One way to integrate "To Be"** | **Second way to integrate "To Be"** |
|---|---|
| First Class Period | First Class Period |
| 1. Help memorize "to be" verbs | 1. Use a computer projector to lead the class through STEPS-Verbs-To BE |
| 2. Compare to stronger verbs | 2. Use a computer projector to show the "to be" tutorial |
| 3. Show examples of active and passive verbs | 3. Ask students to write answers to a series of questions over the material covered in 1 and 2 |
| 4. Use a computer projector to show the "to be" tutorial | 4. Discuss answers to questions and collect students' papers. |
| 5. Assign STEPS-Verbs-To BE<br>Bring printouts to class | 5. Assign STEPS-Verbs-To BE<br>Bring printouts to class |
| Second Class Period | Second Class Period |
| 1. Discuss printouts of STEPS-Verbs-To BE; and, then, hand in. | 1. Discuss printouts of STEPS-Verbs-To BE; and, then, hand in. |
| 2. Ask students to write answers to a series of questions over the material covered in STEPS-Verbs-To BE and in the "to be" tutorial | 2. With students in small groups, show a paragraph (or hand out a paragraph) and ask each group to rewrite the paragraph to eliminate "to be" verbs. |
| 3. Discuss answers to questions and collect students' papers. | 3. Discuss revisions that groups made to eliminate "to be" verbs. |
| Third Class Period | Third Class Period |
| 1. Hand back students' papers | 1. Review "to be" verbs |
| 2. With students in small groups, hand out a paragraph and ask each group to rewrite the paragraph to eliminate "to be" verbs. | 2. Compare sentences that include "to be" verbs to revisions that do not include "to be" verbs. |
| 3. Discuss revisions that groups made to eliminate "to be" verbs. | 3. Review rules and examples of active and passive verbs. |
| **Test**: Given paragraph and analysis, rewrite to eliminate "to be" verbs. | **Test**: Describe this room in at least 150 words (avoid "to be" verbs). |

# ❸
# The Third Step in Getting To Know Whatever You Want To Know About Writer's Workbench

**Whenever you have questions, email your question(s) to the following email address.**
Email your question to **wwbinfo@emo.com**

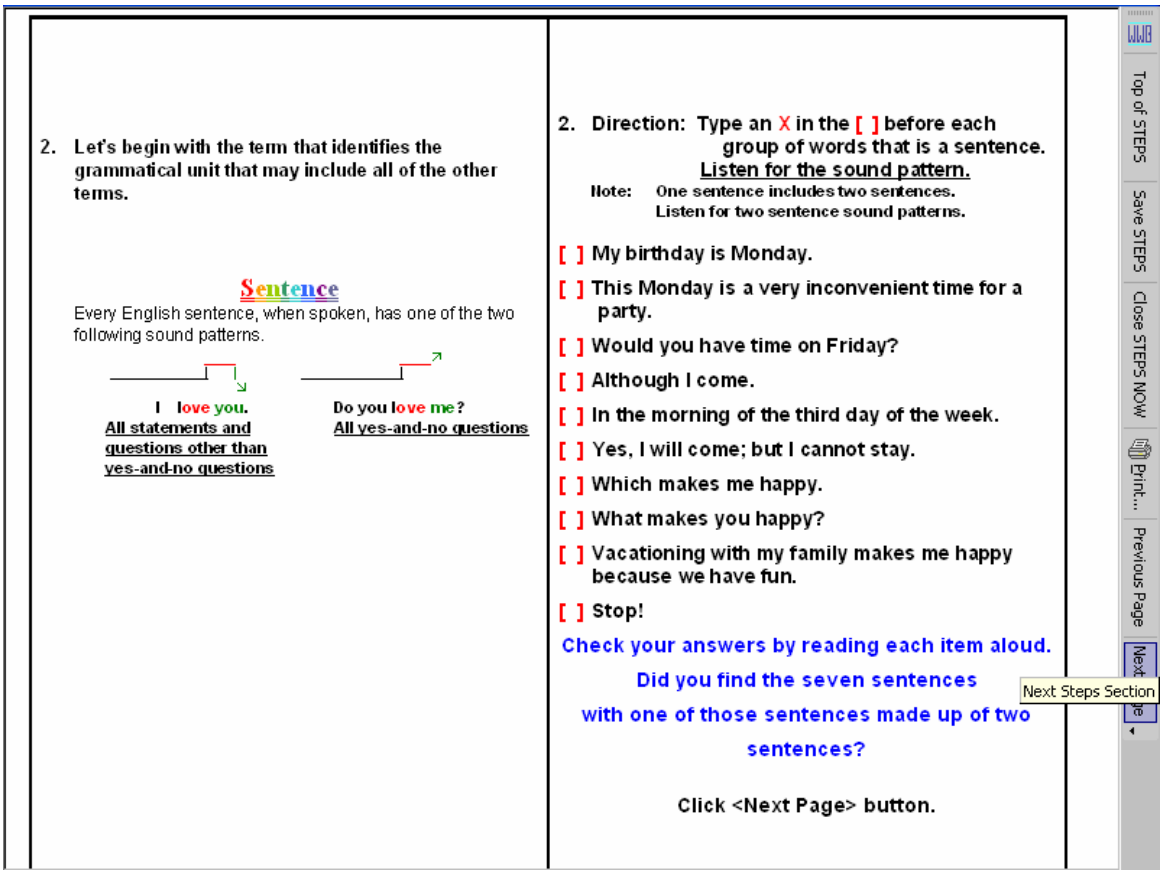
Example of a question that you might have-

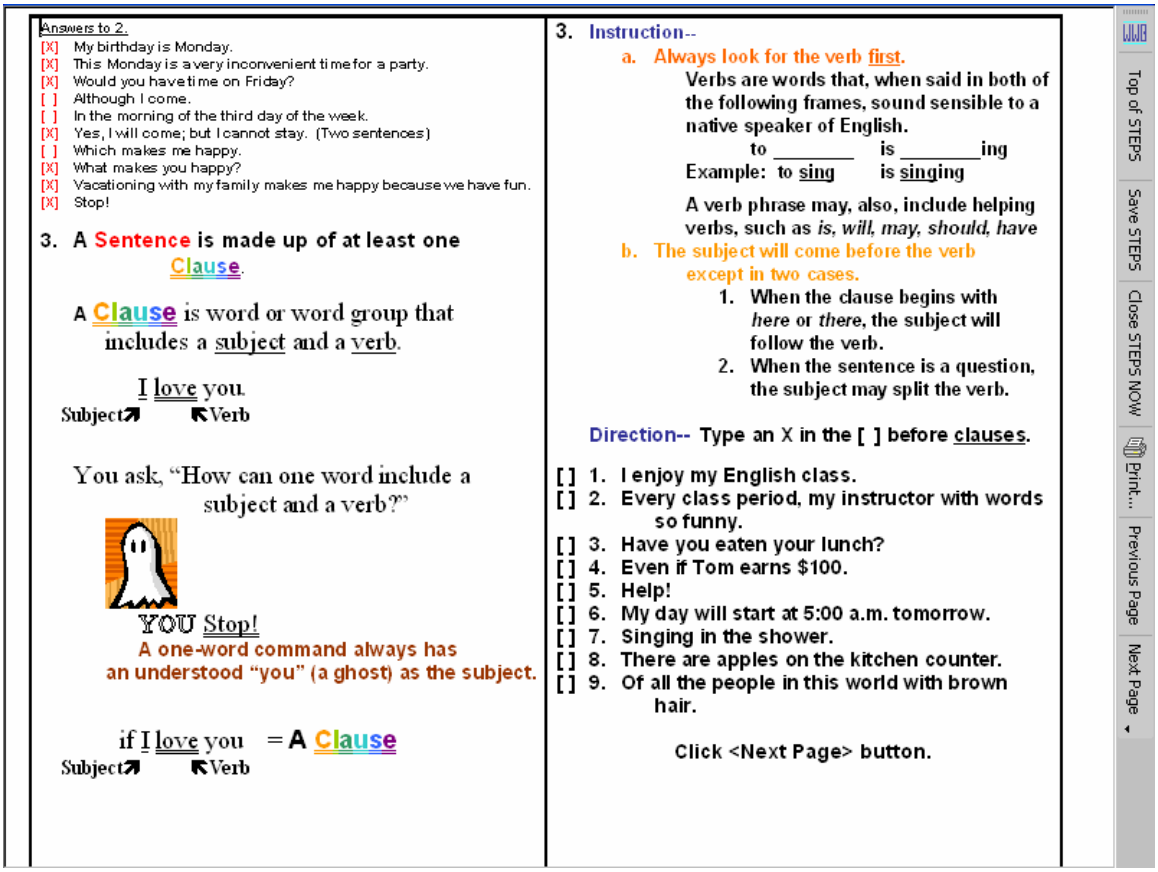
## What is included in the Vocab STEPS program under Punctuation?

**You will receive an answer as complete as the following answer.**

The STEPS program "Vocab" under "Punctuation" is a program that serves as an effective base for the other STEPS programs under "Punctuation" and for many of the analyses because it covers the following vocabulary:
**Sentence, Clause, Kinds of clauses, Kinds of dependent clauses, Adverbial clause, Subordinate conjunctions, Adjective clause, Relative pronouns, Antecedent, Kinds of adjective clauses, Restrictive, Non-restrictive, Phrase, Coordinate conjunctions, Series, Comma, Colon, Semicolon**

Two pages from that STEPS program are shown here and on the next page...





Answers to 2.
[X] My birthday is Monday.
[X] This Monday is a very inconvenient time for a party.
[X] Would you have time on Friday?
[ ] Although I come.
[ ] In the morning of the third day of the week.
[X] Yes, I will come; but I cannot stay. (Two sentences)
[ ] Which makes me happy.
[X] What makes you happy?
[X] Vacationing with my family makes me happy because we have fun.
[X] Stop!

3. A Sentence is made up of at least one Clause.

A Clause is word or word group that includes a subject and a verb.

I love you.
Subject ↗ ↖ Verb

You ask, "How can one word include a subject and a verb?"

YOU Stop!
A one-word command always has an understood "you" (a ghost) as the subject.

if I love you = A Clause
Subject ↗ ↖ Verb

3. Instruction--
a. Always look for the verb first.
Verbs are words that, when said in both of the following frames, sound sensible to a native speaker of English.
to _____ is _____ing
Example: to sing is singing
A verb phrase may, also, include helping verbs, such as *is, will, may, should, have*
b. The subject will come before the verb except in two cases.
1. When the clause begins with *here* or *there*, the subject will follow the verb.
2. When the sentence is a question, the subject may split the verb.

Direction-- Type an X in the [ ] before clauses.

[ ] 1. I enjoy my English class.
[ ] 2. Every class period, my instructor with words so funny.
[ ] 3. Have you eaten your lunch?
[ ] 4. Even if Tom earns $100.
[ ] 5. Help!
[ ] 6. My day will start at 5:00 a.m. tomorrow.
[ ] 7. Singing in the shower.
[ ] 8. There are apples on the kitchen counter.
[ ] 9. Of all the people in this world with brown hair.

Click <Next Page> button.

Top of STEPS
Save STEPS
Close STEPS NOW
Print...
Previous Page
Next Page

**You might wonder about how you can orient students to working in and with Writer's Workbench.**
**An Orientation for Students is available that will center on students using four of the tutorials. You may have that Orientation to copy for your students by emailing wwbinfo@emo.com.**

**Your students will heighten their writing skills and their class, state, SAT, and ACT sentence structure and writing test scores as a result of their work with**

## Writer's Workbench.