

# WRITER'S WORKBENCH

## VERSION 8.3



**Thank you for purchasing or upgrading to Writer's Workbench 8.3.**


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 ways to use Writer's Workbench
  - 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 \* 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 individual users, 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](http://www.writersworkbench.com).

We recommend that you view Writer's Workbench Video Tutorials by double-clicking on the  WWB Tutorials icon on your desktop or by viewing them at [www.writersworkbench.com](http://www.writersworkbench.com).

# Writer's Workbench Analysis Programs Quick Guide

Writer's Workbench provides 25 Analyses that guide writers as they write and revise from within Microsoft Word. Writer's Workbench provides immediate and unbiased feedback for writers who are moderately proficient with Word. These analyses, which address increasingly more specific issues within an essay, are arranged 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.

MoreInfo

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


## ASSESSMENT SCORES

This sophisticated module provides 22 statistics from other WWB analyses; if the statistic does not achieve an acceptable threshold, the module suggests revision strategies that will guide the writer to improve his or her composition. With administrative permissions, users, teachers, or technicians can adjust thresholds and corresponding suggestions for different grade levels or assignments.

Assessment statistics from this module can be recorded to a data file so that teachers or administrators can track students' writing improvement using Excel or a database program.

### 1.1 Content – Organization and Development

These two analyses are specifically 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.

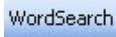

- a. **ORGANIZATION** prints the first and last sentences of each paragraph. When the user clicks on , the program provides writing suggestions for those sentences.
- b. **DEVELOPMENT** identifies those paragraphs that need more development by predetermined word count. Development alerts the writer to "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 (FOCUS)

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


- A diversity ratio above 59% suggests 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% suggests that the composition is probably adequately focused on a subject with clearly developed paragraph topics.
- A diversity ratio below 30% suggests 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, double-clicking on "Writer's Workbench Word Lists" and clicking on "List of Vague Words and Phrases" and clicking on "List of Abstract Words."

### 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 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 or phrase 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.

<of 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]** studying". "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 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 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 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 the singular 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?** flag precedes three plural personal pronouns (**they, them, or their**) so that the writer can check to see that those pronouns refer to plural nouns.

#### 4.4 Clarity – Adjective Clauses

**ADJECTIVE CLAUSES** prints sentences that include words that may be used as relative pronouns. This analysis prints the ⇐ symbol 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 words (homonyms, homophones) that appear in the composition followed by brief definitions of similarly pronounced words frequently confused with the word used by the writer.

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

#### 5.3 Words – Negative Words

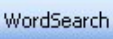
**NEGATIVE WORDS** calculates the percentage of negative words used in the composition. If that percentage is over 2%, the analysis prints an alphabetically sorted list of negative words used in the document and the number of times each negative word is used. A list of negative words flagged by this

analysis can be found by clicking on the  button, then, double-clicking on “Writer’s Workbench Word Lists,” then on “List of Negative Words.”

“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.

- Instruction on proper handling of each error is provided.
- As with all analyses, the writer is instructed to edit the error in his or her document.
- 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.

- Transitional words, phrases, and clauses are important in compositions and in college entrance exams.
- Possible transitional word types are suggested along with the benefits of their use.
- Transitional words and phrases can be found by clicking on the  button, then, double-clicking “Writer’s Workbench Word Lists,” then, clicking “List of Transitional Words and Phrases.”

## 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 element 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**.

The top of this analysis provides instruction relevant to punctuation of pairs and series.

## 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.

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

## 6.5 Punctuation - Unbalanced or Misplaced Punctuation and Capitalization

**UNBALANCED OR MISPLACED PUNCTUATION** looks for quotations, 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 to make revisions.


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

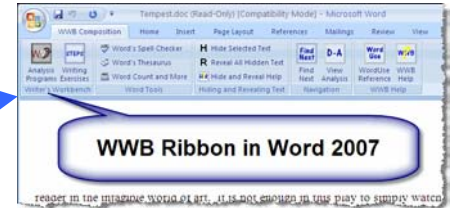


## Instructions for Becoming Acquainted with Writer's Workbench Version 8.3

**ATTENTION:**


These instructions apply to Word 2000, Word XP, Word 2003, and Word 2007. If you are using Word 97, you will see that WWB Toolbar for Word '97 provides all 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.

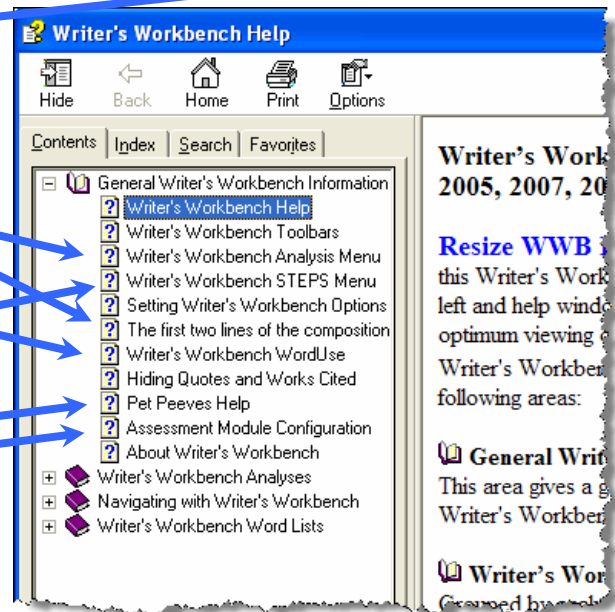
1. Enter Microsoft Word by double-clicking on the  icon on your desktop.  
If using Word 2007, toolbar buttons now appear in ribbons.



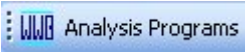
2. To see the captions for the Writer's Workbench toolbar buttons, without clicking, place your cursor over each button.

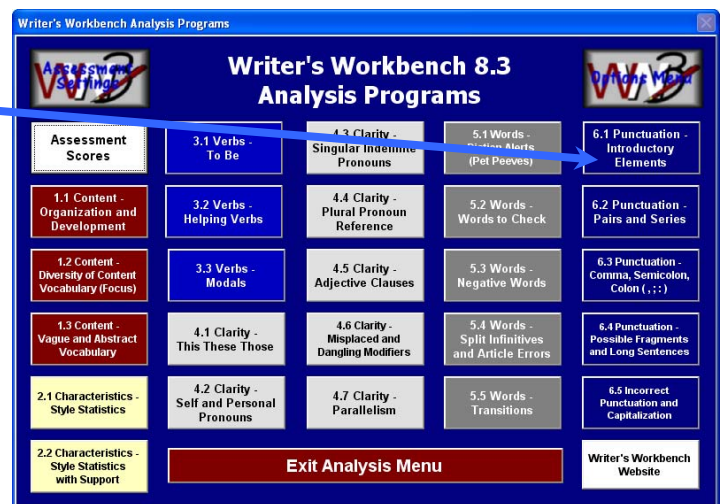


3. Click on the Writer's Workbench Help button .
  - a. If using WWB in a school, Click on The first two lines of your composition. **Read the page.**
  - b. Click on Writer's Workbench Analysis Menu. **Read the page.**
  - c. Click on Writer's Workbench WordUse. **Read the page.**
  - d. Click on Writer's Workbench STEPS Menu. **Read the page.**
  - e. Click on Pet Peeves Help and Assessment Module Configuration. **Read those pages.**

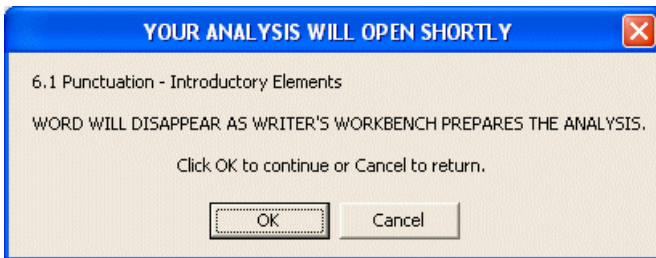


4. To open a sample document for this exercise, hold the **Alt** key and tap the **B** key. "The Tempest" document will open.

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



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

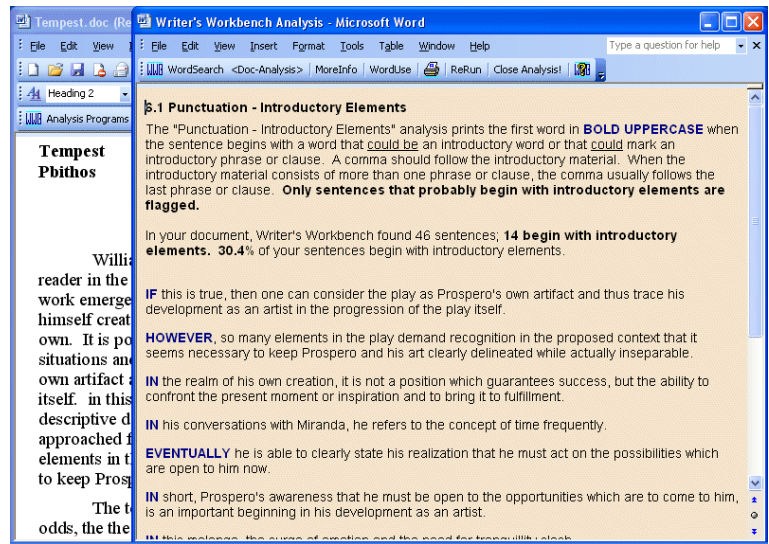


- (2) Wait until the document and analysis are displayed side by side.

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

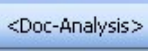
In Word 2000 or Word XP or Word 2003, the document has a "Writer's Workbench Toolbar," and the analysis has a "Writer's Workbench Analysis Toolbar."

If using Word '97, one toolbar, the "WWBWord97 Toolbar," provides all buttons on both toolbars used in Word 2000, Word XP, and Word 2003. If you are using Word 2007, these buttons will appear in a ribbon.



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.

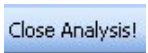



- (1) Click on  (  in Word 2007).

Your document will be displayed.

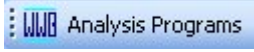
- (2) Click on the  button again (  in Word 2007).

Your analysis will reappear on the screen.

- c. Click on the  button (  in Word 2007).

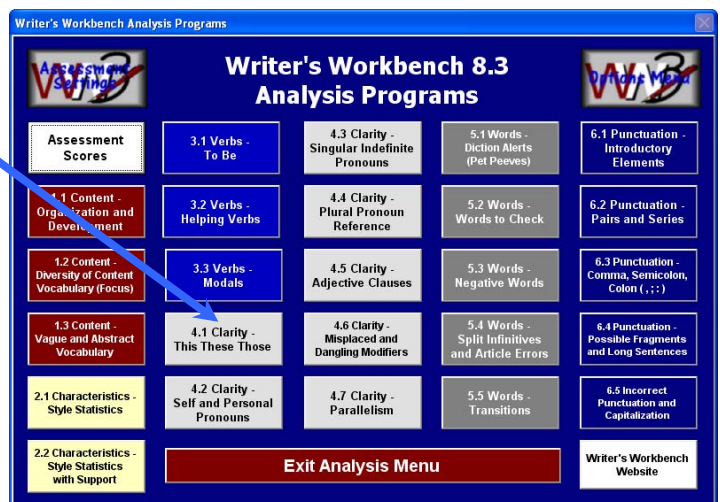
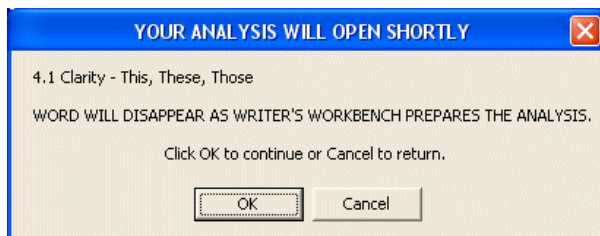
Your analysis will close.

**Always close the Analysis before closing your document.**


- d. Click on the  button again.

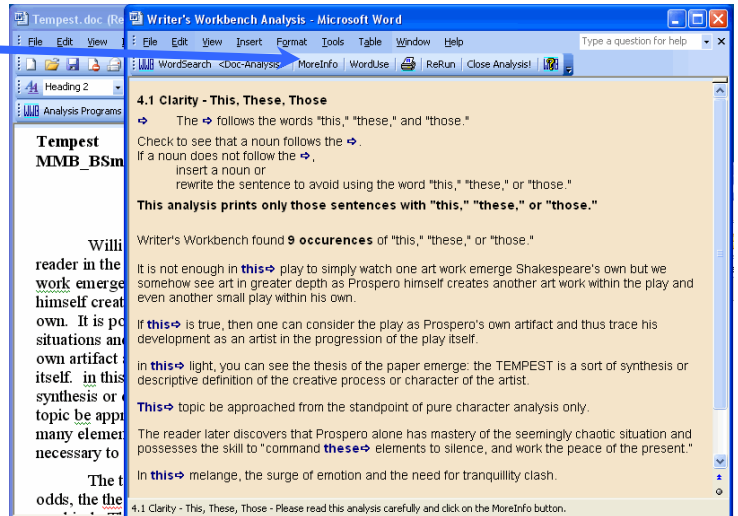
- (1) Click on the "4.1 Clarity - This These Those" button.

- (2) Click "OK."



- (3) Word will disappear as 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) In this case, an example is added to the preface in a different font.

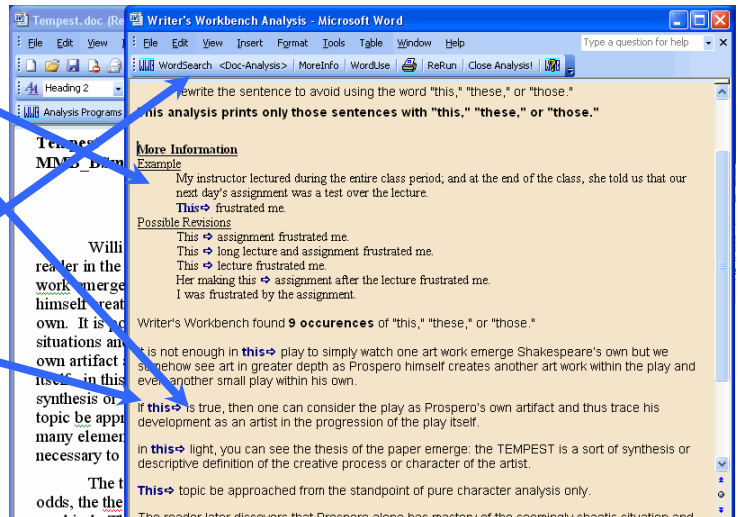
- (6) Click on the space following "this⇒."


- (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.

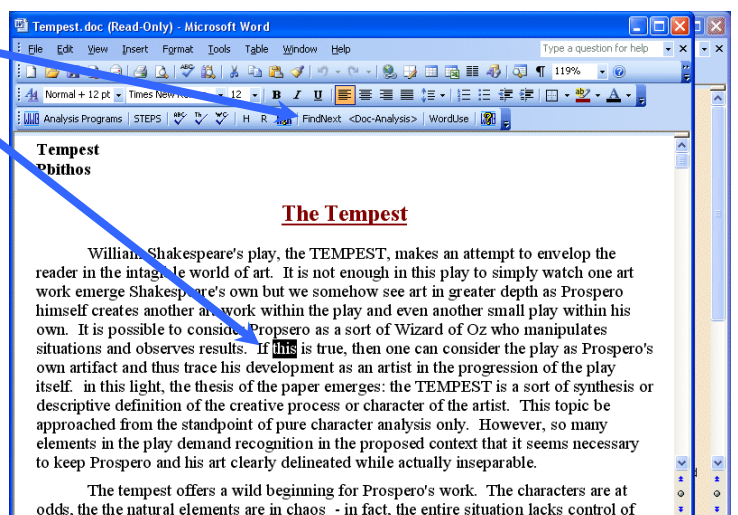
- (8) Double-click on "this."



- (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.

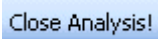
- (11) Click on the word "this." Then, move the cursor to the space after that word. Type the word "assumption."  
**Always make all changes in your document.**



- (12) Click on  (<Doc-Analysis> (  in Word 2007). **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 analysis will close, and Word will return to your document.**


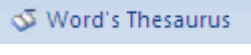
**Always close the analysis before closing your document.**




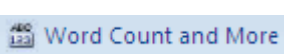
6. Now, focus on the  buttons (  in Word 2007).

- 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  (  in Word 2007) button. Look over the synonyms for “assumption.”  
This button provides easy access to Microsoft’s Thesaurus provided with Word.

Click on **Cancel**.

- c. Highlight a paragraph in your document. Then, click on the  (  in Word 2007) 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 (  in Word 2007).

- 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 quotations, dialogues, and works cited so that they will not skew statistical analyses, such as those provided in the “2.1 Style Statistics” analysis.


**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**.

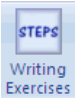
8. Click on the  button. **Note:** The  button is available on the Analysis Toolbar also.

- a. Type the following word: **effect**.
- b. Click on **Display**.
- c. Read the information on “affect and effect.”
- d. Click  (Close) in the upper-right corner of this window to close WordUse.

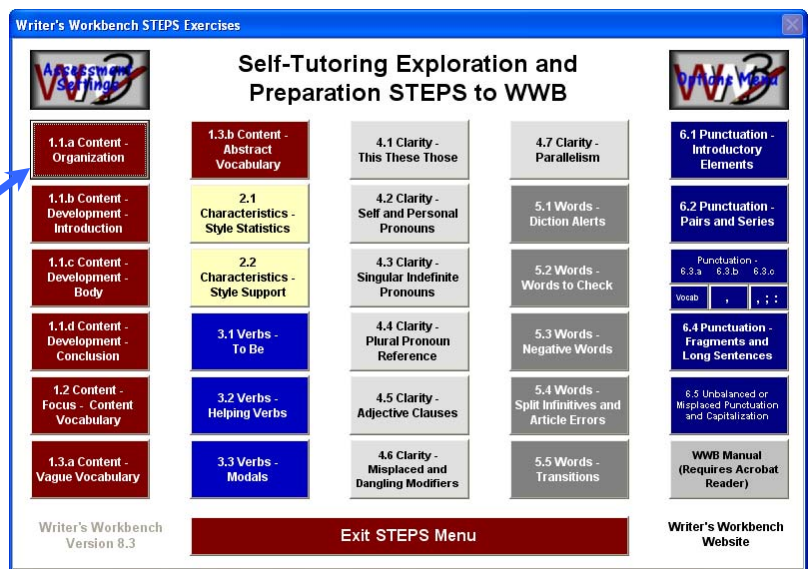
9. Click on **File** (  in Word 2007) in the upper left corner of your screen.  
Click on **Close**.

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

10. Click on the  button (close all documents




and click  in Word 2007).  
The STEPS Menu will be displayed.

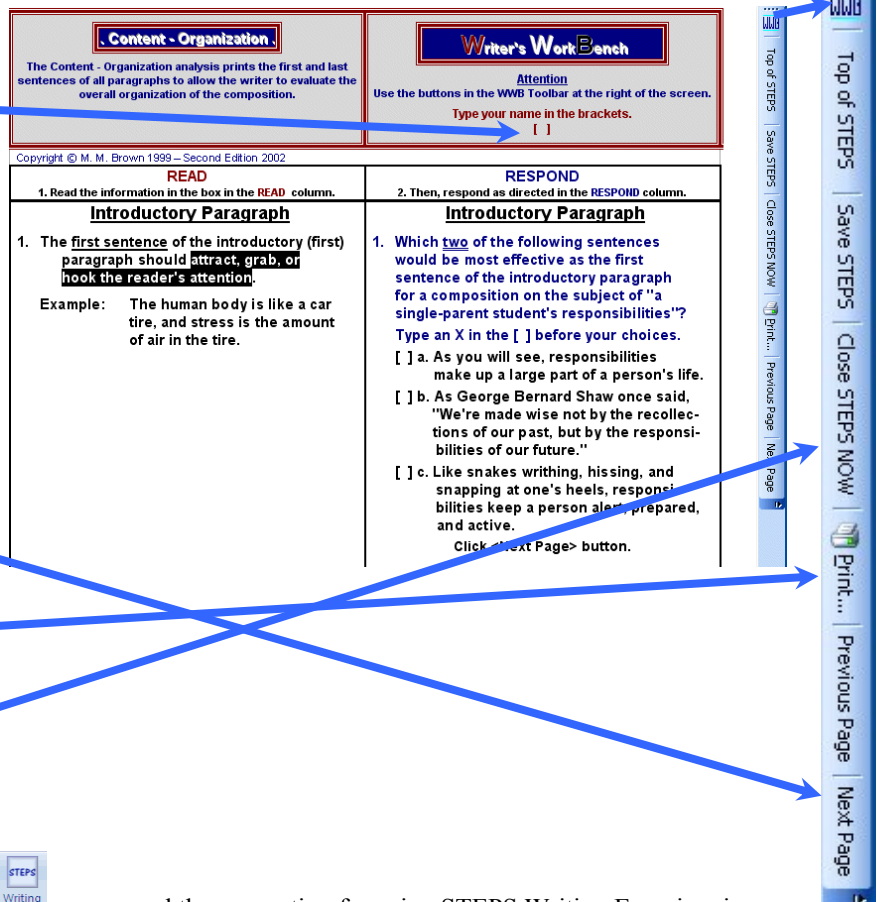
a. Click on **1.1.a Content-Organization**.




If using Word 2007, proceed to step (c) below.

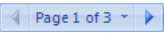
b. The STEPS document will appear.


- (1) The cursor is positioned between the brackets.
- (2) Type your name between the [ ].
- (3) Read all 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**.
- (6) When you complete that box, click on the  button.
- (7) Continue working through all the screens until you come to **The End**.
- (8) Click on .
- (9) Click **“OK.”**
- (10) Click on . Click **“OK.”**



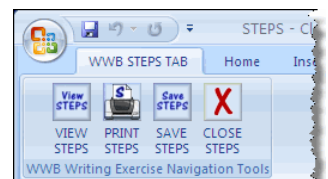
c. **Word 2007 -**


After you select a STEPS writing exercise from the  menu, read the suggestion for using STEPS Writing Exercises in Word 2007 and click **“OK.”** In a few seconds, the exercise will appear in full-screen mode.

Then, read instructions in the exercise and use the left and right arrows of the  button at the top-center of your screen to navigate to the next page or to the previous page of the writing exercise.

After completing the exercise, close the full-screen view of the exercise by clicking on the  button at the upper-right corner of the screen.

Then, you may return to full screen viewing; or you may print, save, or close the exercise by clicking on the appropriate button.



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 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.

As you run an analysis, you may need

### 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 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.

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.

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.

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 *affect* and *effect*.

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.

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.

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 the resources of Writer's Workbench.

Finally, whenever a user has a question about any of the elements in Writer's Workbench, the answer can be found by scanning the contents of

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.

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.

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.

Accountability - every educator is pressed to give evidence of his or her accountability in the classroom. Writer's Workbench can provide that evidence.

Your continued use of Writer's Workbench should lead to higher grades and more positive comments on your written assignments.

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.

You will be able to participate in class discussions and to contribute to group activities because of the background that you have developed by using Writer's Workbench.

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.

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.











Writer's Workbench can be your best friend.

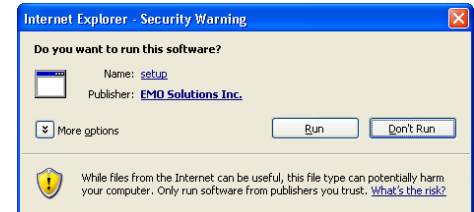


<p>the Writer's Workbench Help, which can be accessed by clicking the WWB? button, the last button on the WWB Toolbar.</p> <p>Writer's Workbench can be your trusted co-worker.</p>	<p>The writing instructors in an English department in one community college decided that the following analyses gave insight 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 8.3 Requirements

In general, the system must comfortably run Microsoft Word® '97 or later on a system with Microsoft Windows '98® or later.

-  Personal Computer running Microsoft Windows 98®, Windows NT 4.0®, Windows 2000®, Windows XP®, or Windows Vista®
-  Microsoft Word® '97, Word® 2000, Word® 2002 (XP), Word® 2003, or Word® 2007
-  Some knowledge of using Microsoft Word®
-  Pentium 200 MHz (minimum requirement)
-  128 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.
2. **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, installation will prompt you 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 that password sent in the email message.

The installation software will provide instructions for installing Writer's Workbench.

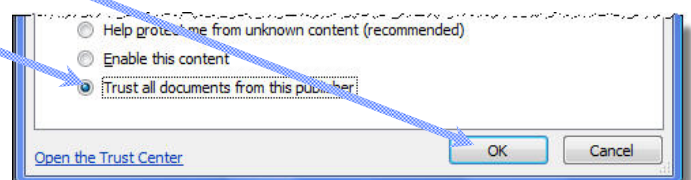
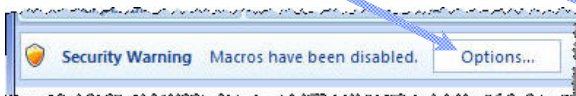
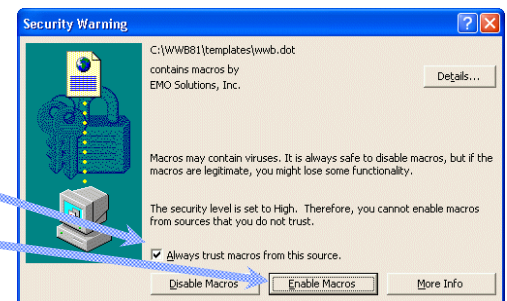
3. **If installing from a CDROM drive**, insert the Writer's Workbench CD into the CDROM drive. The installation software will walk you through installing Writer's Workbench.

4. Enter Microsoft Word by double-clicking on the  icon on your desktop to complete the setup process.

5. 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.

6. If using Word 2007, a notification will be displayed below the ribbon section

Click on "**Options...**" and toward the bottom of this dialogue box, Click "**Trust all documents from this publisher**" and click "**OK**"



7. Installation will then complete by setting WWB windows sizes for your computer's resolution.

# Setting Writer's Workbench Options



On installation, Version 8.3 provides automatic setup of the program; it reads the version of Microsoft Word that you are using and sets windows sizes according to your display resolution. The Writer's Workbench Options Menu provides a mechanism to take advantage of some of the more sophisticated features in WWB.

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 WWB Analysis Programs or STEPS Menu (almost hidden, by design). You may also display the WWB Options Menu by typing a keyboard shortcut, <Alt-Ctrl-Shift-O> (that is "O" for Options).

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 first time you run Writer's Workbench, it automatically sets –

Microsoft Word Version, Display Resolution,  
Writer's Workbench Version, Install Date and Windows Version.

If you would like to reset **WWB Windows Sizes** (useful if you change resolution on your computer), click on the appropriate grey button.

**"Shared Printer and/or Analysis Logging?"**

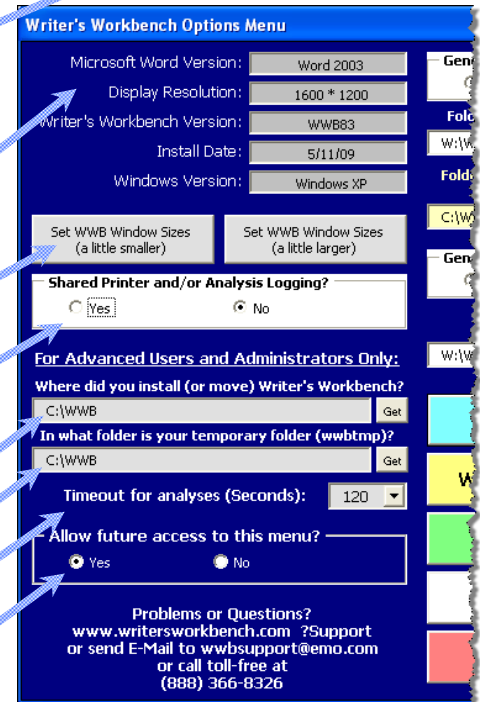
If users will be printing to a shared printer or if you would like to collect usage data and/or Assessment Scores statistics, each user must provide appropriate information on the first two lines of the composition. At the bottom of this page, you will learn how to access more information on those two lines.

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. If you do change the location, you will manually need to move the files from C:\WWB to an alternate drive and directory. Always keep the pathname to Writer's Workbench programs short (D:\WWB or W:\WWB) (Not C:\Program Files\WWB).

Do not change the temporary folder location unless you are having problems with certain analyses, such as "2.1." The pull-down on this option will provide some recommended alternatives. See [www.emo.com/techhelp/tipsindexing.htm](http://www.emo.com/techhelp/tipsindexing.htm) if not indexed or compressed.


Increase the **"Timeout for analyses"** only if you are experiencing timeout errors because of long compositions or a slow computer.

The **"Allow future access to this menu?"** option enables or disables the "Options Menu" button from the Analysis Programs and STEPS menus and from the <Alt-Ctrl-Shift-O> (that is "O" for "Options") keyboard shortcut. If set to "NO," these options can be modified using Windows Notepad to edit C:\WWB\WWB.ini. Please be careful if editing this file manually.



## Directions for First Two Lines of Documents for using a Shared Printer or Analysis Logging

Click on  button on the Writer's Workbench Toolbar.

Click on  [The first two lines of your composition](#), the sixth entry under **"General Writer's Workbench Information."**  
Read the information.

Writer's Workbench uses information from those first two lines in the header line on pages printed to a shared printer. WWB also uses that information to identify assessment statistics when using the assessment module to track writing improvement or to track WWB usage.

# Setting Writer's Workbench Options (continued)

The “**Generate logfile for analyses?**” 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 “**Folder for tracking WWB Usage.**” 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 -

MMB\_BSmith,Birds,5.1 Words - Diction Alerts,5/5/2007,4:59:29 PM

The first two entries in the example above (delimited by commas) denote the instructor's initials and the writer of the composition (2<sup>nd</sup> line in composition) and its theme (1<sup>st</sup> line in composition). Note: the fields in this entry and all entries are comma-delimited.

Since `WWBLogfile.txt` is a comma-delimited text file, follow instructions in [WWBTrackingSetupAndExcelPlug-in.pdf](#) to track usage through Microsoft Excel.

NOTE: We recommend that you periodically (monthly?) rename this file to denote the period covered (for example, use `WWBLogFile0906.txt` for September, 2006) as it will continue growing as writers analyze their compositions.

The next option is “**Generate data file for Assessment Scores?**” – This option allows schools or individuals to gather statistics from the Assessment Module to another comma-delimited text file. That file (`WWBAssessmentLogfile.txt`) can also be opened using our Excel macros, documented in [WWBTrackingSetupAndExcelPlug-in.pdf](#).

If “**Generate data file for Assessment Scores?**” is set to “Yes,” then the next option prompts you to specify a **path** where `WWBAssessmentLogfile.txt` will be created on first pass then appended to as users run the Assessment Module. This path must be writable by users. In writing lab environments, set this path to a folder on a network drive so that one file can collect statistics from all users running the Assessment Scores Module in that lab. When the Assessment Module logs statistics to this file, that process is transparent. In a writing lab, users will not know that their statistics are being recorded unless notified. NOTE: We recommend renaming this file periodically (monthly?) to denote the data collection period covered (`WWBAssessmentLogfile.0907.txt?`) as it will continue to grow as writers run this module.

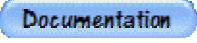
“**Restore Current WWB Options**” restores WWB options settings used before entering this menu.

“**Writer's Workbench Options Help**” displays a brief description of these options.

The green “**Save Options**” button saves options settings to the Writer's Workbench initialization file in the installation directory (typically `C:\WWB\WWB.ini`). Clicking here will also prompt you to edit the Assessment Statistics Settings.

Click on the “**Edit Pet Peeves (5.1 – Diction)**” button to edit problematic words and phrases flagged and their corresponding suggestions used by the 5.1 Words – Diction Alerts program.

The red “**Exit**” button prompts you to save changes, then, closes this menu.

Always find the most recent versions of Writer's Workbench documentation by clicking on the  button toward the upper-left corner of [www.writersworkbench.com](http://www.writersworkbench.com).

