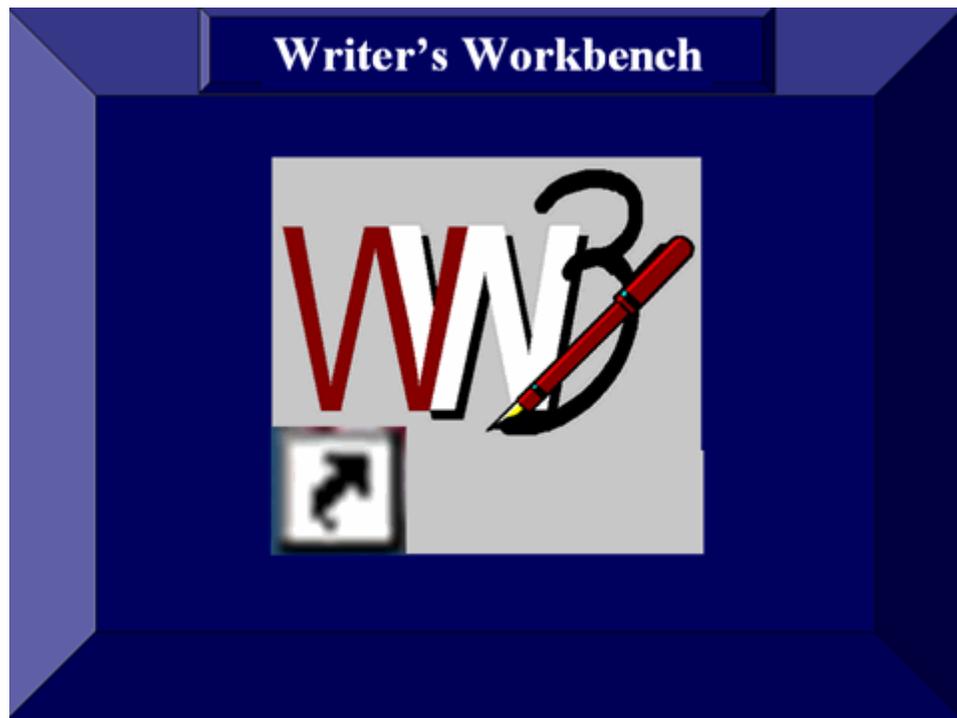


# *A Faculty Guide*



*To Writer's Workbench*

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**The Pathway  
from Meeting Writer's Workbench  
to Considering the Benefits of Having Access to Writer's Workbench**  
Note: If you are using Word '97, the Buttons on the composition and the analysis toolbars  
will be combined on one toolbar.

**Meeting Writer's Workbench-----Pages 2 through 4**

1. What activities would provide teachers with an introduction to *Writer's Workbench*?
  - a. Preview *Writer's Workbench* through selected tutorials
  - b. Prepare written notes on each viewed tutorial and in response to each tutorial
  - c. Consider applications to one's own and others' classes
  - d. List analyses that would support the content and objectives of your class or classes
  - e. Meet with other faculty members to discuss *Writer's Workbench*

**Considering the Benefits of Having Access to Writer's Workbench----- Pages 5 through 8**

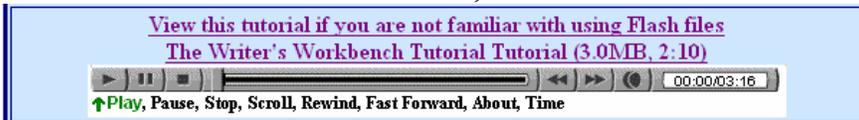
2. What activities would lead faculty members to the background needed for their participation in a discussion of the potential *Writer's Workbench* has for supporting department and course objectives and for assisting all teachers whose courses include writing projects?
  - a. View STEPS Contents-Vague Vocabulary tutorial
  - b. View Contents-Vague and Abstract Vocabulary analysis tutorial
  - c. Discussion of ways that STEPS programs could assist students in preparing for class, in reviewing material covered in class, and in using the analyses to revise and to edit their compositions
  - d. Discussion of the roles that *Writer's Workbench* could play in heightening students' writing skills
  - e. Discussion of the school years or semesters in which the *Writer's Workbench* programs could be introduced and of ways classes following the introductory year or semester could reinforce the use of the programs
  - f. Discussion of ways *Writer's Workbench* would contribute to student-teacher conferences to student group discussions about the writing of the individuals in the group
  - g. Discussion of the role of *Writer's Workbench* in preparing students for and assisting students in planning, writing, revising, and editing writing projects for writing classes and other classes that include writing projects
  - h. Discussion of the ways that *Writer's Workbench* can contribute to the following often-stated principles of learning communities
    - (1) Learning which is based on participation in discovering and using the content of the discipline
    - (2) An experience in which the student walks into unfamiliar content and becomes fairly expert
    - (3) Opportunities for internal faculty development
  - i. Discussion of ways of evaluating the effect WWB has on teaching, on students, and on students' mastery of the organization and development of assigned writing projects for all classes, of grammatical constructions, and of the mechanics of constructing and punctuating effective sentences

## Introduction to Writer's Workbench

### Directions for Preparation for Introduction to Writer's Workbench Meeting

Meeting will be held on \_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_

1. Click on or visit [www.writersworkbench.com](http://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.



If you are comfortable using Flash files or if you have completed the tutorial on Flash files, click on the second item.



5. When the tutorial is loaded, click on the **Play** Button.  
You may use the other Buttons to control the tutorial.
6. 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.
7. On page 3, write your responses to **item A**.  
You will use this sheet to guide your contributions in the meeting listed on that sheet.
8. When you have completed your responses, click on



9. Write your responses to **item B** on page 3.
10. Scroll down to the "Writer's Workbench Tutorials" screen.
11. After looking over all of the Buttons, click on one that particularly interests you.  
Please **DO NOT SELECT Content: Vague and Abstract Vocabulary**.
12. After you finish the tutorial, click on the Windows Close Button and write your responses to **item C** on page 3.
13. Select another tutorial and click on its Button.  
Please **DO NOT SELECT Content: Vague and Abstract Vocabulary**.
14. When finished with the tutorial, write your responses to **item D** on page 3.  
You may run as many tutorials as you wish. When you finish, go to item 15.  
Please **DO NOT SELECT Content: Vague and Abstract Vocabulary**.



15. Next, click on
16. Write your comments in **items E** through **Hon** page 3.
17. Before you close the WWB tutorial site,  
click the **Tutorial Feedback** Button and write your comments.
18. You are prepared for the meeting listed at the top of this sheet.

# Introduction to Writer's Workbench

## Notes for Introduction to Writer's Workbench Meeting

Meeting will be held on \_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_

A. What Buttons do you remember from this tutorial? Write the name below each Button.



\_\_\_\_\_

B. What Buttons do you remember from this tutorial? Write the name below each Button.



\_\_\_\_\_

If the student used the "Diction Alerts" analysis appropriately, could changes like "might of" to "might have" affect the quality of the composition and the student's awareness of such uses in future writing assignments and, therefore, the student's grades on compositions? \_\_\_\_\_

While the tutorial is designed only to introduce the Diction Alerts analysis, what have you seen that leads you to think that the Writer's Workbench analyses could help your students to look at their writing more objectively and to work at revising and editing more actively?

(1) \_\_\_\_\_ (2) \_\_\_\_\_

C. My observations on the first tutorial that I chose. Name of tutorial: \_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

D. My observations on the second tutorial that I chose. Name of tutorial: \_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_

E. What did this video/tutorial tell you about Writer's Workbench that made you feel positive about the effects that the program could have on your teaching and on your students' abilities to think critically, to talk objectively about their writing, and to grow in their ability to take responsibility for improving their writing skills?

(1) \_\_\_\_\_ (2) \_\_\_\_\_

F. In what ways, can you see yourself or others using Writer's Workbench in classes?

(1) \_\_\_\_\_ (3) \_\_\_\_\_

(2) \_\_\_\_\_ (4) \_\_\_\_\_

G. Which analyses would particularly support your course objectives?

(1) \_\_\_\_\_ (3) \_\_\_\_\_

(2) \_\_\_\_\_ (4) \_\_\_\_\_

H. Which analyses can you see that would support another course's objectives?

Name of Course: \_\_\_\_\_

Analyses: \_\_\_\_\_

**Agenda**  
**for**  
**First Meeting: Introduction to Writer's Workbench**

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Participants** (List names of all who are to attend)

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**Points for Discussion**

1. After viewing the tutorials for the Writer's Workbench Toolbar and the Writer's Workbench Analysis Toolbar and Diction Analysis tutorials, what advantages do you see that Writer's Workbench could contribute to your teaching and to your students' language knowledge and writing skills?
2. Which tutorials did you choose to review and what observations did you make about their usefulness in the courses that you teach?
3. What positive effects do you see that Writer's Workbench could have on your teaching and on your students' ability to think critically, to talk objectively about their writing, and to grow in their ability to take responsibility for improving their writing skills?
4. What Analyses do you see as most useful in supporting the objectives of the classes that you teach?
5. Which other classes do you see as benefiting from the use of the Analyses? Which analyses do you think would be most appropriate for those classes?

**Plan for Next Meeting**

1. Distribute handouts for preparation for next meeting.
2. Set time and location for next meeting.

## Consideration of the Benefits of Having Access to Writer's Workbench

### Directions for Preparation for Consideration of the Benefits of Having Access to Writer's Workbench Meeting

Meeting will be held on \_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_

1. Click on or visit [www.writersworkbench.com](http://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. Scroll to \_\_\_\_\_ and click on **Content–Vague Vocabulary**.
5. When the tutorial is loaded, click on the **Play** Button.  
You may use other Buttons to control the tutorial.
6. 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..
7. On page 6, write your responses to **item A**.
8. Scroll up to the **Writer's Workbench Tutorials** screen and click on **1.3 Content-Vague and Abstract Vocabulary**.  
Attention: You have only used the Vague Vocabulary STEPS program, but note how well you are prepared for the **Vague and Abstract Vocabulary analysis**.
9. When you have finished the tutorial, close it by clicking on the Windows Close Button.
10. On pages 6 and 7, write your responses to **items B through J**.

## Consideration of the Benefits of Having Access to Writer's Workbench

### Notes for Consideration of the Benefits of Having Access to Writer's Workbench Meeting

Meeting will be held on \_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_

- A.** What do you remember from this STEPS tutorial that will help you watch for and correct problems in the Vague and Abstract analysis?  
\_\_\_\_\_  
\_\_\_\_\_
- B.** When you were about to enter the 1.3 Content-Vague and Abstract Vocabulary analysis tutorial did you feel that, if you were a student, you would have an adequate background to understand the tutorial? \_\_\_\_\_
- C.** Did you find the analysis tutorial easy to understand after having completed the STEPS tutorial? \_\_\_\_\_
- D.** In your class plans, do you think that the STEPS program would be more useful as an assignment before a discussion of vague and abstract text in class, as a class activity with the STEPS program projected on a screen, or as an assignment to be completed after a class discussion? \_\_\_\_\_  
Give your reasons for your response.  
\_\_\_\_\_  
\_\_\_\_\_
- E.** After viewing the tutorials, in what ways do you think that *Writer's Workbench* could heighten students' writing skills?  
\_\_\_\_\_  
\_\_\_\_\_
- F.** In what year (6, 7, 8, 9, 10, 11, 12, 13), do you think the following analyses should be introduced? Verbs-Helping Verbs ( ) Punctuation-Introductory Elements ( )  
Content-Organization and Development ( ) Characteristics-Style Statistics ( )  
How would you suggest that an analysis be reinforced in the semesters after it is introduced? \_\_\_\_\_
- G.** How would you use *Writer's Workbench* analyses in student-teacher conferences and in students' discussions of each other's writing?  
\_\_\_\_\_
- H.** What effects would you anticipate if *Writer's Workbench* were used to assist students in their writing projects for writing classes and for other classes?  
\_\_\_\_\_

I. How, that is, in what ways, could *Writer's Workbench* contribute to the following principles of learning communities?

(1) Learning which is based on participation in discovering and using the content of the discipline

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(2) An experience in which the student walks into unfamiliar content and becomes fairly expert

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(3) Opportunities for internal faculty development

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J. What kinds of evaluations could you, your department, and/or your school administration, use to evaluate the effect *Writer's Workbench* has on teaching, on students, and on students' mastery of organization and development skills, of grammatical constructions, and of the mechanics of constructing and punctuating effective sentences?

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You are prepared for the meeting titled “**Consideration of the Benefits of Having Access to Writer's Workbench.**” That agenda is listed on the next page.

**Agenda**  
**for**  
**Second Meeting: Consideration of the Benefits of Having**  
**Access to Writer's Workbench**

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Participants** (List names of all who are to attend)

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**Points for Discussion**

1. How would you assess the STEPS Content-Vague Vocabulary program and the Content-Vague and Abstract Vocabulary analysis as vehicles for helping students improve their writing?
2. How, that is, in what ways, would you use or have your students use the STEPS programs and the analyses?
3. What effects do you think *Writer's Workbench* could have on your teaching and on your students' language, punctuation, and writing skills?
4. How could we decide in which courses the analyses would be introduced and how will we ensure that each analysis is use in subsequent semesters?
5. How do you think that *Writer's Workbench* will contribute to "learning based on participation in discovering and using the discipline's content, to the student's experience in walking into unfamiliar content and becoming fairly expert, and to opportunities for internal faculty development?
6. How could we evaluate the effects *Writer's Workbench* has on students' mastery of organization and development skills, of grammatical constructions, and of the mechanics of constructing and punctuating effective sentences?
7. What is the next step in our planning? Large group? Small groups? Individuals? Grade-level introduction of WWB Analyses and STEPS programs? Exploration of ways of using WWB in lesson plans? Evaluation possibilities?

**The Pathway  
from Meeting Writer's Workbench  
to Considering the Implementation of Writer's Workbench in Classes**

**Meeting Writer's Workbench**

**Pages 10 through 11**

1. What activities would help faculty members get to know *Writer's Workbench*?
  - a. Preview *Writer's Workbench* through selected tutorials
  - b. View STEPS Contents-Vague Vocabulary tutorial
  - c. View Contents-Vague and Abstract Vocabulary analysis tutorial
  - d. Evaluate the two tutorials

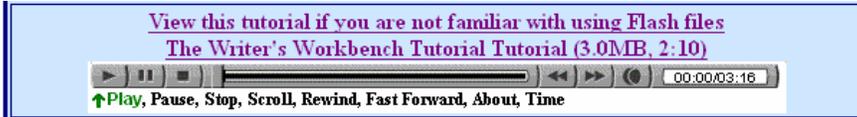
**Considering the Implementation of Writer's Workbench in Classes**

**Pages 12 through 18**

2. What activities would lead faculty members to gain the background needed for their consideration of the ways *Writer's Workbench* could be incorporated into their lesson plans?
  - a. Identify STEPS programs and WWB Analyses that could serve as support for one's course objectives.
  - b. View tutorials of Analyses identified in "a."
  - c. Consider ways that STEPS programs could assist students in preparing for class, in reviewing material covered in class, and in using the Analyses to revise and to edit their compositions
  - d. List ways *Writer's Workbench* would contribute to student-teacher conferences and to student group discussions about the writing of the individuals in the group
  - e. Identify ways that *Writer's Workbench* could contribute to the following often-stated principles of learning communities
    - (1) Learning which is based on participation in discovering and using the content of the discipline
    - (2) An experience in which the student walks into unfamiliar content and becomes fairly expert
    - (3) Opportunities for internal faculty development
  - f. Consider the effects WWB could have on one's teaching, on students, and on students' mastery of the organization and development of assigned writing projects, of grammatical constructions, and of the mechanics of constructing and punctuating effective sentences

## Introduction to Writer's Workbench

1. Click on or visit [www.writersworkbench.com](http://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.



If you are comfortable using Flash files or if you have completed the tutorial on Flash files, click on the second item.



5. When the tutorial is loaded, click on the **Play** Button.  
You may use the other Buttons to control the tutorial.
6. 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..
7. On page 11, write your responses to **item A**.  
(You will use this sheet to guide your future evaluating and planning.)
8. When you have completed your responses, click on



9. Write your responses to **item B** on page 11.



10. Next, click on
11. Write your comments in **item C** on page 11.

**Whenever you need to stop and to return later, go to Step 12. If you have more time, go to Step 13.**

12. Before closing the WWB tutorial site, click the **Tutorial Feedback** Button.
13. Scroll down to the "Writer's Workbench STEPS Tutorials" screen.
14. Click on **Content: Vague Vocabulary**.
15. After you finish the tutorial, scroll to the "Writer's Workbench Tutorials" screen.
16. Click on **Content: Vague and Abstract Vocabulary**.
17. When finished with the tutorials, write your responses to **item D** on Page 11.

## Notes for Introduction to Writer's Workbench

Note: If you are using Word '97, the Buttons on the composition and the analysis toolbars will be combined on one toolbar.

- A. What Buttons do you remember from this tutorial? Write the name below each Button.



\_\_\_\_\_

- B. What Buttons do you remember from this tutorial? Write the name below each Button.



\_\_\_\_\_

If the student used the "Diction Alerts" analysis appropriately, could changes like "might of" to "might have" affect the quality of the composition and the student's awareness of such uses in future writing assignments and, therefore, the student's grades on compositions? \_\_\_\_\_

While the tutorial is designed only to introduce the Diction Alerts analysis, what have you seen that leads you to think that the Writer's Workbench analyses could help your students to look at their writing more objectively and to work at revising and editing more actively?

(1) \_\_\_\_\_ (2) \_\_\_\_\_

- C. What did this video/tutorial tell you about Writer's Workbench that made you feel positive about the effects that the program could have on your teaching and on your students' abilities to think critically, to talk objectively about their writing, and to grow in their ability to take responsibility for improving their writing skills?

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

(4) \_\_\_\_\_

- D. My observations about the **STEPS Content: Vague Vocabulary** tutorial

(1) \_\_\_\_\_

(2) \_\_\_\_\_

My observations about the **Content: Vague and Abstract Vocabulary** tutorial

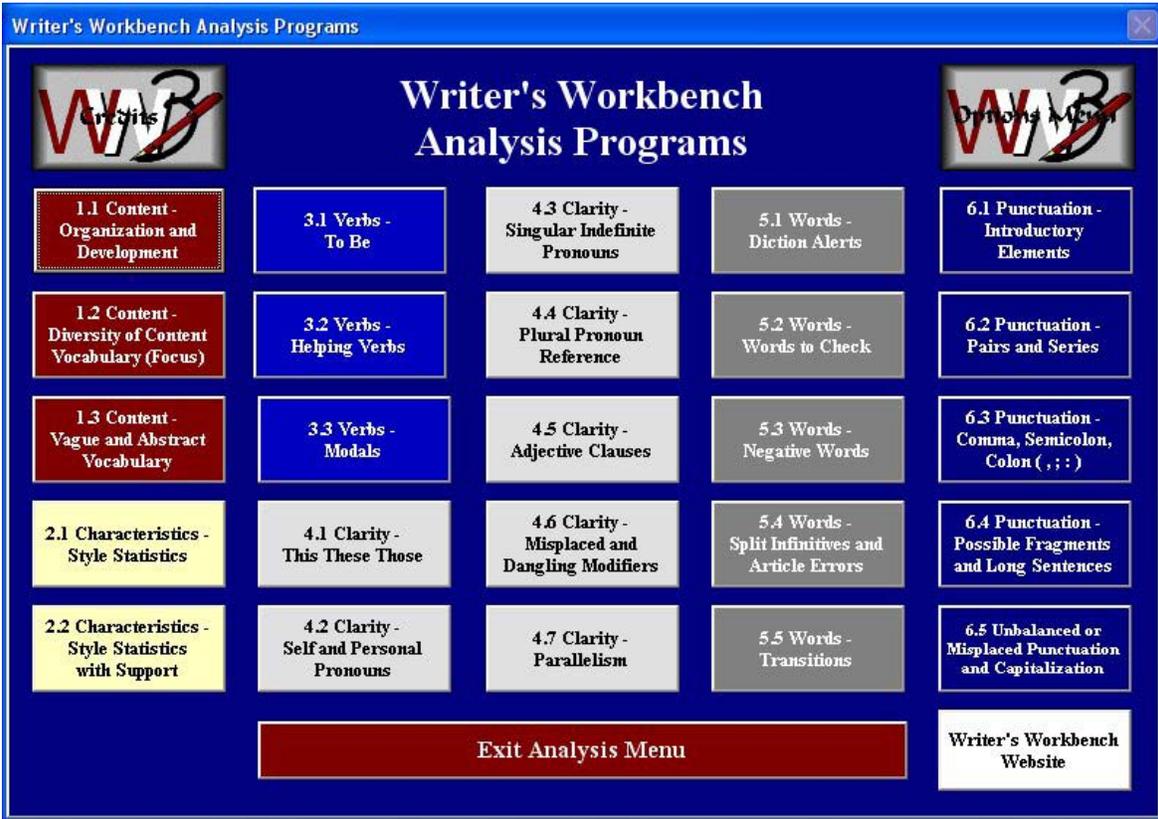
(1) \_\_\_\_\_

(2) \_\_\_\_\_

## Consideration of the Implementation of Writer's Workbench in Classes

- Place a check on the Analysis and STEPS programs that relate to your class objectives. Then, turn to Page 13.

Writer's Workbench Analysis Programs



The interface features a blue header with the title "Writer's Workbench Analysis Programs" and two "WWB" logos. Below the header is a grid of 20 buttons, each representing a different analysis program. The buttons are arranged in five rows and four columns. The first two columns contain content-related programs (1.1-1.3), the next two columns contain clarity programs (3.1-3.3 and 4.1-4.7), and the final column contains punctuation programs (6.1-6.5). At the bottom, there is a red "Exit Analysis Menu" button and a white "Writer's Workbench Website" button.

|   |  |  |  |  |
|---|--|--|--|--|
| 1.1 Content - Organization and Development            | 3.1 Verbs - To Be                        | 4.3 Clarity - Singular Indefinite Pronouns     | 5.1 Words - Diction Alerts                       | 6.1 Punctuation - Introductory Elements                    |
| 1.2 Content - Diversity of Content Vocabulary (Focus) | 3.2 Verbs - Helping Verbs                | 4.4 Clarity - Plural Pronoun Reference         | 5.2 Words - Words to Check                       | 6.2 Punctuation - Pairs and Series                         |
| 1.3 Content - Vague and Abstract Vocabulary           | 3.3 Verbs - Modals                       | 4.5 Clarity - Adjective Clauses                | 5.3 Words - Negative Words                       | 6.3 Punctuation - Comma, Semicolon, Colon ( ; ; )          |
| 2.1 Characteristics - Style Statistics                | 4.1 Clarity - This These Those           | 4.6 Clarity - Misplaced and Dangling Modifiers | 5.4 Words - Split Infinitives and Article Errors | 6.4 Punctuation - Possible Fragments and Long Sentences    |
| 2.2 Characteristics - Style Statistics with Support   | 4.2 Clarity - Self and Personal Pronouns | 4.7 Clarity - Parallelism                      | 5.5 Words - Transitions                          | 6.5 Unbalanced or Misplaced Punctuation and Capitalization |

Exit Analysis Menu

Writer's Workbench Website

Writer's Workbench STEPS Exercises

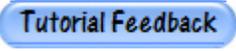


The interface features a blue header with the title "Self-Tutoring Exploration and Preparation Steps to Writer's Workbench" and two "WWB" logos. Below the header is a grid of 25 buttons, each representing a different STEPS exercise. The buttons are arranged in five rows and five columns. The first two columns contain content-related exercises (1.1.a-1.3.a), the next three columns contain clarity exercises (4.1-4.7), and the final column contains punctuation exercises (6.1-6.5). At the bottom, there is a red "Exit STEPS Menu" button and a white "Writer's Workbench Website" button.

|   |  |  |  |  |
|---|--|--|--|--|
| 1.1.a Content - Organization                          | 1.3.b Content - Abstract Vocabulary            | 4.1 Clarity - This These Those                 | 4.7 Clarity - Parallelism                        | 6.1 Punctuation - Introductory Elements                    |
| 1.1.b Content - Development - Introduction            | 2.1 Characteristics - Style Statistics         | 4.2 Clarity - Self and Personal Pronouns       | 5.1 Words - Diction Alerts                       | 6.2 Punctuation - Pairs and Series                         |
| 1.1.c Content - Development - Body                    | 2.2 Characteristics - Style Statistics Support | 4.3 Clarity - Singular Indefinite Pronouns     | 5.2 Words - Words to Check                       | Punctuation - 6.3.a 6.3.b 6.3.c                            |
| 1.1.d Content - Development - Conclusion              | 3.1 Verbs - To Be                              | 4.4 Clarity - Plural Pronoun Reference         | 5.3 Words - Negative Words                       | Vocab , ; ;  |
| 1.2 Content - Diversity of Content Vocabulary (Focus) | 3.2 Verbs - Helping Verbs                      | 4.5 Clarity - Adjective Clauses                | 5.4 Words - Split Infinitives and Article Errors | 6.4 Punctuation - Possible Fragments and Long Sentences    |
| 1.3.a Content - Vague Vocabulary                      | 3.3 Verbs - Modals                             | 4.6 Clarity - Misplaced and Dangling Modifiers | 5.5 Words - Transitions                          | 6.5 Unbalanced or Misplaced Punctuation and Capitalization |

Exit STEPS Menu

Writer's Workbench Website

2. Click on or visit [www.writersworkbench.com](http://www.writersworkbench.com) .
3. Click on the gold "View our new Video Tutorials" Button.
4. Fill out the short form. Then, click on "View Tutorials."
5. Scroll to the **Writer's Workbench Tutorials** screen.
6. Click on an analysis that you checked on your previous page, Page 12.
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. As you finish a tutorial, turn to Page 14 or 15 and write notes about the tutorial.
9. Run as many tutorials that you checked on Page 12 as you have time for; and after each one, write notes on Page 14 or 15.
10. Only one STEPS tutorial is listed because tutorials cannot include the student interaction that is such an essential part of the effectiveness of the STEPS programs.
11. When you have finished the tutorials, scroll down to  and share your comments.

**After you finish your notes, turn to Page 16.**

## Notes on Tutorials

**A. Name of Analysis:** \_\_\_\_\_

**Summary of Analysis:** \_\_\_\_\_

---

---

**Notes on ways it would help my teaching and my students' learning:**

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**B. Name of Analysis:** \_\_\_\_\_

**Summary of Analysis:** \_\_\_\_\_

---

---

**Notes on ways it would help my teaching and my students' learning:**

---

---

**C. Name of Analysis:** \_\_\_\_\_

**Summary of Analysis:** \_\_\_\_\_

---

---

**Notes on ways it would help my teaching and my students' learning:**

---

---

**D. Name of Analysis:** \_\_\_\_\_

**Summary of Analysis:** \_\_\_\_\_

---

---

**Notes on ways it would help my teaching and my students' learning:**

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- Continue on Page 15. -

**E. Name of Analysis:** \_\_\_\_\_

**Summary of Analysis:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Notes on ways it would help my teaching and my students' learning:**  
\_\_\_\_\_  
\_\_\_\_\_

**F. Name of Analysis:** \_\_\_\_\_

**Summary of Analysis:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Notes on ways it would help my teaching and my students' learning:**  
\_\_\_\_\_  
\_\_\_\_\_

**G. Name of Analysis:** \_\_\_\_\_

**Summary of Analysis:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Notes on ways it would help my teaching and my students' learning:**  
\_\_\_\_\_  
\_\_\_\_\_

**H. Name of Analysis:** \_\_\_\_\_

**Summary of Analysis:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Notes on ways it would help my teaching and my students' learning:**  
\_\_\_\_\_  
\_\_\_\_\_

**The next pages will guide your thinking about ways of using  
Writer's Workbench and about ways of having your questions answered.**

## Methods and Benefits of Integrating *Writer's Workbench* in Classes

1. Think about 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.
2. The first two columns in the following chart suggest ways that the To Be programs might be integrated into lessons plans. **Fill in the last column with a program of your choice.**

| One way to integrate "To Be"   | Second way to integrate "To Be"  | Your way to integrate _____<br>(your choice) |
|--|--|--|
| <b>First Class Period</b>  | <b>First Class Period</b>  | <b>First Class Period</b>                    |
| 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  |  |
| <b>Second Class Period</b>   | <b>Second Class Period</b>   | <b>Second Class Period</b>                   |
| 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.  |  |
| <b>Third Class Period</b>  | <b>Third Class Period</b>  | <b>Third Class Period</b>                    |
| 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.  |  |
| <b>Test:</b> Given paragraph and analysis, rewrite to eliminate "to be" verbs.   | <b>Test:</b> Describe this room in at least 150 words (avoid "to be" verbs).   | <b>Test:</b>                                 |

3. Jot notes on ways that you see that *Writer's Workbench* could contribute to the following learning activities.

**Student-Teacher Conferences**

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**Student Group Discussions of Individual's Writing**

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4. Think of ways that *Writer's Workbench* could contribute to the following principles of learning communities and make notes below.

**Learning based on participation in discovering and using the content of the discipline**

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**An experience in which the student walks into unfamiliar content and becomes fairly expert**

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**Opportunities for internal faculty development**

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5. Write or think of a response to each of the following points.

**Effects *Writer's Workbench* could have on your teaching**

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**Effects *Writer's Workbench* could have on students and on their mastery of the organization and development of assigned writing projects, of grammatical constructions, and of the mechanics of constructing and punctuating effective sentences.**

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**Go to Page 18 to learn "How To Get Answers To Your Questions"**

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## How To Get Answers To Your Questions

If you have questions, email your question(s) to the following email address.

Example of a question that you might have-

⇒ **What is included in the Vocab STEPS program under Punctuation?**

Email your question to [wwbinfo@emo.com](mailto:wwbinfo@emo.com)

**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**

Here are two pages from that STEPS program.

|   |  |  |
|---|--|--|
| <p>2. Let's begin with the term that identifies the grammatical unit that may include all of the other terms.</p> <p style="text-align: center;"><b>Sentence</b></p> <p>Every English sentence, when spoken, has one of the two following sound patterns.</p> <div style="display: flex; justify-content: space-around;"><div style="text-align: center;"><p><b>I love you.</b><br/><u>All statements and questions other than yes-and-no questions</u></p></div><div style="text-align: center;"><p><b>Do you love me?</b><br/><u>All yes-and-no questions</u></p></div></div> | <p>2. Direction: Type an X in the [ ] before each group of words that is a sentence.<br/><b>Listen for the sound pattern.</b></p> <p>Note: One sentence includes two sentences.<br/>Listen for two sentence sound patterns.</p> <p>[ ] My birthday is Monday.</p> <p>[ ] This Monday is a very inconvenient time for a party.</p> <p>[ ] Would you have time on Friday?</p> <p>[ ] Although I come.</p> <p>[ ] In the morning of the third day of the week.</p> <p>[ ] Yes, I will come; but I cannot stay.</p> <p>[ ] Which makes me happy.</p> <p>[ ] What makes you happy?</p> <p>[ ] Vacationing with my family makes me happy because we have fun.</p> <p>[ ] Stop!</p> <p>Check your answers by reading each item aloud.<br/>Did you find the seven sentences with one of those sentences made up of two sentences?</p> <p>Click &lt;Next Page&gt; button.</p> | <p>WWW</p> <p>Top of STEPS</p> <p>Save STEPS</p> <p>Close STEPS NOW</p> <p>Print...</p> <p>Previous Page</p> <p>Next</p> <p>Next Steps Section</p> |
|---|--|--|

See the next page on Page 19

|  |   |   |
|--|---|---|
| <p>Answers to 2.</p> <p><input checked="" type="checkbox"/> My birthday is Monday.</p> <p><input checked="" type="checkbox"/> This Monday is a very inconvenient time for a party.</p> <p><input checked="" type="checkbox"/> Would you have time on Friday?</p> <p><input type="checkbox"/> Although I come.</p> <p><input type="checkbox"/> In the morning of the third day of the week.</p> <p><input checked="" type="checkbox"/> Yes, I will come; but I cannot stay. (Two sentences)</p> <p><input type="checkbox"/> Which makes me happy.</p> <p><input checked="" type="checkbox"/> What makes you happy?</p> <p><input checked="" type="checkbox"/> Vacationing with my family makes me happy because we have fun.</p> <p><input checked="" type="checkbox"/> Stop!</p> <p>3. A <b>Sentence</b> is made up of at least one <b>Clause</b>.</p> <p>A <b>Clause</b> is word or word group that includes a <u>subject</u> and a <u>verb</u>.</p> <p style="text-align: center;">I love you</p> <p>Subject →      ← Verb</p> <p>You ask, "How can one word include a subject and a verb?"</p>  <p><b>YOU Stop!</b></p> <p>A one-word command always has an understood "you" (a ghost) as the subject.</p> <p style="text-align: center;">if I love you = A <b>Clause</b></p> <p>Subject →      ← Verb</p> | <p>3. <b>Instruction--</b></p> <p>a. <b>Always look for the verb first.</b></p> <p>Verbs are words that, when said in both of the following frames, sound sensible to a native speaker of English.</p> <p style="text-align: center;">to _____ is _____ing</p> <p>Example: to <u>sing</u> is <u>singing</u></p> <p>A verb phrase may, also, include helping verbs, such as <i>is, will, may, should, have</i></p> <p>b. <b>The subject will come before the verb except in two cases.</b></p> <ol style="list-style-type: none"> <li>1. When the clause begins with <i>here</i> or <i>there</i>, the subject will follow the verb.</li> <li>2. When the sentence is a question, the subject may split the verb.</li> </ol> <p><b>Direction--</b> Type an X in the [ ] before <u>clauses</u>.</p> <p><input type="checkbox"/> 1. I enjoy my English class.</p> <p><input type="checkbox"/> 2. Every class period, my instructor with words so funny.</p> <p><input type="checkbox"/> 3. Have you eaten your lunch?</p> <p><input type="checkbox"/> 4. Even if Tom earns \$100.</p> <p><input type="checkbox"/> 5. Help!</p> <p><input type="checkbox"/> 6. My day will start at 5:00 a.m. tomorrow.</p> <p><input type="checkbox"/> 7. Singing in the shower.</p> <p><input type="checkbox"/> 8. There are apples on the kitchen counter.</p> <p><input type="checkbox"/> 9. Of all the people in this world with brown hair.</p> <p style="text-align: center;">Click &lt;Next Page&gt; button.</p> | <p style="text-align: center;">WWB</p> <p>Top of STEPS</p> <p>Save STEPS</p> <p>Close STEPS NOW</p> <p>Print...</p> <p>Previous Page</p> <p>Next Page</p> |
|--|---|---|

You might wonder about ways that you can use to 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](mailto: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.**

