

Grades 7-12
WRITING ON THE MACINTOSH
PRESENTATION SCRIPT

June 24, 1990

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Dear K-12 Apple Education Representative:

The following script and accompanying Microsoft PowerPoint presentation is one of the components of the *K-12 Macintosh Solutions Toolkit on Writing*. The presentation provides an overview of the advantages Macintosh can offer *secondary* (grades 7-12) writing teachers and/or administrators.

The presentation is designed to be used in conjunction with the following items from the Writing Toolkit: the *Apple Education Showcase Video on Writing* (behind the Video tab), the *Read All About It! Guide on Spring Woods* (behind the Curriculum Materials tab), and the handout titled *HyperCard and Writing: How One Good Idea Leads to Another* (behind the Presentation Materials tab). You should have sufficient copies of the last two items for distribution to your audience. In addition, you should also order sufficient copies of the *K-12 Macintosh Resource Guide* (Product Number M0847LLA).

To answer specific questions regarding writing software, you should have at least one copy of the following Apple guides on hand: the higher education *Writing Curriculum Guide* (product number M0391LL/A) and the *K-12 Macintosh Educational Software Guide* (product number M0602LL/A). The Writing Curriculum guide provides software information for almost all of the packages mentioned in the presentation. The K-12 Macintosh Educational Software contains reviews of dozens of writing-related products and also may be used as a convincing visual rebuttal to customer concerns that, "There isn't any educational software for the Macintosh."

To answer specific questions regarding K-12 and higher education Macintosh writing reference sites, you should have the *Macintosh Writing Reference Site Guide* on hand. A copy of this guide may be found behind the Selling Guide tab of your Writing Toolkit.

Depending on your audience and your objectives, you may wish to make copies of other materials in the Writing Toolkit. Lastly, you may wish to follow your presentation with brief demonstrations of selected faculty-developed and/or commercial writing software.

Special thanks to Larisa Fong, Marketing Manager for Humanities/Social Sciences, for allowing us to model this presentation on one she developed for the 1990 Higher Education English/writing campaign.

Marjorie ("Molly") DeWert
Education Technology Consultant
Apple USA, Southern Operations

PS Additional copies of the Apple Education Showcase video on writing will be made available

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through the Apple Videotape Fulfillment program. For ordering information, see the Internal Ordering folder on HotLinks.

SLIDE 1 WRITING ON MACINTOSH (TITLE SLIDE)

This presentation provides a brief overview of the issues your colleagues have told us you face as writing teachers today. It describes the dramatic changes that technology is bringing to your discipline, and how your colleagues around the country are integrating technology into the writing classroom. It will also give you a glimpse at the broad range of software and hardware solutions available for writing instruction, and explain how you can obtain more information on technology in the writing curriculum.

SLIDE 2 ISSUES YOU FACE (BULLET PT: COMMUNICATION SKILLS AT A CROSSROADS)

What we generally hear is that writing instructors across the country are facing three critical issues: deficient communication skills, computerization of the classroom, and resource limitations.

Today, communication skills are more important than ever before, in nearly every aspect of society. At the same time, educators in virtually all disciplines are finding that their students lack some very fundamental thinking and writing skills. And the implications are devastating. For example, employers are finding that while their new engineers may be brilliant at designing airplanes, they are incapable of communicating design concepts to their colleagues.

SLIDE 3 ISSUES YOU FACE (BULLET PT: COMPUTERIZATION OF THE CLASSROOM)

Computers are becoming more and more prevalent in the classroom. Yet for many

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educators, computers are perceived as expensive, high-tech typewriters, incapable of enhancing the process of thinking and writing clearly and effectively. Many writing instructors are asking: Will this technology really help me teach writing, or will I end up teaching my students computer science? And will my students be distracted and play with the technology, instead of learning from my instruction?

SLIDE 4 ISSUES YOU FACE (BULLET PT: RESOURCE LIMITATIONS)

Finally, resource limitations—another all-too-familiar problem. Financial and space constraints have been known to dictate classroom pedagogy, often precluding educators from even considering computers as a method of instruction. Humanists in general, and writing teachers in particular, are simply unaccustomed to including computer equipment in their budgets, and administrators may be equally unaccustomed to funding such requests. Even at universities that believe in the value of technology for enhancing instruction, it's not unusual to hear about writing departments doing battle with science and engineering departments over the limited money available for computers.

With these issues in mind, we put forth the question: What can the Apple® Macintosh® computer offer writing teachers that other computers cannot?

SLIDE 5 MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: EASE OF USE ENCOURAGES USE)

First, the most basic advantage of the Macintosh: ease of use.

SLIDE 6 EASE OF USE GRAPHIC (MACINTOSH VS. DOS BAR CHART)

The ease with which Macintosh can be used as a writing tool encourages students to write. It stimulates the development and practice of the communication skills that are critical for today's students. And we've found out that this ease of use can have a

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profound effect on students' attitudes about their writing, as well. Many instructors have told us that using Macintosh provides students with what is often their first good writing experience, giving them a feeling of command and control over their words, and bolstering the confidence they need to improve fundamental thinking and writing skills.

SLIDE 7 MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: INSPIRING REVISION)

But as every writing instructor knows, getting one's ideas "on paper" is only the first step.

SLIDE 8 REVISION GRAPHIC (EDIT MENU)

As you've told your students a thousand times, revising is fundamental to good writing. Yet many students dread this process. It usually means laborious retyping, or, if they are using an ordinary PC, the patience to memorize cryptic commands just to move a few paragraphs around. All Macintosh word processors, however, make revising text an extremely intuitive process. To rephrase a sentence, move a paragraph, or copy text from one essay to another, students just pull down an Edit menu and point to the appropriate function—Cut, Copy, or Paste. Many writing teachers have found that this ease of revision encourages students to arrange and rearrange sentences and paragraphs and to experiment with different ways of expressing ideas. These are essential steps toward developing the thinking and writing skills that are critical in developing overall communication skills. Because, as we hear from you so often, good writing means concise writing, and concise writing means students must be inspired to revise.

SLIDE 9 MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: A FAMILIAR WRITING ENVIRONMENT)

So how does Macintosh fit into the instructional process?

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SLIDE 10 FAMILIAR WRITING GRAPHIC (DESKTOP SCREENSHOT)

The Macintosh is designed to make a writer feel at home. Instead of a dark screen with luminous type, obscure commands, and uncertain printing results, the Macintosh interface looks and operates like an environment that is familiar to all writers: the desktop. In this environment are graphic icons representing the papers, file folders, even the trash can you use every day—and they all work much like their real-life counterparts. When you open a document, the writing area is white, like a fresh sheet of paper. If you're interested in writing from an outline, you can have multiple documents visible simultaneously—just as you do at your desk. When you compose, your words look exactly as they would on a printed page—and you have complete control of typefaces, sizes, and styles. And when you want to take advantage of the features of an electronic environment, instead of learning a cryptic computer language you simply request what you need from a menu of items listed in plain English. In short, all the methods you use when teaching in a traditional writing environment are immediately applicable to the Macintosh desktop.

SLIDE 11 MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: MORE THAN A WORD PROCESSOR)

Macintosh not only functions as an extraordinary word processor, but also opens the door to remarkable new instructional models for enhancing the process of thinking and writing clearly and effectively.

SLIDE 12 MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (CIRCULAR GRAPHIC)

To begin with, there are a wide variety of Macintosh software tools for every phase of the writing process. Don't worry, though: You won't find yourself setting aside large blocks of time to bring students up to speed on these new programs. Because all Macintosh programs—whether they're used for brainstorming and outlining,

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writing and revising, or presenting and publishing—work in much the same way. So once you learn one program, it takes only a short time to master another—and another.

SLIDE 13 MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (RESEARCH SOFTWARE)

Macintosh research tools are designed to aid in the research portion of the writing process. These tools help any writer/researcher to compile an electronic archive of images and reference texts; to store them for later manipulation; and to search them for information. Scanner software, such as AppleScan and HyperScan, lets you scan images directly into Macintosh documents. Optical character recognition (OCR) software, such as OmniPage and Read-It!, lets you scan printed matter directly into a Macintosh file—eliminating the drudgery of retyping. Data retrieval software such as GOfer and Sonar then acts as your reference librarian—searching, locating, and retrieving whatever textual information you request.

SLIDE 14 MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (IDEA PROCESSING SOFTWARE)

Macintosh idea processors, such as Writer's Helper and Acta Advantage, facilitate the creative process, letting writers easily capture, organize, and expand on their ideas, and encouraging students to structure their papers before they begin to write. The Macintosh user interface brings an intuitive, graphics-oriented flavor to many of these brainstorming and outlining tools, so users can easily manipulate ideas in whatever form—text or graphics—that best suits their thinking at any given moment.

SLIDE 15 MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (WORD PROCESSING SOFTWARE)

And whether you need a tool to handle your daily correspondence, compose a brief

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report or essay, assemble a complex proposal, produce a multicolumn newsletter with graphics, prepare a journal article for publication, or create a hundred-page, indexed manuscript, there's a Macintosh word processing program to suit your needs and budget. All Macintosh word processors have a familiar working environment—with the look of a printed page—and the ability to control everything from spelling to typography with intuitive ease.

**SLIDE 16 ALL WORD PROCESSORS ARE NOT CREATED EQUAL
(MACINTOSH VS. DOS COMPARISON CHART)**

As you can see from this chart, all word processors are not created equal. This chart is a summary of a “Comparison of Macintosh and IBM-PC—Compatible Word Processing Software,” conducted by Wohl Associates in September 1989, comparing the features of two popular Macintosh word processing programs with those of two popular programs for MS-DOS systems. As uncovered by this research, despite their lower prices, the Macintosh programs feature far more flexible and realistic text display, a more intuitive and friendly user interface, and a superior ability to integrate graphics and control the layout of documents.

**SLIDE 17 MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE
WRITING PROCESS (REFERENCE/DIAGNOSTIC SOFTWARE)**

Reference and diagnostic tools are the automated equivalent of the dictionaries, thesauruses, and stylebooks that most writers keep close at hand. On-line reference tools like the Electronic English Handbook and the American English Writing Guide provide quick access to information about meaning, vocabulary, usage, and essential rules of English—without paging through thick tomes. Diagnostic software like MacProof and Sensible Grammar acts as an electronic proofreader, helping writers pinpoint and correct problems that range from simple spelling, grammar, and punctuation errors to style and structure problems.

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SLIDE 18 MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (BIBLIOGRAPHIC DOCUMENTATION SOFTWARE)
Bibliographical documentation tools such as EndNote and Pro-Cite are useful for any type of writing, including student research papers and your own masters thesis, that requires the citation of sources. These tools can automate the laborious process of entering and organizing references and citations, and can then generate bibliographies in a wide range of styles.

SLIDE 19 MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (PUBLICATION/PRESENTATION SOFTWARE)

Whether you or your students are finessing an article for publication or creating a presentation to accompany a lecture, these tools give you more control over the illustration, graphic design, and impact of your final product. Drawing and paint tools such as Aldus FreeHand and Claris MacDraw automate the process of creating visual accompaniment to your words. Presentation tools like Aldus Persuasion or PowerPoint (with which this presentation was created) let you plan, compose, and manage full-color presentations—from simple bullet charts to complex diagrams—in formats that include slide shows, handouts, overhead transparencies, and 35mm color slides. Desktop publishing tools such as Aldus PageMaker and QuarkXPress let you and your students design, edit, and lay out professional-quality documents that elegantly blend text and graphics.

SLIDE 20 MORE THAN A WORD PROCESSOR—FACULTY-DEVELOPED COURSEWARE (SIX COURSEWARE DISKS)

But commercial software isn't the only software available for the Macintosh. Macintosh has inspired many of your higher education colleagues to develop courseware that is designed to enhance the instructional process and is suited specifically to the needs of a writing instructor.

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SLIDE 21 MORE THAN A WORD PROCESSOR—COLLABORATIVE WRITING (NETWORKED WRITING CLASSROOM)

For example, this diagram illustrates how Ann Hill Duin, at the University of Minnesota, used an AppleTalk® network to transform her classroom into a collaborative writing and learning environment. Professor Duin developed her own courseware, called Collaborative Writer, which she uses to simulate a business writing environment complete with telecommunications.

SLIDE 22 MORE THAN A WORD PROCESSOR—PROMPTED REVISION OF STUDENT ESSAYS

At Cornell University, Professor Nancy Kaplan credits her Macintosh network in breaking through what she calls “the wall of authority.” By allowing her and her students to comment on one another’s work electronically, the network enables everyone in the writing class to take on the role of coach or collaborator, thereby eliminating much of the fear involved in submitting writing for review. Professor Kaplan developed her own courseware called PROSE, which allows instructors and students to comment on one another’s papers electronically and unobtrusively. PROSE—which stands for Prompted Revision of Student Essays—also guides the student through the revision process based on the comments inserted in the paper.

SLIDE 23 MORE THAN A WORD PROCESSOR—REAL-TIME INTERACTIVE EDITING

At the University of South Carolina, Instructor Carolyn Matalene uses her Macintosh network and a faculty-developed program called LiveWriter to support real-time interactive editing within the writing classroom. The teacher can examine student writing files, then log on to any student workstation. Once logged on, the teacher can either carry on an interactive dialog in a message window or actually move into the student’s text window to edit the student’s work. A projection device is attached

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to the teacher's Macintosh so that an individual teacher-student interaction can become a learning experience for the entire class.

For those of you who are familiar with the Electronic Networks for Interaction (ENFI) project begun by Trent Batson for hearing impaired students at Gallaudet University, this is a Macintosh-implementation of that project.

SLIDE 24 MORE THAN A WORD PROCESSOR—NETWORKING OPENS NEW POSSIBILITIES

As you can see from the foregoing examples, networking an entire classroom of Macintosh computers, opens up a world of new possibilities for your students. But if you don't know a thing about computers, don't despair, because creating a Macintosh network is both easy and inexpensive. Unlike other personal computers, every Macintosh comes with an advanced networking system—called AppleTalk—already built in. Connecting one Macintosh with another is a simple matter of reaching around the back of each Macintosh and plugging in a cable. Then, using collaborative writing tools in conjunction with your network of Macintosh computers, students can communicate with one another about their work. Networking software such as Farallon's Timbuktu and the AppleShare® File Server enables students to submit work to their instructors over the network. On-line editing software such as Comment and Markup allows instructors to comment on that work electronically—keeping notes and criticisms separate from the student's work, yet clearly accessible to the student.

**SLIDE 25 MORE THAN A WORD PROCESSOR—HYPERTEXT/
HYPERMEDIA (SHAKESPEARE HYPERCARD SCREENSHOTS)**

Seeing connections between ideas is essential to all creative thinking and writing. By using computers as vehicles for those kinds of associative leaps, educators have

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created two new modes of teaching and learning: hypertext and hypermedia. Hypertext is the linking of various texts in a nonlinear fashion, so that readers can forge their own paths through an interconnected web of information. Hypermedia incorporates images and sound as well as text.

Today, many instructors are creating these new types of learning environments with HyperCard, a revolutionary software program available exclusively for Macintosh, and included free with every Macintosh computer. HyperCard is being used in expository writing classes, to teach students how to explore various perspectives on an issue; in research-oriented writing classes, to teach students how to navigate their way through large bodies of reference material; and in journalism classes, to simulate the interviewing and news-gathering process.

Other hypertext and hypermedia programs written for Macintosh are also being used in secondary schools across the country to help students understand, interpret, and criticize literature, and to put literary texts in their cultural contexts. Lastly, hypertext and hypermedia tools are being used to extend and enrich efforts involving writing as a means of learning in all curricular areas.

If you're still a little fuzzy on what exactly HyperCard has to offer you as a writing teacher, don't worry. HyperCard is tough to get your arms around at first. I have a handout that I will pass out at the end of the presentation that should help clear things up a bit.

SLIDE 26 MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: REDUCED COSTS)

So far we've discussed how Macintosh can address the issues you face concerning students' deficient communications skills, as well as questions about the value of

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computerizing the classroom. What about the issue of resource limitations?

SLIDE 27 REDUCED COSTS GRAPHIC (TRAINING AND SUPPORT BAR CHARTS)¹

Because Macintosh is less intimidating, easier to learn, and easier to use than other personal computers, you can train yourself and your students to use it quickly and easily—often in a single class period. This means that, in comparison with IBM systems and their compatibles, the time and money spent on training and support is dramatically decreased. This is important, because for most institutions, the ongoing cost of training and support far outstrips the original cost of the hardware. And it means that you can spend virtually all your time teaching writing, instead of computing.

SLIDE 28 MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: GOOD WRITING RUNS IN THE FAMILY)

The Macintosh family of computers was designed to offer a range of solutions to fit various budget, power, and space requirements. From the entry-level Macintosh Plus to the powerful Macintosh IIfx, all Macintosh computers run the same system software, as well as more than 4,000 Macintosh software applications. So with Macintosh, you're assured of a good investment no matter which model is right for you.

SLIDE 29 GOOD WRITING RUNS IN THE FAMILY (MACINTOSH PRODUCT LINE)

The Macintosh Plus, Macintosh SE, and Macintosh SE/30 are compact, single-unit models designed to consume very little desk space—a precious commodity in

¹Results of an independent study of Fortune 1000 MIS managers, conducted by Diagnostic Research, Inc. 1988.

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crowded writing labs, classrooms, and faculty offices. The Macintosh Plus can fit into even the tightest school budget, and the Macintosh SE and SE/30 are ideal for equipping a networked writing lab or computer classroom.

And since a writer can find inspiration anywhere, we've created the Macintosh Portable—it has all the advantages traditionally associated with Macintosh, but in a much smaller, lightweight, battery-powered system you can take anywhere.

The Macintosh II family, which consists of the IIcx, IIx, IIci, and IIfx (not shown) is designed in modular components, allowing writers to create systems that meet their specific needs. For instance, people who wish to see an entire 8-1/2- by 11-inch page as they write can connect any modular Macintosh to a full-page portrait display. People whose assignments include magazine design, newspaper layout, or similar tasks may opt for a two-page color or black-and-white monitor. The speed and power of the Macintosh II family also make these computers ideal for data-intensive research projects and courseware development.

SLIDE 30 PUBLISH OR PERISH (MACINTOSH SE, SCANNER, AND LASERWRITER)

In addition to our family of computers, Apple has an extensive line of peripherals. Two that are well suited for writing are the Apple Scanner and the Apple LaserWriter® printer. It shouldn't be news to any of you that the way a piece of writing is presented often influences the way it will be received. For you as a writing instructor, presentation can affect how quickly an assignment captures your students' attention, or how persuasively you can deliver a paper to your peers. With any Macintosh computer and a LaserWriter printer, you can print text that looks typeset, and graphics that could easily have come from a professional design shop. And with an Apple Scanner, you can capture data that would be difficult to reproduce on a computer screen, such as photographs, illustrations, and drawings, to

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include in course materials and student publications. You can even enhance your scanner with optical character recognition software, such as OmniPage, which allows you to scan newspaper clippings, journal articles, research papers, and anything else that's typewritten or printed, to store or manipulate for later reference or inclusion in your own work.

In short, when you team writing instructors with Macintosh and the right peripherals, the outcome is sure to be inspired students, innovative instructional methods, and improved writing skills.

SLIDE 31 MACINTOSH IN THE CURRICULUM (MAP COVERED WITH POST-SECONDARY INSTITUTIONS)

We've already heard about some of the exciting things that are going on in higher education with respect to writing instruction. Of course, those aren't the only examples. There are numerous other English and journalism programs around the country that have incorporated Macintosh into their curricula.

SLIDE 32 MACINTOSH IN THE CURRICULUM—SPRING WOODS HIGH SCHOOL

Now let's take a look at what's going on at the secondary level. To begin this portion, I'd like to show you a video about an extremely successful writing program at Spring Woods High School in Houston, Texas. As you watch the video, try to identify the key factors that contributed to the success of this program.

SHOW SPRING WOODS HIGH SCHOOL PORTION OF APPLE EDUCATION SHOWCASE VIDEO NOW.

SLIDE 33 MACINTOSH IN THE CURRICULUM—WE CAN DO 22!

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“We can do 22!” was the expression coined by Roberta Young to celebrate the remarkable 22% increase in the number of students passing the writing portion of the statewide competency exams 1 year after opening the Macintosh Writing Lab. This increased pass rate has been maintained in the years since the program was begun in the 1987-88 academic year. Indeed, the program was deemed so successful by the school district after the first year, that the number of Macintosh computers in the writing lab at Spring Woods was increased by 60% *AND* the program was expanded to include all of the high schools in the district.

SLIDE 34 MACINTOSH IN THE CURRICULUM—KEYS TO SUCCESS

What were the keys to the success of the Spring Woods writing program?

ASK YOUR AUDIENCE TO IDENTIFY THESE. LIST THESE ON A FLIP CHART. THE MAJOR KEYS TO SUCCESS WERE:

- *CURRICULUM REFORM (the ninth-grade English curriculum was changed from literature-based to writing-based, with a specific emphasis on teaching writing as a process)*
- *THE WRITING LAB FACILITATORS*
- *THE VISION AND COMMITMENT OF THE SCHOOL'S INSTRUCTIONAL LEADERS*
- *THE SELECTION OF EASY-TO-USE MACINTOSH AS THE HARDWARE PLATFORM OF CHOICE*

SLIDE 35 MACINTOSH IN THE CURRICULUM—SPRING WOODS HIGH SCHOOL (SAME AS SLIDE 32)

Happily, the Spring Woods success story is the rule rather than the exception. Here's a glimpse of other schools across the country that have experienced the success of

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incorporating Macintosh into their writing pedagogy.

SLIDE 36 MEIGS MAGNET SCHOOL (Nashville, Tennessee)

At Meigs Magnet School in inner-city, the middle school students are learning how to write for “real” audiences. They exchange writing with students in other states. As they get to know those students, they learn to adjust their writing style to be most effective for that audience. Students also submit articles for the school publications, and because of the schoolwide network, work done on any computer can be sent to a Macintosh computer file server for desktop publishing.

SLIDE 37 CINCINNATI COUNTRY DAY SCHOOL (Cincinnati, Ohio)

At Cincinnati Country Day School, high school English students use HyperCard stacks to create research papers and book reports. Incorporating multimedia tools such as videodisc players allows them to include information about the music and art of various literary periods. As a result of these projects, students’ gain deep, lasting knowledge about the relationships among the art, music, and literature of various literary periods.

SLIDE 38 AMUNDSEN HIGH SCHOOL (Chicago, Illinois)

At Amundsen High School, at-risk students, many of whom are immigrants, easily learn to use Macintosh computers for writing. Assignments are based on topics that will be relevant to the students, and range from autobiographies to street gang activity to worldwide political events. The computer program SimCity provides motivation for students to write creative stories about the cities they design, and the teacher uses students’ individualized disks as a method of providing feedback on their writing.

SLIDE 39 THE FORMAN SCHOOL (Litchfield, Connecticut)

At The Forman School, a residential high school for students with learning

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disabilities, Macintosh computers have helped change the perception of writing. No longer focussing on avoiding mistakes, the students are now able to concentrate on expressing their ideas. The school's unique Thinking and Writing class provides students both a structure for planning their writing and the opportunity to try a variety of writing forms.

SLIDE 40 WHERE TO GO FROM HERE (BULLET PT: CONTACT YOUR COLLEAGUES)

Choosing the right computer for writing instruction is an important decision, and we encourage you to explore other sources of information.

First and foremost, contact your colleagues. Talk to those who have used Macintosh, and to those who have used other computers. Since they've been through the experience already, these people can be your best resource. If you need advice or assistance, I can provide you with the names and phone numbers of writing teachers at both the secondary and post-secondary levels who are using technology in ways that might shed light on your own plans and projects.

SLIDE 42 WHERE TO GO FROM HERE (BULLET PT: K-12 WRITING RESOURCE GUIDE)

Apple's K-12 Writing Resource Guide provides more detailed information on the points I've covered today, and includes 7 in-depth case studies where your colleagues describe, in their own words, the experience of using Macintosh to teach writing. Also included is a resource section describing helpful books, articles, and periodicals; sources of workshops, independent study courses, print materials, and videos focusing on professional development related to computers and composition; and a list of nationally recognized writing and computers who are available for keynote addresses and planning and professional development. I have a copy of the

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guide for each of you.

SLIDE 43 WHERE TO GO FROM HERE (BULLET PT: READ ALL ABOUT IT!)

For those of you who would like to learn more about the Spring Woods High School writing program, I have a Read All About It! guide covering such topics as hardware, software, personnel, training, curriculum, and management issues.

To give you an idea of the desktop publishing capabilities of the Macintosh, the guide was prepared using MacWrite II for word processing, MacDraw II for the graphics, a PageMaker for the design and layout, and a LaserWriter IINT for printing. The photograph of the tiger on the cover was scanned in using an Apple scanner and HyperScan scanner software.

SLIDE 44 WHERE TO GO FROM HERE (BULLET PT: HYPERCARD AND WRITING)

Here is the handout on HyperCard and Writing that I mentioned earlier. HyperCard is a very exciting but difficult to understand product. The handout begins by explaining the background of HyperCard and then gives specific examples of how writing teachers are using it to extend and enrich their writing programs. Also included is ordering information for several of the teacher-developed stacks mentioned in the handout and a list of HyperCard-related resources.

Because of its wide availability (it comes free with every Macintosh!) and ease-of-use (Bill Briggeman, an English teacher at Cincinnati Country Day reports that he teaches his students to use HyperCard in one 40-minute session!), we are expecting great things from you and your students using this exciting new teaching and learning tool.

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SLIDE 45 WHERE TO GO FROM HERE (BULLET PT: K-12 WRITING SOLUTIONS TOOLKIT ON WRITING)

Apple Computer believes that writing is a mission critical curriculum area. Consequently, Apple has developed a comprehensive K-12 Writing Solutions Toolkit on Writing. This toolkit contains software information, sample curriculum materials, sample student work, and relevant research. One of the best resources in the Writing Toolkit is the *Handbook for Planning an Effective Writing Program*. Published by the California State Department of Education, this handbook was designed to provide schools with a standard for identifying the strengths and weaknesses of their existing writing programs and a tool for helping them design new programs. I would be glad to share the Handbook or the any of the other resources in the kit with you.

SLIDE 46 WHERE TO GO FROM HERE (BULLET PT: KEEP IN TOUCH)

Finally, I'd like to encourage you to "Keep in touch!" In addition to the resources that I can provide, I can put you in contact with your colleagues who have similar interests. I also would be happy to conduct demonstrations of specific writing software packages in which you are interested.

Thank you. If anyone has questions, I'd like to take them now.

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