

RESEARCH IN WORD PROCESSING NEWSLETTER

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THE ENGLISH DEPARTMENT MICROLAB: AN ENDANGERED SPECIES?

Thomas T. Barker

An article in the April 1985 issue of *Science* magazine quoted researchers as estimating that over the next 10 years large universities may spend between \$100 and \$200 million apiece for "computers and related technologies." Researchers further estimate, the article continues, that over the same time period small universities may spend between \$20 and \$30 million on similar conversions.¹ Evidence from the *English Microlab Registry*, (*EMR*) a database of information about computer facilities for writing instruction, suggests that English departments will share in that conversion: that instructional computing—mostly in the form of word processing equipment for students—will gobble up a larger and larger slice of the budget pie. As editor of the *EMR*, I have seen the number of microlabs in the listing rise in the past year from 41 to 65: a dramatic increase. Many English departments are providing computers for their students; yet, when you consider the fact that many students now have their own computers, there is cause for serious alarm.

I heard an English professor at a 4C's conference express that alarm in this way: "If our students are all going to own their own computers, why are we investing in word processing labs at all?" Why invest thousands (or millions) of dollars in computer equipment when students will soon be doing their word processing in their dorm rooms? The issue is complicated by an understandable urge to provide students with the benefits of writing technology. But the stakes are high. Put another way the issue is this: is the current rage for microlabs a part of a new and productive role of computers, or is it a waste of money? Faced as many of us are with the prospect of lean budgets, we may be offering the technology of writing to those who already have it.

As a director of a microlab in the English Department at Texas Tech University for the last 3 years, I have a professional interest in the issue. I would like to see articles, books and conference sessions devoted to microlabs. But how much more crucial is the interest of those administrators who are planning their facility now? Like me 3 years ago, many of them are starting from scratch, sending out letters and making phone calls. The *EMR* was first designed as a research tool for those planners. It was intended to give them access to information about all aspects of microlab management, from types of word processing programs to types of computers. But I have realized that the information it contains may be useful as primary data, relevant to the issue of microlab survival. The *EMR*, in fact, provides us with the first real descriptive data about what a microlab is.² It may also provide us with insight into whether those labs will survive.

A Database of New Information

What kinds of information does the *EMR* contain? Apart from names and addresses, the registration form asks for the name of the facility, the date it started, and the number of user hours it offers (user hours means the total number of terminals multiplied by the total number of hours the lab is open per week.) The starting date is intended to give researchers an idea of the degree of experience the contact(s) might have with microlab management; and the number of user hours is intended to give an idea of the lab's size. Three other types of information are requested on the registration form: a description of the hardware (specifically, the brands and numbers of computers and printers); a list of the software (specifically, word processing programs and courseware); and, finally, a brief statement (under 50 words) of the facility's purpose. Included with this information is a computer-generated index to brand names of programs and equipment. The index makes it easy for researchers to identify those facilities which use any given brand of computer or computer program. All this information is entered into my personal computer and printed out for distribution twice a year.³

What's in a Name?

The description of a *microlab* on the registration form is as follows: microlabs are "microcomputer facilities in language-related departments (English, Rhetoric, Communications, Speech, ESL, etc.) in colleges and

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universities." However, the term *microlab* is likely to mean different things to different people. To some, a *microlab* means a computer classroom, to others it means a walk-in room, and to others it means a computer in the corner of a writing center. Some see its users primarily as faculty or graduate students; others see its users as primarily students who were assigned a "lab" by their teachers. Some see it as a word processing center, some see it as a drill and practice center. Some want to teach in it; some want to research in it. To try to get a handle on this diversity, I studied the names people gave for their labs. Names like The English Department Word Processing Lab (California University of Pennsylvania) or The English Computer Writing Lab (University of Minnesota, Duluth) specify the purest of the breed: the dedicated lab in the English department. Dedicated word processing/grammar labs make up 83% of the *EMR* listings. Typically, these labs house approximately 12-15 non-networked, stand-alone IBM PCs or Apples. They offer word processing and some computer-assisted instruction. The "average" lab offers about 500 user hours per week — enough time to computerize about 8-10 composition classes (at 2 hours per student per week).

While most computer labs dedicated to writing instruction are in English departments, a significant number of them exist outside English departments, either as learning assistance centers or writing centers. These facilities include the Writing Skills Center (Texas A & I University) and the Purdue University Writing Center. Only 7% of the labs registered are writing centers. Certain other names — the Learning Center Instructional Laboratory (Evergreen Valley College), or the Microlab of the Individualized Learning Center (Florida Institute of Technology) — suggest facilities with a university-wide clientele. About 9% of the facilities in the *EMR* are learning assistance centers. The older labs in the *EMR* (1979-1982) are writing centers and learning assistance centers: instructional facilities already in place.

Another indicator of the nature and use of a microlab is the type of institution that houses it: whether it be a state college, a college, or a university. One thing the *EMR* lets us do is search the database for words like "state" or "community" in the "name of school" field. The results are summarized in Table 1.

Table 1: Percent of Microlabs in the *EMR* by Type of Institution

Universities	44%
Colleges	23%
State Universities	16%
Community Colleges	09%
Institutes and High Schools	09%

Clearly these numbers indicate, on the one hand, that perhaps certain types of institutions (universities) were encouraged to register, or were contacted and asked to register. Because I give out *EMR* registration forms at conferences, these figures may reflect the conference-going behavior of our university colleagues. On the other hand, one may read these figures in other ways. The high percentage of facilities in universities may suggest that these labs serve research purposes. That so many of them are in colleges and state universities may suggest that many English teachers in training are beginning to explore computer usages. Their expertise may shape microlabs and writing instruction to come.

What Key Words Tell Us About Use

The terminology of certain parts of the *EMR* records, the "statement of purpose" field, suggested also to me that research represented a common secondary use of microcomputers in English (the primary use being writing instruction). To study the terminology used in the statements of purpose, I did a computerized analysis of the frequency of word use in them. I was able to list the words in the purpose statements according to the number of times they were used. The analysis showed that the word "research" was used 14 times. The word use frequency of other key words is summarized in Table 2.

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Table 2: Frequency of selected key words used in Purpose Statements in the EMR
(total number of purpose statements = 65)

Word or words*	# of occurrences
business, communications	5
technical, grammar, reading	
revising, language	6
freshman	7
basic, learning	8
cai, teaching	9
classes	10
student	13
research	14
composition	16
instruction	17
courses	19
faculty	20
English	23
word	40
students	58
writing	75

*Prepositions, articles, auxiliary verbs, etc. are omitted from this list.

It is important, I think, to qualify any discussion of these figures by realizing that these purpose statements — responses to the query "*Brief statement of the facility's purpose (50 words; may be edited for length; use attachments if needed)*" — may simply represent wishful thinking on the part of microlab directors. (I might inject that none of the purpose statements was edited.) They may not accurately reflect the day-to-day usage of the facility. They may be outdated. Yet, clearly from Table 2 we can see that many descriptions are cast in terms of the specific instructional use, such as technical or business writing, (11 labs total) or in terms of the level of application, such as "freshman" or "basic." Two uses of word processing seem to be most appealing: 1) the practical value of instruction in word processing in technical writing courses, and 2) the promise of greater efficiency in first-year courses. Untested, experimental, or recently published uses are not showing up yet with regularity. And as the computer technology gets more powerful, networked labs using the *Writer's Workbench* or the *Automated Language Processing Systems (ALPS)* software are registering more frequently.

Tracking the Future

This descriptive information about microlabs suggests that they are not just word processing centers. They are facilities with multiple uses. I would like to think that the future of these labs would depend on their well-tested instructional validity. I would like to think the need for computers in writing instruction and research would be recognized by all (or forgotten by all, as the case may be). If student interest and use were the criteria, then there would be no issue: students love microlabs. But the longevity of these facilities also depends on non-theoretical, often lower-order considerations of money and politics. Nevertheless, I would like to suggest that for the microlabs that currently exist to survive, and for new ones to represent sound investments, two conditions must be met: 1) college administrators and colleagues should commit to supporting microlab administrators; and 2) programs need to be written specifically for the microlab environment.

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The first condition is the more easily met. As microlabs grow in size and complexity, some person will need to emerge with the expertise to manage information and personnel. The future microlab director may be a research management specialist, adept at satisfying the information needs of what we now call instruction and research. Following the model of data processing departments in government and business, this individual might be in charge of program development, documentation, and computer system maintenance. Certainly he or she would be a central facilitator of information exchange and retrieval. As research and instructional computing "heat up," our colleagues as well may welcome help of an informed microlab director. Establishing these and other traces of administrative support, such as reduced teaching loads and higher pay, would help protect and validate the investment in computer technology now sweeping English departments.

Similarly, these facilities, like others in medium to large organizations, need to have programs that suit the needs of their primary users: students and teachers. I might even offer this theory: if software developers write programs for microlabs, there will be microlabs to run them in. The point here is that microlabs offer a unique environment for computers and research in writing. For instance, we are beginning to see networking make a significant mark on writing instruction as more and more writing teachers recognize the extended audience and flexibility in authorship that computers provide. They also see that microlabs encourage collaborative writing and in some ways challenge our traditional considerations of rhetoric and purpose. Other issues concerning microlabs have yet to be answered: How will copy-protection be handled? How will we measure the pedagogical validity of lab-style teaching? What does ease-of-use mean in a microlab?

Clearly, microlabs are here, but are they here to stay? As we have seen, microlabs are beginning to do more than offer word processing. They appeal to multiple levels and multiple types of instruction. Microlabs provide a focus point for research at all levels. For me to pretend to answer the question raised in the beginning of this article would not make much sense, nor be believable. The emerging technology of writing is on-going and dynamic, and promises to be so for years to come. If, as I have suggested, we support microlab directors, and if we take advantage of the opportunity for research that microlabs offer, then there is a good chance we may look forward to the First National Conference on the Theory and Management of Word Processing Microlabs. See you there.

NOTES

¹Waldrop, M. M. "Personal Computers on Campus." *Science*, 228 (April 26, 1985), 438-444.

²I know of two projects that are studying computer facilities as a part of analyzing computer use in general. One project is being conducted by Linda J. Stine in the Master of Human Services Program at Lincoln University, Lincoln, Pennsylvania. Stine's work was presented at the November 1985 NCTE Conference in Philadelphia. The other study is being conducted by R. M. B. Gardiner and Jo K. McGinnis at the English Department of the University of Arizona at Tucson. Both these studies promise descriptive information about microlabs.

³Anyone wishing further information about the *EMR* may write me at 1211 47th Street, Lubbock, TX 79412.

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1985 MLA Conference

The Modern Language Association's 1985 conference will be held in Chicago between December 27-30, 1985. Computer applications to writing and literature appear in the following sessions and panels:

Saturday, December 28

Computers and the Concept of Text (Jeffrey Spear): ■ Humanists' Control of Emerging Technologies (Donald Ross) ■ Computers, Language, Narrative (Barton Thurber) ■ The Computer and Traditional Semiotics: Logos in, Logos Out (William Plank)

Bibliographical Data Bases in Literary Research: The View from Here (Panel): David J. Nordloh, Eileen M. Mackesy, Harrison T. Meserold, Robert L. Oakman III

Computers and Other Electronic Media: New Directions for the Language Lab (Renate A. Schulz): ■ Facilitative Software in the CAI Lab of the [Near] Future (Karen C. Kossuth) ■ Word Processing in the ESL Class: Integrating Reading, Writing, Listening, and Speaking Skills (Andrea W. Hermann) ■ Computer Simulations and Foreign Language Instruction (Charles Ryber) ■ CALL for the Macintosh (Robert J. Blake)

Computers and the Technical Writing Classroom: New Implications for Teachers and Students: ■ Beyond Word Processing: Preparing Students for Writing in the Computer Medium (Richard Ziegfeld) ■ Metaphors for Comprehension: How to Select Figurative Language in Writing for the Computer Industry (Richard M. Chisholm) ■ Computer Assignments in the Technical Communications Curriculum (William Dennis Horn) ■ A Survey of Software for Writing Instruction and Text Analysis (Ellen McDaniel)

Computer-Assisted Language Instruction: New Issues, New Horizons (Barry P. Scherr): ■ CALI: The Audio and Video Connection (Randall L. Jones) ■ An Apple for the Teacher: New Tricks for an Old Machine (Robert Ariew) ■ The Macintosh and Foreign Language Instruction at Dartmouth (Robert J. Blake)

Sunday, December 29

Data Bases for Research and Instruction: ■ Building a Data Base from Found Objects: A Report on the First Phase of the Milton Latin Concordance Project (Eva M. Thury) ■ The Project for Computer-Assisted Tools for Septuagint Studies: Scholarly Tools for Research Using a Data Base (Robert A. Kraft) ■ The Project for American and French Research on the Treasury of the French Language: The First Year On-Line (Robert Morrissey) ■ Electronic Text Technologies and Their Applications in Higher Education (John P. Witherspoon)

Machine Translation: Current Trends in Computer-Assisted Translation (Donald Ross): ■ Computer-Aided Translation Systems (Merle Penny) ■ Translators' Environments: Work Stations and Dictionaries (Alan Melby)

Computer Applications and Editorial Restraints (Joel Myerson): ■ Computers and the Author (Peter L. Shillingsburg) ■ Computers and the Journal Editor (Joel Myerson) ■ Computers and the Printer (David Chesnutt) ■ Computers and the Publisher (Ken Scott)

Monday, December 30

Archiving Electronic Texts: Problems and Prospects (Panel): W. Speed Hill, Todd K. Bender, Marianne Gaunt, Robert A. Kraft, Dorothy Wartenburg

Computer Applications in the Humanities: Promises to Keep (Michael J. Preston): ■ Areas of Research in Conrad (Todd K. Bender)

Groups presenting the above include the Division on Methods of Literary Research, Division on the Teaching of Language, Association of Teachers of Technical Writing, Association of Departments of Foreign Languages, Association for Computers and the Humanities, Association for Documentary Editing, MLA Committee on Scholarly Editions, and the Discussion Group on Computer Studies in Language and Literature. Contact the MLA, 62 Fifth Avenue, New York, NY 10011.

Software for Text Analysis and Writing Instruction

Ellen McDaniel

The following bibliography is a selection of programs, available and under development, that represent the scope of the first generation of text-analysis and writing-instruction software. The list does not include word-processing programs, except for those that are integrated into analysis or instruction packages, such as *HBJ Writer*. Most of the programs are the efforts of our academic colleagues, but many are first programs from the computer-software industry. In the next generation of programs, we can expect to see the academic and commercial developers combine their ideas in collaborative projects to produce software that is a hybrid of academic knowledge and commercial know-how. A few of the programs listed here—like *WARRANT*, the joint project of Carnegie-Mellon University and the Information Technology Center, and IBM's *Epistle*—may really be second-generation programs, as they have left behind the world of procedural languages and moved into *LISP* and *PROLOG* environments. I am as yet unwilling to proclaim them as clear successors to the first generation of software, in part because I do not have space here to defend such a claim, but mainly because so little is known about them. They are still under development with uncertain release dates.

This bibliography is arranged alphabetically by program name and includes authors' names, publisher or marketing organization, brief technical specifications, and information about price and availability. The information in this bibliography was provided by the authors and programmers of the software through a mailed survey with follow-up correspondence and telephone conversations in late spring 1985.

An expanded version of this bibliography—which includes descriptions of the programs, addresses and phone numbers of the authors and publishers, and additional technical specifications—can be obtained from *The Temple University Working Papers in Composition* series, editor Francis J. Sullivan, for \$1.90. Inquiries and requests should be sent to Dr. Sullivan, c/o The Writing Program, Temple University, Philadelphia, PA 19122. The bibliography should be requested by its series title, which is "A Bibliography of Text-Analysis and Writing-Instruction Software."

CALL FOR INFORMATION: Please let me know about any software development that has not been included in this bibliography, or of any changes in the information presented here. When sending information on programs, please include title, author (with address and phone number), publisher and/or marketing organization (with name, address

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and phone number of the person to contact in the organization), hardware and software specifications, price, description, and information on availability.

TITLE: *ACCESS (A Computer Composing Educational Software System)*
AUTHORS: Donald Ross, Lillian Bridwell, Sheldon Fossum, et al., University of Minnesota
HARDWARE SPECIFICATIONS: IBM PC; 192 K
SOFTWARE SPECIFICATIONS: PC-DOS 2.1; programmed in IBM Pascal
PRICE: Undetermined; available Fall 1985, on a limited basis

TITLE: *ALPS WRITING LAB*
MARKETING ORGANIZATION: Automated Language Processing Systems (Brett Newbold), 190 West 800 North, Provo, UT 84604
HARDWARE SPECIFICATIONS: Apple Macintosh; 512 K
SOFTWARE SPECIFICATIONS: Resident; programmed in Lisa Workshop Pascal 2.0
PRICE: Contact ALPS for prices

TITLE: *ANALYSIS OF WRITING*
MARKETING ORGANIZATION: Miami-Dade Community College (Cindy Elliott)
HARDWARE SPECIFICATIONS: IBM PC-XT
SOFTWARE SPECIFICATIONS: UCSD p-system IV.1 and Camelot, a microcomputer-based system for individualizing information programmed in UCSD Pascal.
PRICE: \$150.00 for Analysis of Writing
\$750.00 for Camelot (for educational institutions)

TITLE: *ARRAS*
AUTHOR: John B. Smith, University of North Carolina-Chapel Hill
MARKETING ORGANIZATION: Conceptual Tools, Inc., P.O. Box 247, Chapel Hill, NC 27514
HARDWARE SPECIFICATIONS: IBM or look-alike mainframe 43XX, 30XX
SOFTWARE SPECIFICATIONS: CMS, TSO; programmed in PL/1
PRICE: \$3000; educational license available

TITLE: *BRAINSTORM*
AUTHOR: Michael Spitzer, programmed by Dwight Kelley, New York Institute of Technology
HARDWARE SPECIFICATIONS: Commodore 64, version for Apple II series in progress; 64 K
SOFTWARE SPECIFICATIONS: DOS; programmed in Assembler and BASIC
PRICE: \$49.95

TITLE: *BURKE*
AUTHOR: Major Hugh Burns, Lowry Air Force Base
HARDWARE SPECIFICATIONS: Apple II series; 48 K
SOFTWARE SPECIFICATIONS: DOS 3.3; programmed in BASIC
PRICE: Send SASE and floppy diskette to George H. Culp, Computation Center, University of Texas, Austin, TX 78712

TITLE: *COMMENT*
AUTHOR: Thomas Barker, Texas Tech University
HARDWARE SPECIFICATIONS: DEC Rainbow 100, IBM PC; 64 K
SOFTWARE SPECIFICATIONS: CP/M or MS-DOS; programmed in MBASIC; also requires GRAMMATIK and MS-BASIC.
PRICE: \$10.00

TITLE: *COMPOSITION STRATEGY*
MARKETING ORGANIZATION: Behavioral Engineering, 230 Mt. Hermon Rd. #207, Scotts Valley, CA 95066

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HARDWARE SPECIFICATIONS: Apple II series; 48 K
SOFTWARE SPECIFICATIONS: DOS 3.3; programmed in BASIC
PRICE: \$39.95

TITLE: *COMPUPOEM*

AUTHOR: Stephen Marcus, University of California-Santa Barbara
HARDWARE SPECIFICATIONS: Apple II series; TRS-80 version in progress; 48 K
SOFTWARE SPECIFICATIONS: DOS 3.3; programmed in BASIC
PRICE: \$16.95, plus \$1.00 shipping and handling, prepaid

TITLE: *CREATE/RECREATE*

AUTHORS: Valarie Arms and Jim Gibson, Drexel University
HARDWARE SPECIFICATIONS: Apple Macintosh; 512 K
SOFTWARE SPECIFICATIONS: Resident; programmed in Pascal
PRICE: Undetermined

TITLE: *CREATIVE PROBLEM SOLVING*

AUTHORS: Raymond J. Rodrigues and Dawn Rodrigues, New Mexico State University
HARDWARE SPECIFICATIONS: IBM PC, Apple IIe and IIc; 64 K
SOFTWARE SPECIFICATIONS: PC-DOS 2.0 and 2.1 (IBM), DOS 3.3 (Apple); programmed in BASIC
PRICE: Send SASE and formatted floppy diskette

TITLE: *EPISTLE*

AUTHOR: Lance A. Miller, IBM Watson Research Center
HARDWARE SPECIFICATIONS: IBM or look-alike mainframe 43XX. 30XX
SOFTWARE SPECIFICATIONS: VM/CMS; programmed in PROLONG
PRICE: Undetermined; not yet available

TITLE: *EYEBALL: A PROGRAM FOR STYLISTIC DESCRIPTIONS*

AUTHORS: Donald Ross and Robert Rasche, University of Minnesota
HARDWARE SPECIFICATIONS: CDC and IBM mainframes
SOFTWARE SPECIFICATIONS: Standard; programmed in FORTRAN G or H, FTN CDC Compiler
PRICE: \$40

TITLE: *GRADER*

AUTHORS: William Marling and Cynthia Marling, Case Western Reserve University
HARDWARE SPECIFICATIONS: IBM PC with two disk drives; 128 K
SOFTWARE SPECIFICATIONS: PC-DOS 1.1 and 2.0; programmed in C
PRICE: \$49.95; \$120 for GRADER, READER, and WRITER together

TITLE: *GRAMMARLAB*

AUTHOR: Michael G. Southwell, York College, CUNY
PUBLISHER: Little, Brown & Co. (Joseph Opiela), 34 Beacon St., Boston, MA 02106
HARDWARE SPECIFICATIONS: Apple IIe and IIc, and IBM PC, PC-XT, or PC portable; 64 K
SOFTWARE SPECIFICATIONS: DOS 3.3 (Apple), PC-DOS 2.0 and 2.1 (IBM); programmed in BASIC
PRICE: \$150 for any single disk; \$600 for complete set of five disks; \$15 for duplicate copy of any disk. Units 1 and 3, Sentence Structure and Present-tense Verbs, are available now. Units 2, 4, and 5, on Nouns, Past-tense Verbs, and Verb BE, will be available late in 1985.

TITLE: *HBJ WRITER (formerly WANDAH)*

AUTHORS: Morton Friedman, Earl Rand, Ruth VonBlum, Michael Cohen, and Lisa Gerrard, UCLA Writing Programs
PUBLISHER: HBJ (Robert Pawlick), 1250 Sixth Ave., San Diego, CA 92101
HARDWARE SPECIFICATIONS: IBM PC with two disk drives, Apple version planned for Spring 1985; 128 K

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SOFTWARE SPECIFICATIONS: UCSD p-system; programmed in UCSD Pascal
PRICE: Contact publisher

TITLE: *HOLTCOMP (The Holt, Rinehart and Winston Composing Software Series)*
AUTHOR: Deborah H. Holdstein, Governors State University
PUBLISHER: Holt, Rinehart and Winston (Charlyce Jones Owen), 383 Madison Ave., New York, NY 10017
HARDWARE SPECIFICATIONS: IBM PC; 128 K
SOFTWARE SPECIFICATIONS: PC-DOS 2.0; programmed in Pascal
PRICE: Undetermined; available in 1986

TITLE: *HOMER: A COMPUTERIZED REVISION PROGRAM*
AUTHORS: Michael Cohen and Richard Lanham, UCLA Writing Programs
PUBLISHER: Charles Scribner's Sons (Shelly Bravin), 115 5th Ave., New York, NY 10003
HARDWARE SPECIFICATIONS: Apple II and II+ (48 K) and Apple IIe and III (64 K) with two disk drives
SOFTWARE SPECIFICATIONS: Apple Pascal Language System; programmed in Pascal 1.1
PRICE: \$150

TITLE: *UNIX* INSTRUCTIONAL WORKBENCH***
*Trademark of AT&T Bell Laboratories
**Trademark of AT&T Technologies
MARKETING ORGANIZATION: AT&T Technologies, Software Sales E2M33, P.O. Box 20046, Greensboro, NC 27420
HARDWARE SPECIFICATIONS: AT&T 3B computers and Digital Equipment Corporation (DEC) VAX-class computers
SOFTWARE SPECIFICATIONS: Unix System V; programmed in C
PRICE: Contact AT&T Technology System Software Sales group

TITLE: *LANCELOT*
AUTHORS: David Bray, Russ Nelson, and Dennis Horn, Clarkson University
PUBLISHER: Clarkson Software (Dean David Bray), Educational Computing System, Clarkson University, Potsdam, NY 13676
HARDWARE SPECIFICATIONS: IBM PC, Zenith Z-100, DEC Rainbow; 128 K
SOFTWARE SPECIFICATIONS: MS-DOS 2.0; programmed in Assembler
PRICE: \$49

TITLE: *ORGANIZE*
AUTHOR: Helen J. Schwartz, Oakland University
HARDWARE SPECIFICATIONS: Apple II series; 48 K
SOFTWARE SPECIFICATIONS: DOS 3.3; programmed in BASIC
PRICE: Undetermined; not yet available

TITLE: *THE PARAGRAPHING PROGRAM*
AUTHOR: Deborah H. Holdstein, Governors State University
PUBLISHER: Holt, Rinehart and Winston (Charlyce Jones Owen), 383 Madison Ave., New York, NY 10017
HARDWARE SPECIFICATIONS: Apple II+ and IIe; 64 K
SOFTWARE SPECIFICATIONS: DOS 3.3; programmed in BASIC
PRICE: Undetermined; available in 1986

TITLE: *PREWRITE*
AUTHOR: Mimi Schwartz, Stockton State College
PUBLISHER: Boynton/Cook Publishers, P.O. Box 860, Upper Montclair, NJ 07043
HARDWARE SPECIFICATIONS: Apple II series; 48 K
SOFTWARE SPECIFICATIONS: DOS 3.3; programmed in BASIC and Assembler
PRICE: \$79.95, includes a copy of the companion text, *Writing for Many Roles*

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TITLE: THE PROPOSAL WRITER

AUTHOR: William Dennis Horn, Clarkson University

HARDWARE SPECIFICATIONS: IBM PC, Zenith Z-100; 128 K

SOFTWARE SPECIFICATIONS: MS-DOS 2.0; programmed in Clarkson's PILOT

PRICE: \$95, includes PILOT

TITLE: QUEST

AUTHOR: James Strickland, Slippery Rock University

HARDWARE SPECIFICATIONS: Apple II series, DECmate II, IBM PC in progress; 48 K

SOFTWARE SPECIFICATIONS: DOS 3.3 (Apple), Resident (DEC), PC-DOS 2.0 and 2.1; programmed in BASIC

PRICE: Send SASE and floppy diskette

TITLE: THE QUINTILIAN ANALYSIS

AUTHORS: Winston Weathers and Joe H. Nichols

PUBLISHER: Joseph Nichols Publisher, 100 Center Plaza #303, P.O. Box 2394, Tulsa, OK 74101

HARDWARE SPECIFICATIONS: TRS-80 III and IV (48 K), Tandy 1000 and 2000, IBM PC, Sperry PC, Zenith Z-100 (256 K) with two disk drives

SOFTWARE SPECIFICATIONS: TRS-80 TRSDOS 1.3, Tandy MS-DOS 2.0 and 2.11, MS-DOS 1.1, 2.0, 2.1 (IBM), MS-DOS 2.0 for all other; programmed in COBOL

PRICE: \$995.00, includes campuswide site license

TITLE: READER

(Information same as for GRADER program above.)

TITLE: RECOMP

AUTHORS: Mark P. Haselkorn, University of Washington

Robert J. Connors, University of New Hampshire

HARDWARE SPECIFICATIONS: IBM PC; 128 K

SOFTWARE SPECIFICATIONS: UCSD p-system; programmed in Pascal

PRICE: Undetermined, not yet available

TITLE: SEEN

AUTHOR: Helen J. Schwartz, Oakland University

HARDWARE SPECIFICATIONS: Apple II series; 48 K

SOFTWARE SPECIFICATIONS: DOS 3.3; programmed in BASIC

PRICE: \$89.95, pre-payment required

TITLE: SOCRATES 2000: A COLLEGE WRITING PROGRAM

AUTHORS: Thomas Bacig and Donald Larmouth

HARDWARE SPECIFICATIONS: IBM PC, Apple version planned; 64 K

SOFTWARE SPECIFICATIONS: PC-DOS 2.1; Turbo Pascal

PRICE: Undetermined; not yet available

TITLE: TAGI

(Information same as for BURKE program above.)

TITLE: TICCIT ENGLISH COURSE

AUTHORS: Team at Brigham Young University sub-contracted to the Mitre Corporation and the National Science Foundation

MARKETING ORGANIZATION: Computer Teaching Services (Harold Hendricks), 2330 HBLL, Brigham Young University, Provo, UT 84602

HARDWARE SPECIFICATIONS: TICCIT™ or MicroTICCIT™

SOFTWARE SPECIFICATIONS: NA

PRICE: Negotiable. Original version from Hazeltine Corporation; expanded version from Brigham Young University

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TITLE: TOPOI

(Information same as for BURKE programs above.)

TITLE: WARRANT

AUTHORS: Christine Neuwirth, Cheryl Geisler, David Kaufer, and Preston Covey, Carnegie-Mellon University

HARDWARE SPECIFICATIONS: Development on SUN workstation

SOFTWARE SPECIFICATIONS: Berkeley UNIX 4.2 and the Information Technology Center Andrew system (under development); programming language not yet determined

PRICE: Undetermined; pilot testing in Fall 1987

TITLE: WORDSWORK (formerly Wordsworth II)

AUTHORS: Cynthia L. Selfe and Billie J. Wahlstrom, Michigan Technological University

MARKETING ORGANIZATION: Michigan Tech Software (Tim Nelson), Michigan Technological University, Houghton, MI 49931

HARDWARE SPECIFICATIONS: IBM PC; 256 K

SOFTWARE SPECIFICATIONS: MS-DOS 2.1; programmed in MTSA (Michigan Tech Software Authoring Language—a modified Pascal)

PRICE: Contact Michigan Tech Software; module on Narratives is available but other modules are still under development.

TITLE: WRITEAID

AUTHOR: Arthur E. Winterbauer, University of Denver

HARDWARE SPECIFICATIONS: DEC VAX-class computers; virtual memory management

SOFTWARE SPECIFICATIONS: Berkeley UNIX 4.2; programmed in Pascal and C-shells

PRICE: Undetermined; testing prototype

TITLE: WRITER

AUTHOR: Richard Elias, Ohio Wesleyan University

HARDWARE SPECIFICATIONS: DEC VAX-class computers

SOFTWARE SPECIFICATIONS: VMS version 3.0 or higher; programmed in DCL and TECO

PRICE: Send SASE and tape

TITLE: WRITER

(Information same as for GRADER program above.)

TITLE: WRITER'S HELPER

AUTHOR: William Wresch, University of Wisconsin-Stevens Point

MARKETING ORGANIZATION: CONDUIT (Molly Hepler), Oakdale Campus, University of Iowa, Iowa City, IA 52242

HARDWARE SPECIFICATIONS: Apple IIe and IIc; 64 K

SOFTWARE SPECIFICATIONS: DOS 3.3; programmed in BASIC

PRICE: \$120

TITLE: UNIX* Writer's Workbench Software**

* Trademark of AT&T Bell Laboratories

**Trademark of AT&T Technologies

AUTHORS: J.C. Collymore, M.L. Fox, L.T. Frase, P.S. Gingrich, S.A. Neenan, M.M. MacDonald

MARKETING ORGANIZATION: AT&T Technologies, Software Sales E2M33, P.O. Box 20046, Greensboro, NC 27420

HARDWARE SPECIFICATIONS: AT&T 3B computers, DEC PDP 11/70 and VAX-class computers

SOFTWARE SPECIFICATIONS: UNIX System V; programmed in C and Lex

PRICE: \$4000 (\$2000 academic); release 2.0 available

TITLE: THE WRITE WELL TUTORIAL SERIES

AUTHOR: Deborah H. Holdstein, Governors State University

MARKETING ORGANIZATION: CONDUIT (Molly Hepler), Oakdale Campus, University of Iowa, Iowa City, IA 52242

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HARDWARE SPECIFICATIONS: Apple II+ and IIe; 64 K
SOFTWARE SPECIFICATIONS: DOS 3.3; programmed in BASIC
PRICE: Undetermined; available in early 1986

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