

no. A-133



mecc write start

**from the series
composing information**

instructional computing courseware
for the **apple**® II computer



**the computing and
information collection**

Basic skills for the information age.

This manual is compatible
with
the MECC Write Start diskette
Version 1.x

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THE MECC COMPUTING AND INFORMATION COLLECTION

MECC Courseware Development under the Minnesota High Technology and Educational Improvement Act

MECC Write Start is part of the MECC Computing and Information software collection. This collection comprises a wide range of software designed to teach students strategies for using electronic technology to process information. The **Computing and Information** project has been funded in part by the Minnesota High Technology and Educational Improvement Act of 1983.

Two basic assumptions are behind the development of these products:

- We are moving toward a world in which the ability to work with information is becoming critical. Students will need to know how to use electronic tools to access and display information, to organize and manipulate information, and to analyze and evaluate information. This knowledge will enable them to solve problems and to create, develop, and communicate their own ideas.
- Information technology is changing the nature of what needs to be learned and how instruction will be provided. As technology evolves, we need to continually evaluate and develop more efficient methods of working with information.

The **Computing and Information** collection is intended for students in Grades 4-12. Although the collection is not specifically designed to be used in a particular sequence, many skills presented in packages for middle school students are further developed in packages intended for older students. ***MECC Write Start***, which is designed primarily for use with students in Grades 6-10, is part of the **Composing Information Series**. (See the chart on the following page.) The five other series in the **Computing and Information** collection are **Keyboarding, Displaying Information, Accessing Information, Analyzing Information, and Evaluating Information**.

The MECC Computing and Information Collection

		Product	No.	Grade Level								
Course Guide	<i>MECC Computing and Information Teacher's Guide</i> integrates the collection into courses on information processing or computer literacy		A-142	4	5	6	7	8	9	10	11	12
Keyboarding Series	<i>MECC Keyboarding Primer</i> teaches typing techniques		A-130									
	<i>MECC Keyboarding Master</i> builds typing speed and accuracy		A-131									
Composing Information Series	<i>MECC Writer</i> presents a basic word processing system		A-132									
	<i>MECC Speller</i> identifies misspelled and confusing words		A-134									
	<i>MECC Editor</i> reviews and edits student writing		A-135									
	<i>MECC Write Start</i> encourages creativity with word processing		A-133									
Displaying Information Series	<i>MECC Graphing Primer</i> reviews graph construction and analysis		A-136									
	<i>MECC Graph</i> produces graphs with student-supplied data		A-137									
Accessing Information Series	<i>MECC Stuff and Fetch</i> teaches practical database organization		A-138									
	<i>MECC Trivia Machine</i> develops key word searching strategies		A-139									
	<i>MECC Dataquest: The Presidents</i> retrieves information on U.S. Presidents		A-140									
	<i>MECC Dataquest: The Fifty States</i> retrieves information on the United States		A-163									
	<i>MECC Dataquest: The World Community</i> retrieves information on countries around the world		A-197									
	<i>MECC Dataquest Composer</i> allows you to create databases for student use		A-172									
	<i>Databases in the Classroom: Dataquest Sampler</i> <i>Databases in the Classroom: AppleWorks Sampler</i> provide ten databases for student use		A-173 A-174									
Analyzing Information Series	<i>Spreadsheets for Mathematics and Science: AppleWorks Sampler</i> provides ten spreadsheets for student use		T-610									
Evaluating Information Series	<i>MECC Information Manager</i> promotes use of productivity tools to solve problems		A-141									

INTRODUCTION

MECC Write Start includes ten word processing activities for students in grades six and up. In the first five activities, the word processor is viewed as a tool that encourages students to think, to talk to one another, to share ideas, to communicate information, and, of course, to write. The activities are these:

1. CHAIN GANG
2. CLASS JOURNAL
3. TEMPTING TIDBITS
4. AUTHOR!
5. TOO GOOD TO MISS

The other five activities on the diskette encourage students to use the word processor to experiment—to play with the power of words and the relationship between language and ideas. The activities are these:

1. GO WITH THE FLOW
2. EASY EXPANSIONS
3. NAME THAT TUNE
4. PICTURE THIS!
5. IT COULD BE VERSE

All of the activities in the MECC Write Start package contain MECC's implantable word processor. This word processor is similar to the stand-alone version, called MECC Writer, that enables students to compose, edit, and print text with ease.

To help students learn how to use the word processor, MECC Write Start contains a word processing tutorial. In addition, students can access reference (Help) screens while they are using any activity on MECC Write Start by pressing Control-R. To do this, they hold down the Control Key and press the letter "R" at the same time.

This support manual contains a Reference section as well as the MECC Write Start Reference Card that summarizes the word processing commands.

The Equipment

To use MECC Write Start, you will need the following equipment:

A MECC Write Start program diskette

Apple //e computer with an 80-column text card or an
Apple //c computer

Monochrome monitor

One or two disk drives

Printer

A data diskette that you create for saving your files

Setting Up Your Printer

You may need to set up your printer to work with MECC Write Start. To prepare your printer, choose the "Printer Support" option from the main menu of the MECC Write Start diskette and follow the directions. For more information, see Appendix B, "Using a Printer with This Courseware."

Preparing a Data Diskette

The text that students enter can be saved on a prepared data diskette. You can prepare (create) a data diskette using a blank diskette or one whose contents you no longer need. For information about creating a data diskette, see the "Diskette Support" option on the main menu of MECC Write Start. Also, refer to Appendix C, "Using a Data Diskette with This Courseware."

Management Options

MECC Write Start contains Management Options that you can access in order to view, edit, print, or delete text in any of the ten activities on the diskette. You can access these options from the main menu by pressing Control-A. To do this, hold down the Control Key and press the letter "A" at the same time. (See page 6 for more information.)

Use of the Esc Key

You or your students can exit from any activity by pressing the Escape (Esc) Key twice at any time the computer is waiting for a response.

BACKGROUND INFORMATION

The main menu for MECC Write Start is shown in Figure 1 below. Option 1, "Getting Started," gives background information about preparing a data diskette on which to store text.

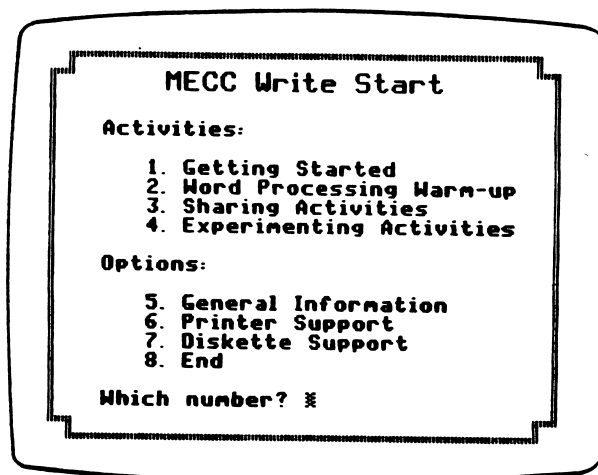


Figure 1

Since each of the activities on MECC Write Start makes use of MECC's word processor, it is recommended that students work through Option 2, "Word Processing Warm-up," on the main menu. This warm-up will help students learn the word processing commands used in the activities. Students can go through the tutorial screen by screen or use Control-N (for "Next") to proceed quickly to the specific screen they want to review.

Although the word processor is easy to learn and easy to use, you may want to introduce key word processing concepts and discuss specific commands with students before they use the activities. As students use the activities, they will begin to feel comfortable with the word processor.

The MECC Write Start Reference Card on page 47 of this manual can be reproduced and given to students to use at the computer.

Activities

The purpose of the activities on MECC Write Start is not to teach word processing per se. Rather, MECC Write Start views the word processor as a tool that can encourage students to think, to share ideas, to communicate information, and, of course, to write. The word processor is also viewed as a means to encourage students to experiment—to play with the power of words and the relationship between language and ideas.

Sharing Activities

The first five activities on the diskette are specifically designed to enable students to use word processing to:

- generate ideas;
- communicate information to other students;
- build upon each others' ideas.

The information students enter into a given activity is stored in a common word processing file. The activities, which can be accessed from Option 3, "Sharing Activities," on the main menu (Figure 1) are listed in order of difficulty and described below:

Sharing Activities

CHAIN GANG - lets students select a word and change one letter of it to make a new word, then change one letter of the new word to make a third word, and so on. Students can work in pairs to try to form the longest word chain.

CLASS JOURNAL - encourages students to develop a topic over an extended period of days or weeks. The ideas one student enters into the **CLASS JOURNAL** can trigger another student to enhance upon or disagree with these ideas.

TEMPTING TIDBITS - lets students create a browsing library consisting of odds and ends—a favorite quotation, a personal insight or discovery, lyrics from a song—something that makes them think or laugh.

AUTHOR! - provides story starters for students to enter any amount of text with the option of providing a "cliffhanger" entry for the next student.

TOO GOOD TO MISS - enables students to use the word processor to create a database containing information about the books and stories they have read. They can use the Find command to search through the database for books or stories of interest to them.

Experimenting Activities

The second group of five activities is designed to encourage students to use a word processor to:

- experiment with words, language, and ideas.

The activities which can be accessed from Option 4, "Experimenting Activities," on the main menu (Figure 1) are listed in order of difficulty and described below:

Experimenting Activities

GO WITH THE FLOW - encourages students to use a stream of consciousness approach to generate ideas or topics to write about.

EASY EXPANSIONS - lets students expand simple sentences, inserting or deleting words to capture the desired tone and content.

NAME THAT TUNE - enables students to replace lyrics in traditional or current songs with new words.

PICTURE THIS! - has students create word pictures by using the word processor to move and arrange letters and words on the screen.

IT COULD BE VERSE - lets students use the Find command to create "formula" poems.

MANAGEMENT OPTIONS

MECC Write Start contains Management Options that allow you to view, edit, print, or delete text in student-created word processing files from any of ten activities. You can access these options from the main menu by pressing Control-A. To do this, hold the Control Key and press the letter "A" at the same time. You will then see the information in Figure 2 below. If you continue, you can choose which activity you want to use (Figure 3).

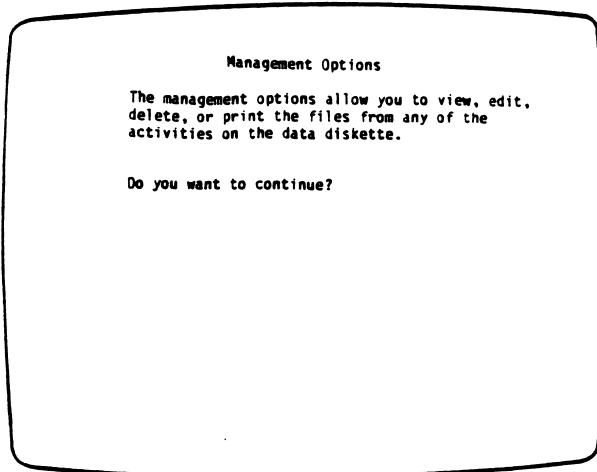


Figure 2

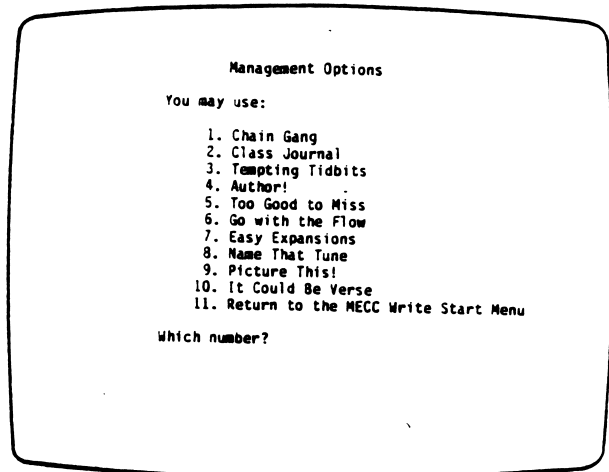


Figure 3

Option 1 on Figure 4 enables you to view and edit a file. For the CLASS JOURNAL, TOO GOOD TO MISS, and TEMPTING TIDBITS activities, you will be able to see and edit the contents of the entire word processing file. For the CHAIN GANG, AUTHOR!, GO WITH THE FLOW, EASY EXPANSIONS, NAME THAT TUNE, PICTURE THIS!, and IT COULD BE VERSE activities, you will be able to see and edit the contents of any named file (Figure 5). While you are looking at any word processing file, you will be able to see the reference screens by pressing Control-R. You may use all word processing features to edit the text in the file.

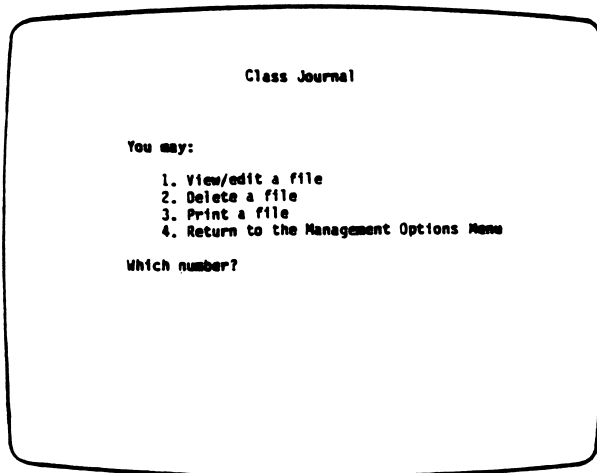


Figure 4

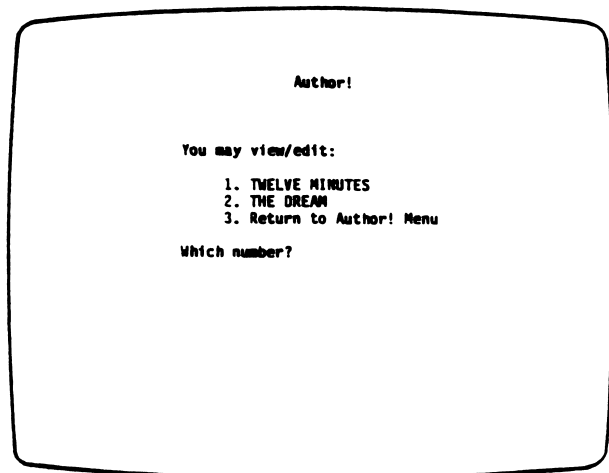


Figure 5

MANAGEMENT OPTIONS (continued)

When you are ready to return to the Management Options, press Control-Q to quit. You will see the message, "Do you want to save your changes?" Enter Yes if you want your editing changes to be permanently stored on the data diskette.

Option 2 on Figure 4 enables you to automatically delete a word processing file in a given activity (Figure 6). Option 3 on Figure 4 enables you to print a word processing file in a given activity (Figure 7). Option 4 on Figure 4 returns you to the Management Options Menu.

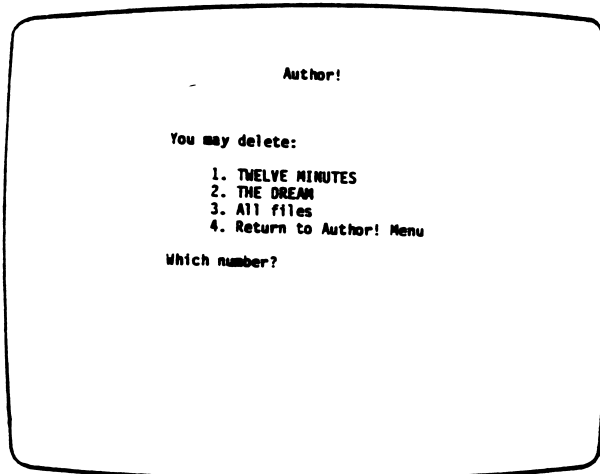


Figure 6

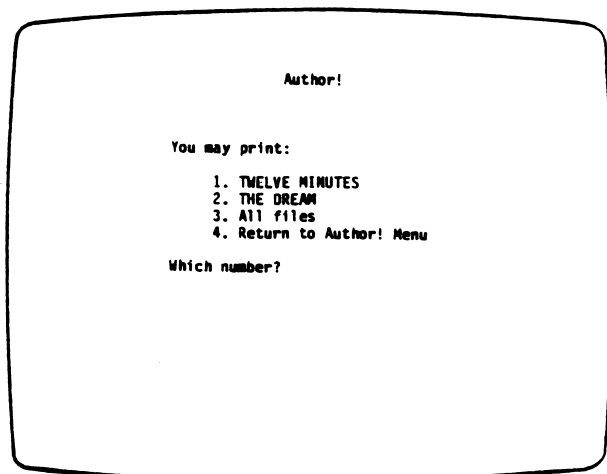


Figure 7

Data Diskette Management

There are several ways you can use data diskettes with MECC Write Start. For example, you can use MECC Write Start with **one** data diskette. Any time a student uses MECC Write Start, he or she uses this data diskette to store information entered during any activity.

If you have multiple copies of the MECC Write Start program diskette, you could have a data diskette to go with each program diskette. However, some of the activities on the MECC Write Start diskette encourage students to enter ideas into a common word processing file. Students read the information others enter into this file to stimulate their own ideas or to gain more knowledge. The CLASS JOURNAL file, for example, can be accessed, read, and added to by any member of the class. This type of arrangement is also true for TOO GOOD TO MISS and TEMPTING TIDBITS. For this reason, it is recommended that for these three activities you use one data diskette for the entire class. After you prepare this diskette, label it "WRITE START DATA FOR CLASS JOURNAL, TOO GOOD TO MISS, and TEMPTING TIDBITS ONLY." This data diskette can be kept in a convenient place in your classroom so that all students can use it as a resource.

MANAGEMENT OPTIONS (continued)

You might also want to set up a separate data diskette for the entire class for the AUTHOR! activity. This activity provides a number of story starters or lets students write their own story starters. Students then take turns writing stories that others have begun. Label this diskette "WRITE START DATA FOR AUTHOR! ONLY." Again, keep the diskette in a place that is easily accessed by students. (The data for the AUTHOR! activity could be on the same diskette with the three activities mentioned on the preceding page.)

Each of the other activities on the MECC Write Start diskette enables students to create up to twenty-four program files or individual files that they name. For these activities, you could assign a prepared data diskette to each student or to a group of students who can trade it back and forth. In this way, the group can continue to work on files that they have started or they may add to the files of other members of the group. After becoming familiar with the activities on MECC Write Start, you might decide to set up data diskettes in other creative ways.

Note: Each word processing file within any activity contains approximately five printed pages. The total number of files on a data diskette depends on the size of the individual files. A warning message will be given when the data diskette is nearly full.

DESCRIPTION AND USE

For the CHAIN GANG activity, students select a word and change one letter of it to make a new word. They then change one letter of the new word to make a third word, and so on. Only one letter changes at a time, and each change produces another word. No word may be used twice in the chain.

Students can use this activity in a computer lab with multiple program and data diskettes or in a classroom with only one computer. In a lab environment, students can pair up to develop strategies to generate the longest possible word chain. If students have access to a computer in the classroom, they can work individually or in pairs without disturbing the rest of the class. Students can print the word chains and display them in the classroom, challenging other students to make a longer chain.

After several students have used this activity, ask them to discuss which words were the easiest to use and which they thought were most difficult to use. Ask students to analyze why some starting links seem more difficult.

Curriculum Area: Language Arts
Subject: Word Processing
Topic: Word Fluency
Grade Range: 6-10
Classroom Use: Individual or Pairs

PURPOSE

This activity enables students to:

- increase word fluency;
- determine strategies for creating the longest possible word chain.

ACTIVITY PREVIEW

Students begin by selecting the CHAIN GANG activity from the menu shown in Figure 1. They will then see the menu shown in Figure 2. The first time students use this activity, they should choose Option 1, "Read directions," for an overview of the activity.

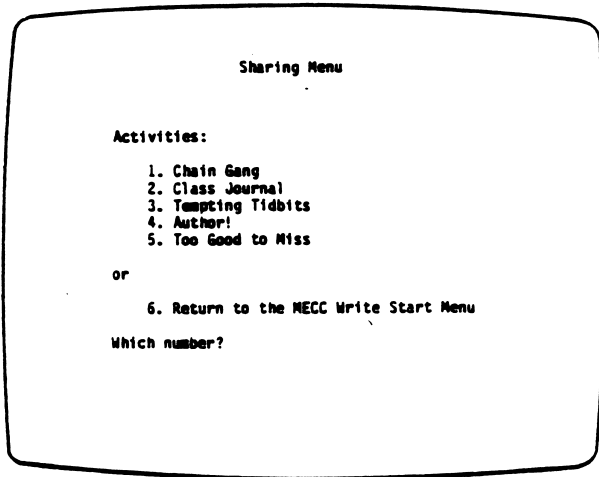


Figure 1

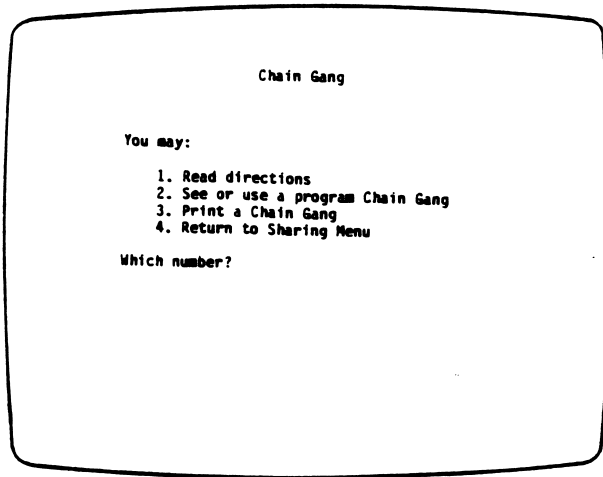


Figure 2

Option 2, "See or use a program CHAIN GANG," enables students to select a word from a list as the starting link in the chain (Figure 3). At this point they will automatically move to the word processing file that contains that starting link. As students add more and more words to the chain, the words at the top of the chain will scroll off the screen. By pressing Control-B, students can move to the beginning of the list; Control-E will take them to the end of their list. They can also use the Up- and Down-Arrow Keys to scroll through the list (Figure 4).

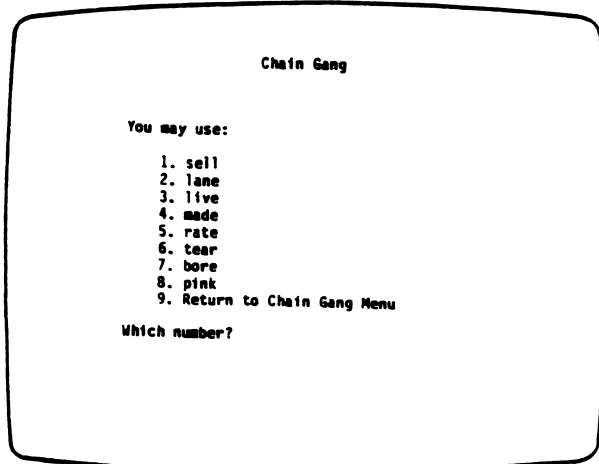


Figure 3

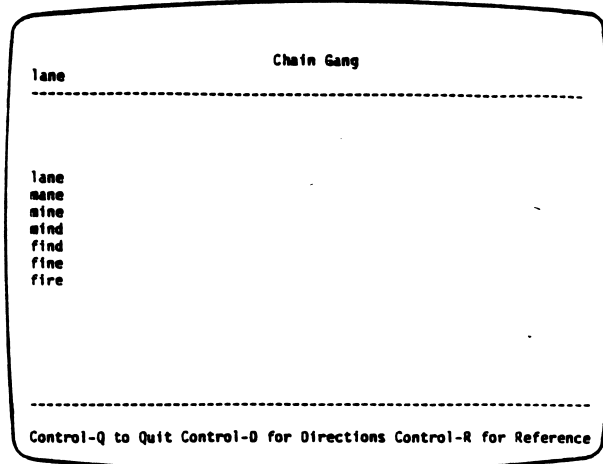


Figure 4

ACTIVITY PREVIEW (continued)

While students are using the word processor, they may press Control-D at any time to view the directions again. They may also press Control-R to view word processing reference screens. These screens provide a summary of the word processing commands.

To quit using the chain, students press Control-Q. They will see the message, "Do you want to save your changes?" If they enter Yes, the word processing file will be updated and stored on the data diskette. If they enter No, they will see the message, "Do you want to print the chain?" If they enter Yes, they will be able to have a printed copy of the chain even though they do not want to save it. If they enter No, they will return to the menu in Figure 2.

If students want to print any of the saved chains, they choose Option 3, "Print a CHAIN GANG." Option 4 returns the students to the Sharing Menu (Figure 1).

DESCRIPTION AND USE

CLASS JOURNAL is an activity similar to brainstorming. The ideas that students enter into the journal trigger other students to enhance upon or disagree with the ideas of previous students. Unlike brainstorming, however, the journal gives students an opportunity to enter ideas over a period of days or even weeks. In this way, students have time to reflect on the ideas that have been entered and to let their own ideas grow and develop.

At times, students can use the journal to solve a specific question or problem. Examples: Where could we take the best field trip? How can we solve the problem of too much litter left in the lunchroom? At other times, students can use the journal without a defined purpose or direction. This use of the journal helps students discover and express ideas as they write. Students should feel free to concentrate on the content of the ideas they wish to share, rather than on spelling and grammar. Occasionally, the class may want to make a printout of the journal. The contents of the journal could be clipped, bound, and combined with art work or photographs.

Students can take advantage of time before and after class, before and after school, and during class to write in the journal. Caution students not to use the journal in a detrimental way.

Students could also use the CLASS JOURNAL activity to practice word processing skills.

Curriculum Area: All
Subject: Word Processing
Topic: Idea Generation
Grade Range: 6-10
Classroom Use: Individual

PURPOSE

This activity enables students to:

- generate ideas;
- seek solutions to problems;
- share ideas and solutions with other students.

CLASS JOURNAL

ACTIVITY PREVIEW

Students begin by selecting the CLASS JOURNAL activity from the menu shown in Figure 1. They will then see the menu shown in Figure 2. Option 1, "Read directions," gives an overview of the activity.

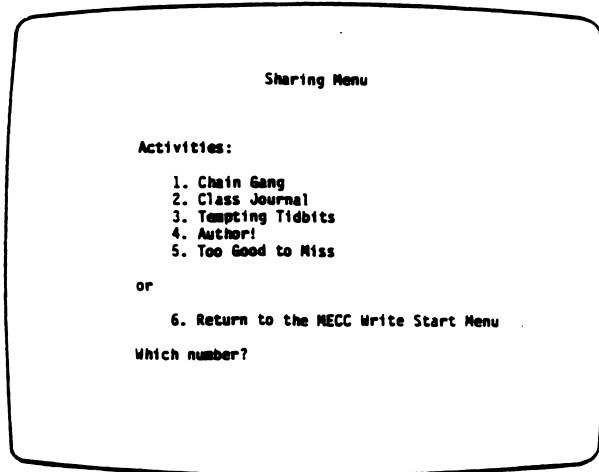


Figure 1

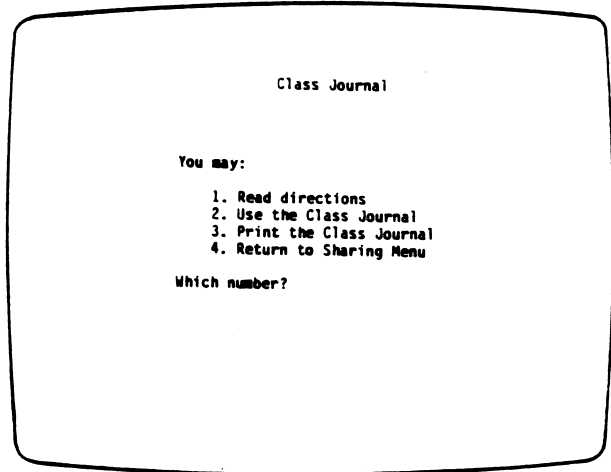


Figure 2

Option 2, "Use the CLASS JOURNAL," enables students to use the word processing file that contains the journal (Figure 3).

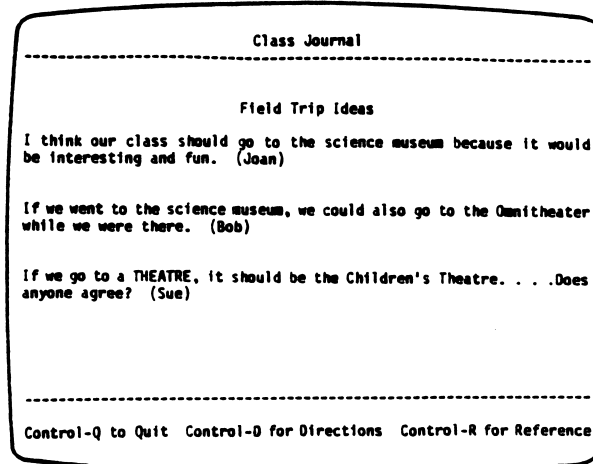


Figure 3

ACTIVITY PREVIEW (continued)

While students are using the word processor, they may press Control-D at any time to view the directions again. They may also press Control-R to view word processing reference screens. These screens provide a summary of the word processing commands.

To quit using the journal, students press Control-Q. They will see the message, "Do you want to save your changes?" If they enter Yes, the word processing file will be updated and stored on the data diskette. If they enter No, they will see the message, "Do you want to print the journal?" If they enter Yes, they will be able to print a copy of the current journal even though they do not want to save the changes they have made to it. If they enter No, they will return to the menu in Figure 2.

If students want to print the contents of the saved journal, they choose Option 3, "Print the CLASS JOURNAL." Option 4 returns the students to the Sharing Menu (Figure 1).

DESCRIPTION AND USE

TEMPTING TIDBITS encourages students to create a browsing library consisting of odds and ends—a favorite quotation, a personal insight or discovery, lyrics from a song—something that makes them think or laugh. By using the Up- and Down-Arrow Keys, students browse through the "library" to read the entries of other students.

At times, students could enter only one type of tidbit—perhaps a file of favorite quotations. At other times, students could use the activity to enter another type of tidbit—creating perhaps a joke file, recipe file, or advice column file.

Students can take advantage of time before or after school and during class to add to the activity. Occasionally, students may want to make a printed copy of the file.

Curriculum Area: All
Subject: Word Processing
Topic: Browsing Library
Grade Range: 6-10
Classroom Use: Individual or Pairs

PURPOSE

This activity enables students to:

- enter meaningful information;
- use a word processing file as a way to collect information and share it with other students.

TEMPTING TIDBITS

ACTIVITY PREVIEW

Students begin by selecting the TEMPTING TIDBITS activity from the menu shown in Figure 1. They will then see the menu shown in Figure 2.

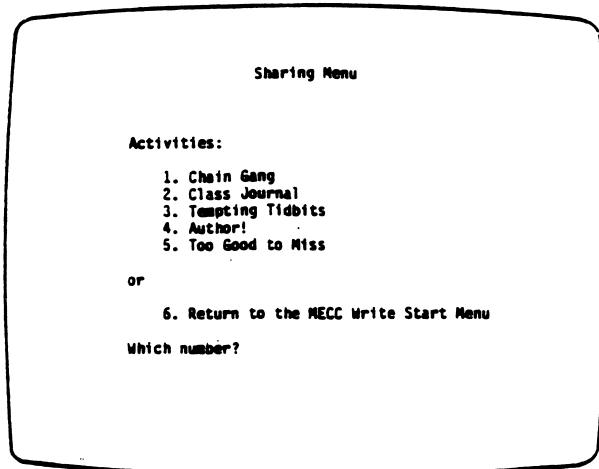


Figure 1

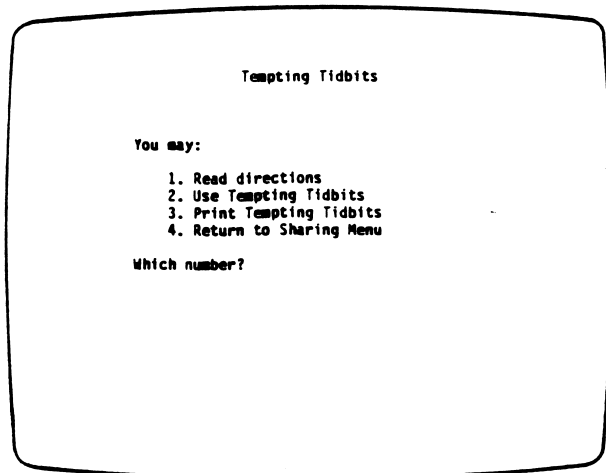


Figure 2

The first time students use this activity, they should choose Option 1, "Read directions," for an overview of the activity. Option 2, "Use TEMPTING TIDBITS," enables students to use the word processing component of the activity. Currently, there are two entries in the file that can serve as models for students (Figure 3).

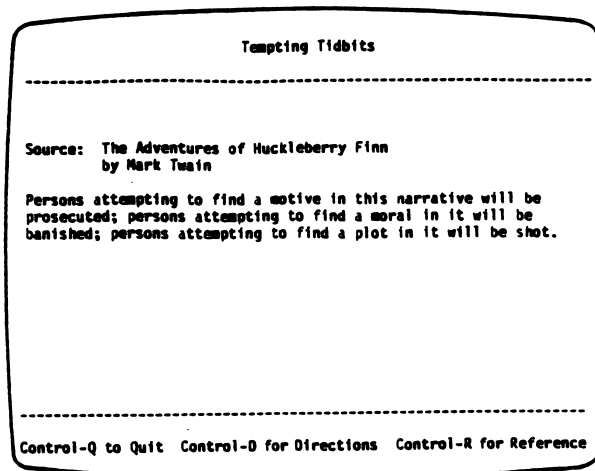


Figure 3

TEMPTING TIDBITS

ACTIVITY PREVIEW (continued)

While they are using the word processor, they may press Control-D at any time to view the directions again. They may also press Control-R to view word processing reference screens. These screens provide a summary of the word processing commands.

To quit using the activity, students press Control-Q. They will see the message, "Do you want to save your changes?" If they enter Yes, the word processing file will be updated and stored on the data diskette. If they enter No, they will see the message, "Do you want to print the file?" If they enter Yes, they will be able to print a copy of what they entered even though they do not want to save it. If they enter No, they will return to the menu in Figure 2.

If students want to print the contents of the activity, they choose Option 3, "Print TEMPTING TIDBITS." Option 4 returns the students to the Sharing Menu.

DESCRIPTION AND USE

This activity provides a motivating way to get students involved in writing and sharing stories. **AUTHOR!** provides the story starters; students provide the story by entering any amount of text and a "cliffhanger" entry point for the next student. Students can also write their own story starters.

If students are using this activity in a computer lab with multiple program and data diskettes, they can each begin with the same story starter, then exchange places and add to a classmate's story. Students could exchange places two or three times, then return to their starting places. The first student could do a bit of creative editing as well as checking for spelling, punctuation, or run-on sentences. The stories may be printed and narrated in the classroom.

Once students are "hooked," encourage them to consider the elements that make a good story: rounded characters, engaging settings, realistic dialogue, and intriguing plots. The word processor will be helpful as they compose and revise their stories.

Curriculum Area: Language Arts
Subject: Word Processing
Topic: Story Writing
Grade Range: 6-10
Classroom Use: Individual or Pairs

PURPOSE

This activity enables students to:

- co-author stories with other students;
- create interesting story starters;
- plan, write, and revise stories.

ACTIVITY PREVIEW

Students begin by selecting the AUTHOR! activity from the menu shown in Figure 1. They will then see the menu shown in Figure 2.

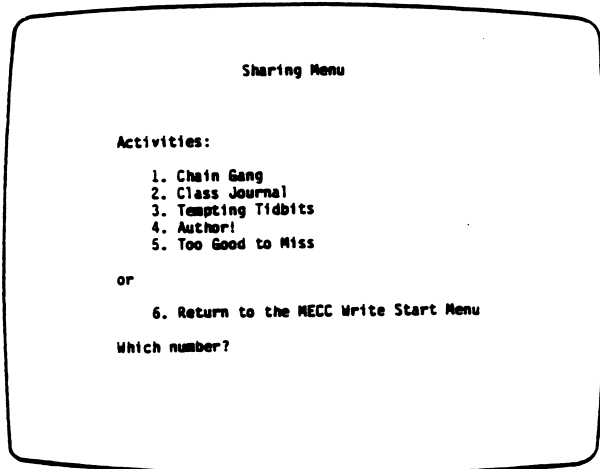


Figure 1

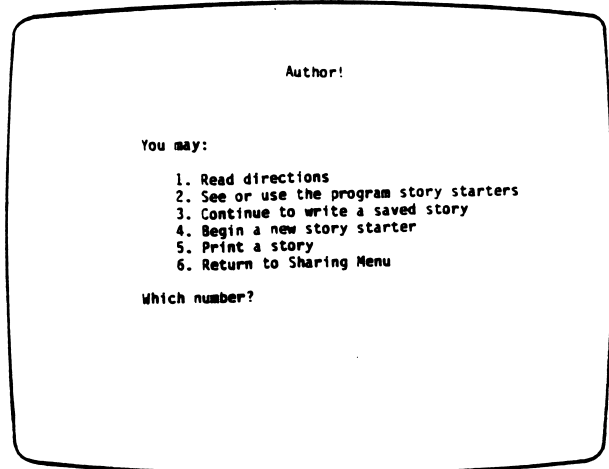


Figure 2

The first time students use this activity, they should choose Option 1, "Read directions." These directions explain that students can select a program story starter, continue a story started by a classmate, or write their own story starter (Figure 3).

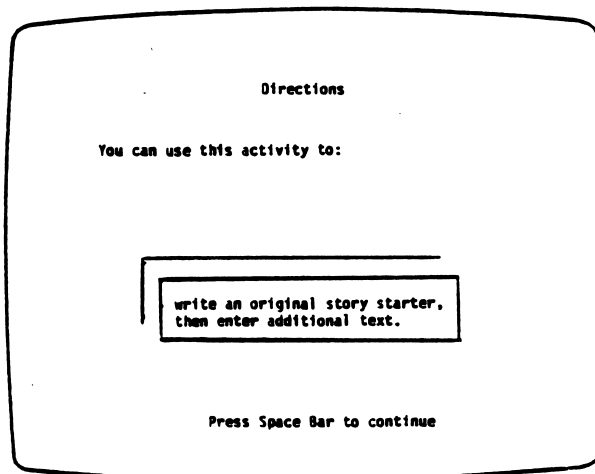


Figure 3

ACTIVITY PREVIEW (continued)

Option 2, "See or use the program story starters," enables students to see the four story starters on the MECC Write Start diskette (Figure 4). If they choose to use one of these story starters, they will move automatically to the word processing file that contains the story starter (Figure 5).

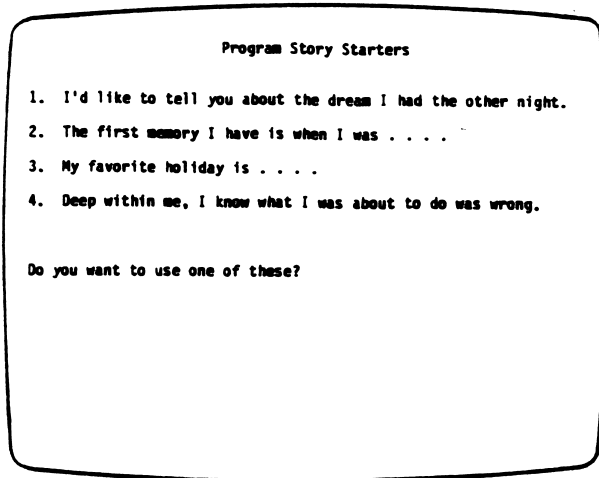


Figure 4

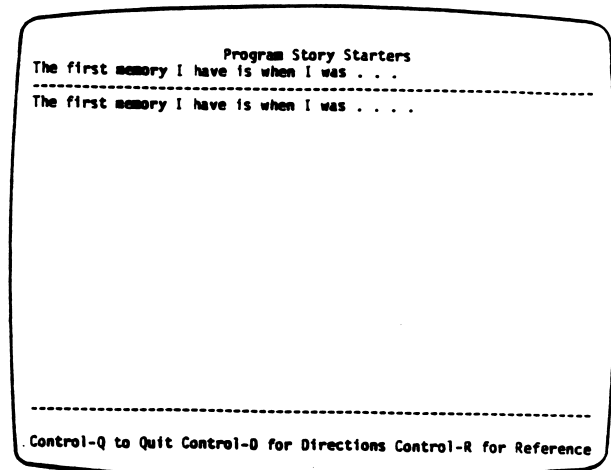


Figure 5

While they are using the word processor, they may press Control-D at any time to review the directions. They may also press Control-R to view the word processing reference screens. These screens provide a summary of the word processing commands.

To quit a story, students press Control-Q. They will then see the question, "Do you want to save your changes?" If they enter Yes, they will be asked to give the story a name. If they enter No, they will next be asked if they want to print the story even though they do not want to save it. If they enter No, they will return to the menu in Figure 2.

ACTIVITY PREVIEW (continued)

To continue a story, students choose Option 3, "Continue to write a saved story," on Figure 2. In order to continue a story, however, students need to have saved and named a program story starter or a new story starter (Figure 6).

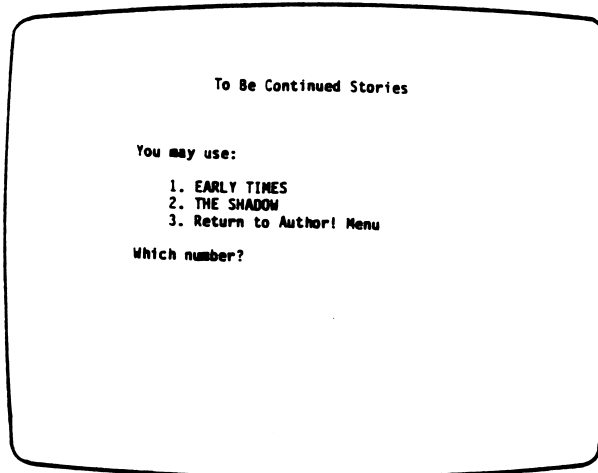


Figure 6

Students can start their own story by choosing Option 4, "Begin a new story starter," on Figure 2. Once a story is saved and named, other students can access it by choosing Option 3, "Continue to write a saved story," on Figure 2.

If students want to print any named story, they choose Option 5, "Print a story," on Figure 2. Option 6 returns the students to the Sharing Menu.

DESCRIPTION AND USE

TOO GOOD TO MISS is an activity that enables students to use the word processor as a database; that is, a collection of data records organized in such a way that they can be easily stored and usefully accessed at a later date. In this activity, students use the word processor to construct "records" of the books or stories they have read, then access these records by key words to search for books and stories of interest to them. The key words for this database include the specific title, author, copyright date, genre, and reviewer's name. The records are accessed by simply using the Find command. If students find this activity difficult at first, more capable students could volunteer to be "database experts."

After a number of students have constructed the book database and used it to search for books of interest, discuss other types of databases that could be constructed. Alternatives might include movies or classified ads. A movie's database could use the following categories: Title, Type, Star, Plot summary, Rating, and Reviewed by. A classified ads database could use these categories: For sale, Wanted, Cost, Contact person, and Phone number.

Challenge a group of students to set up an alternative database. To do this, it is necessary to delete all of the existing information in the activity. This can be accomplished by 1) using Control-E to go to the end of the file and 2) using Control-X to delete all of the information. These steps will erase what is currently in the file, so you may first want to make a printout of the current database.

Curriculum Area: Language Arts
Subject: Word Processing
Topic: Database
Grade Range: 6-10
Classroom Use: Individual or Pairs

PURPOSE

This activity enables students to:

- use a word processor to collect, organize, store, and retrieve information about books and stories;
- construct alternative databases.

ACTIVITY PREVIEW

Students begin by selecting the TOO GOOD TO MISS activity from the menu shown in Figure 1. They will then see the menu shown in Figure 2.

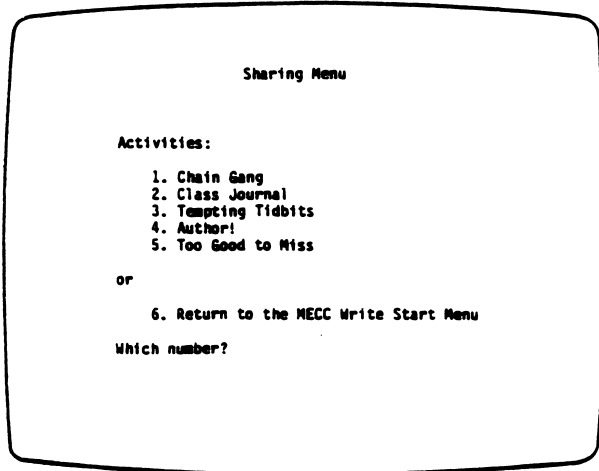


Figure 1

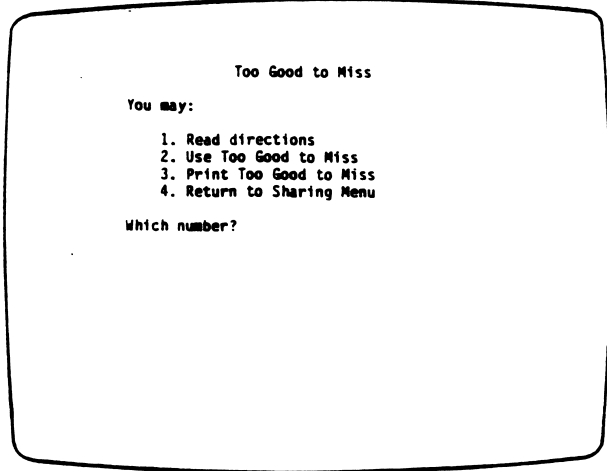


Figure 2

The first time students use this activity, they should choose Option 1, "Read directions." These directions explain that students can put together a database of books. Students can add entries to the database and use the Find command to search for books of interest. Detailed information shows how to use the search features of the word processor (Figures 3 and 4).

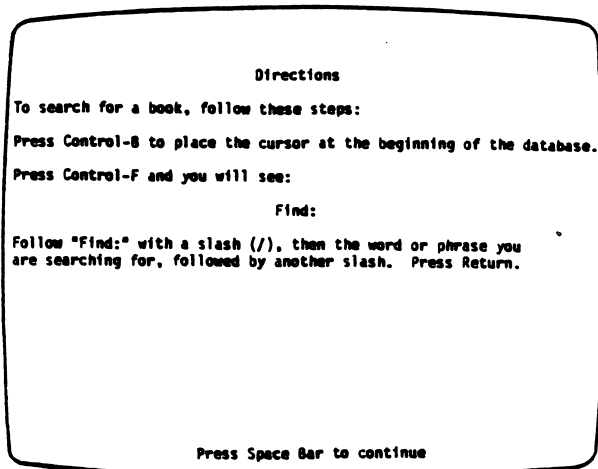


Figure 3

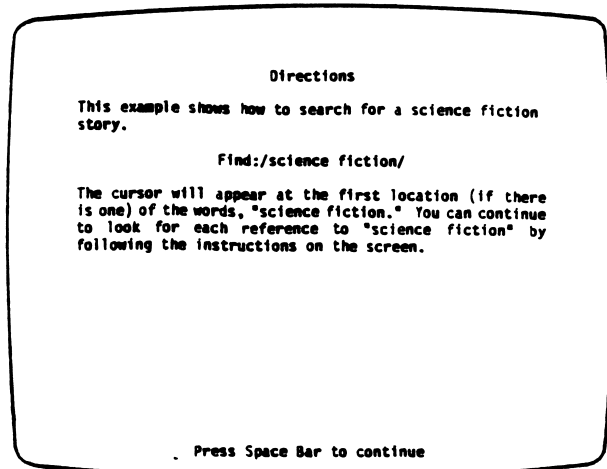


Figure 4

ACTIVITY PREVIEW (continued)

Option 2, "Use TOO GOOD TO MISS," enables students to use the word processing file that contains the activity. Three entries are already in the file and can serve as models for students to write their own entries (Figure 5). Twenty entry "formats" are also in the file to help students get started. Each format consists of the words Title, Author, Copyright, Genre, Notes, and Reviewed by (Figure 6).

Too Good to Miss

Title: Where the Red Fern Grows

Author: Wilson Rawls

Copyright: 1961

Genre: Fiction

Notes: Bill Coleman rescues a bedraggled, old redbone hound from a dog fight, then remembers and tells the part that two dogs—Old Dan and Little Ann—played in his boyhood over 50 years ago.

Reviewed by: Sample

Control-Q to Quit Control-D for Directions Control-R for Reference

Figure 5

Too Good to Miss

Title:

Author:

Copyright:

Genre:

Notes:

Reviewed by:

Control-Q to Quit Control-D for Directions Control-R for Reference

Figure 6

Students may have difficulty at first when they try to move the cursor to a desired location on the screen using the Arrow Keys and the Space Bar. The directions, which they may access at any time by using Control-D, list a number of hints that may be of help. (As students become more comfortable with the word processor, this activity will be easier.) They may also press Control-R to view word processing reference screens. These screens provide a summary of the word processing commands.

To quit using the activity, students press Control-Q. They will see the message, "Do you want to save your changes?" If they enter Yes, the word processing file will be updated and stored on the data diskette. If they enter No, they will see the message, "Do you want to print the file?" If they enter Yes, they will be able to have a printed copy of the current database even though they do not want to save the changes they have made. If they enter No, they will return to the menu in Figure 2.

If students want to print the contents of the saved database, they choose Option 3, "Print TOO GOOD TO MISS." Option 4 returns the students to the Sharing Menu (Figure 1).

DESCRIPTION AND USE

GO WITH THE FLOW encourages students to use a stream of consciousness approach to generate ideas to write about, to develop more ideas about a specific topic, and to clarify ideas, thoughts, and feelings.

To introduce this activity, discuss the term "stream of consciousness". As a technique of composition in fiction, it records a given character's feelings and thoughts by means of first-person narration. This technique can be used in GO WITH THE FLOW. Students need only five or ten minutes for this activity.

At times, encourage students to use this activity to generate ideas about topics to write about. Often, they may discover a "gem of an idea" that can be developed at a later time. At other times, ask students to use the activity to develop more ideas about a specific topic.

Occasionally encourage students to turn the monitor off and to continue entering ideas. In this way, students focus on ideas rather than on typing or making corrections.

Students can take turns at the computer for five or ten minutes each. If students use the same data diskette, they should know that it is possible for other students to look at a named file. For this reason, students may simply want to print what they enter, rather than having it saved.

Curriculum Area: All
Subject: Word Processing
Topic: Idea Generation
Grade Range: 6-10
Classroom Use: Individual

PURPOSE

This activity enables students to:

- generate ideas;
- become fluid writers;
- clarify thoughts and feelings.

GO WITH THE FLOW

ACTIVITY PREVIEW

Students begin by selecting the GO WITH THE FLOW activity from the menu shown in Figure 1. They will then see the menu shown in Figure 2.

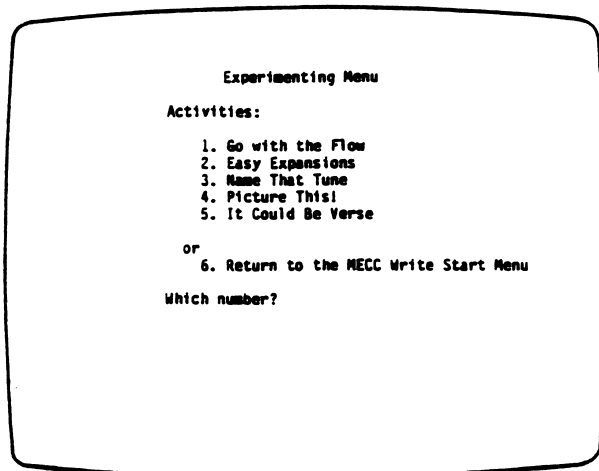


Figure 1

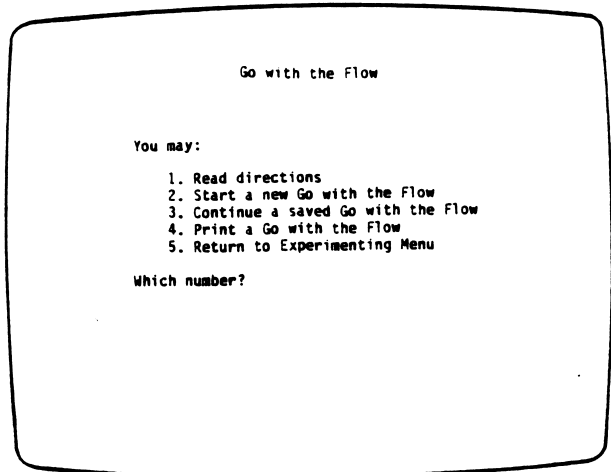


Figure 2

The first time students use this activity, they should choose Option 1, "Read directions." These directions explain how students can use a stream of consciousness approach to generate ideas (Figures 3 and 4).

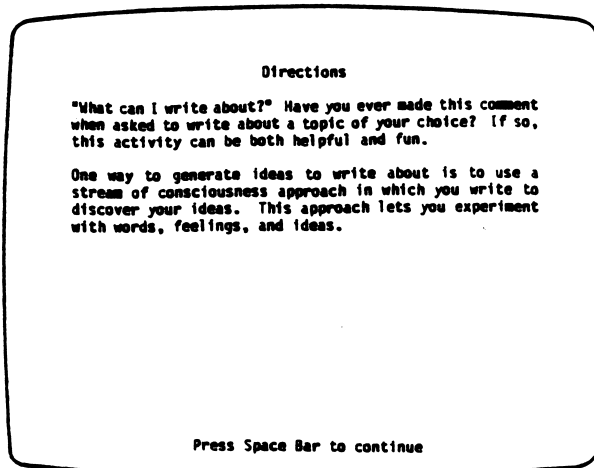


Figure 3

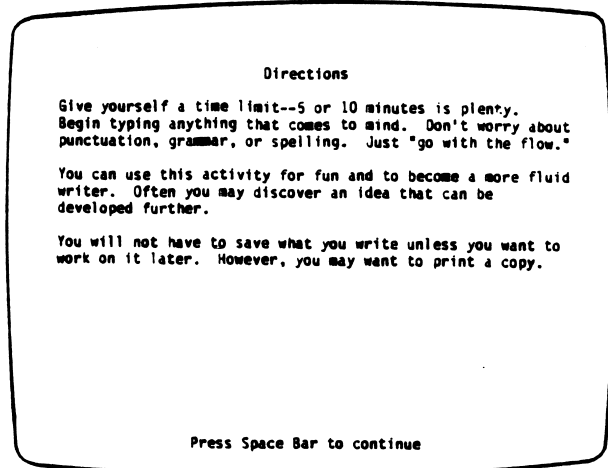


Figure 4

ACTIVITY PREVIEW (continued)

Option 2, "Start a new GO WITH THE FLOW," will enable students to use the appropriate word processing file (Figure 5).

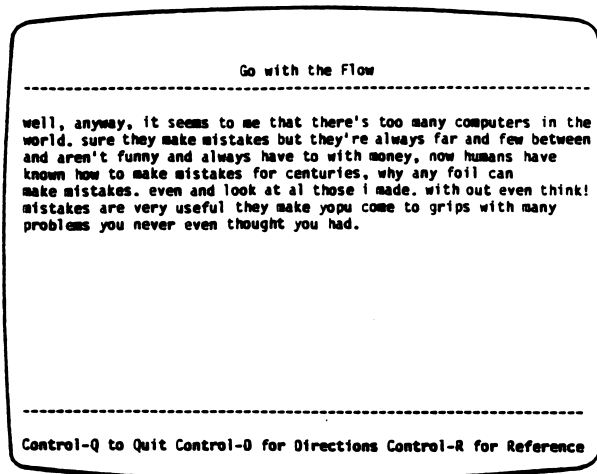


Figure 5

While they are using the word processor, they may press Control-D at any time to view the directions again. They may also press Control-R to view the word processing reference screens. These screens provide a summary of the word processing commands.

To quit the activity, students press Control-Q. They will then see the question, "Do you want to save your changes?" If they enter Yes, they will be asked to give the "flow" a name. If they enter No, they will next be asked if they want to print the flow even though they do not want to save it. If they enter No, they will return to the menu in Figure 2.

To continue a previously started (named) flow, students choose Option 3, "Continue a saved GO WITH THE FLOW." If students want to print any named flow, they choose Option 4, "Print a GO WITH THE FLOW," on Figure 2. Option 5 returns the students to the Experimenting Menu.

DESCRIPTION AND USE

This activity motivates students to write interesting and descriptive sentences. The word processor is ideal for this activity since it lends itself well to the accordion-like process of inserting and deleting.

If students are using this activity in a computer lab with multiple program and data diskettes, they can work on a sentence for two or three minutes, then exchange places and add to a neighbor's sentence. Students could exchange places several times, then return to their starting places. The first student could then do a bit of creative editing as well as checking for spelling, punctuation, or run-on sentences. The sentences could be printed and displayed in class to show the variations or to show how to correct run-on sentences.

If students are working on this activity in the classroom, they can work individually or in pairs. Each student (or pair) can expand a sentence, save it under a name, and print it. Students could ask a classmate to expand the same sentence and then compare results.

Curriculum Area: Language Arts
Subject: Word Processing
Topic: Sentence Expansions
Grade Range: 6-10
Classroom Use: Individual or Pairs

PURPOSE

This activity enables students to:

- write interesting, descriptive sentences;
- use the word processor to experiment with word choices.

EASY EXPANSIONS

ACTIVITY PREVIEW

Students begin by selecting the EASY EXPANSIONS activity from the menu shown in Figure 1. They will then see the menu shown in Figure 2.

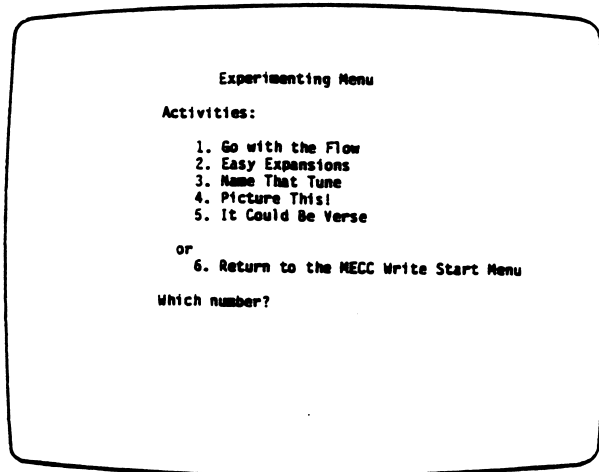


Figure 1

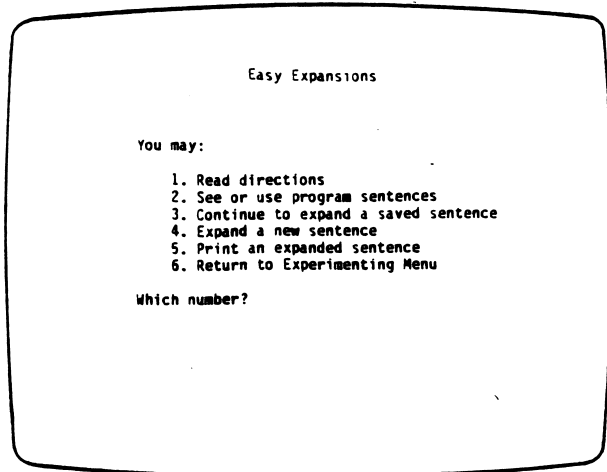


Figure 2

The first time students use this activity, they should choose Option 1, "Read directions." These directions explain that it is easy to expand a sentence using a word processor (Figure 3).

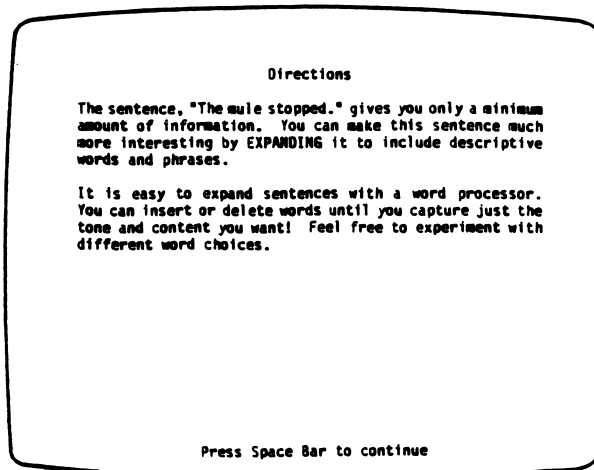


Figure 3

ACTIVITY PREVIEW (continued)

Option 2, "See or use program sentences," enables students to see the three sentences on MECC Write Start (Figure 4). If they choose to use one of these sentences, they will move automatically to the word processing file that contains the sentence (Figure 5).

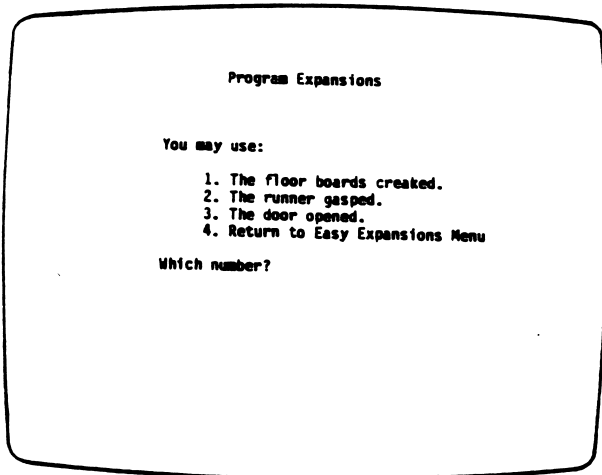


Figure 4

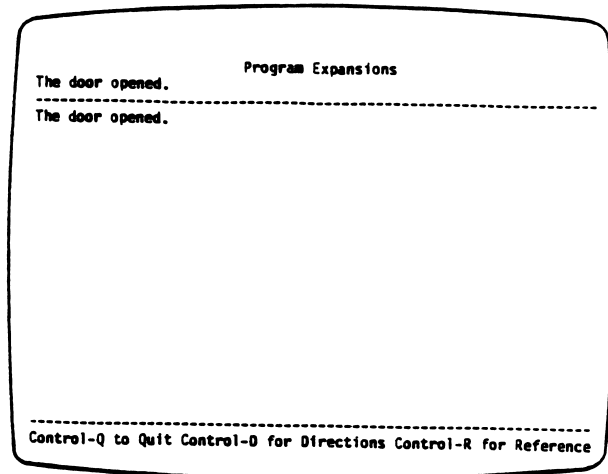


Figure 5

While they are using the word processor, they may press Control-D at any time to view the directions again. They may also press Control-R to view the word processing reference screens. These screens provide a summary of the word processing commands.

To quit a sentence, students press Control-Q. They will then see the question, "Do you want to save your changes?" If they enter Yes, they will be asked to give the sentence a name. If they enter No, they will next be asked if they want to print the sentence even though they do not want to save it. If they enter No, they will return to the menu in Figure 2.

ACTIVITY PREVIEW (continued)

To continue expanding a sentence, students choose Option 3, "Continue to expand a saved sentence," on Figure 2. In order to continue a sentence, however, students need to have saved and named a program sentence or a sentence of their own (Figure 6).

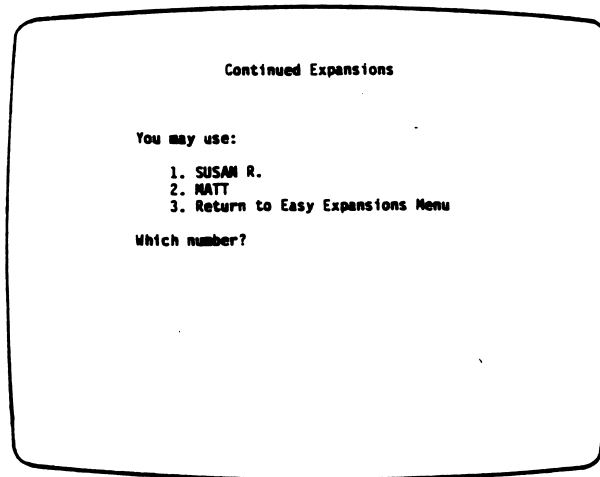


Figure 6

Students can start their own sentences by choosing Option 4, "Expand a new sentence," on Figure 2. Once a sentence is saved and named, other students can access it by choosing Option 3, "Continue to expand a saved sentence," on Figure 2.

If students want to print any named sentence, they choose Option 5, "Print an expanded sentence," on Figure 2. Option 6 returns the students to the Experimenting Menu.

DESCRIPTION AND USE

NAME THAT TUNE inspires students to experiment with new lyric possibilities for traditional or current songs. Students start by changing one word in the song. This word change necessitates a second word change. The second word change may suggest a better word for the first word change. Students then work forward and backward in this way until the song has new lyrics.

If students are using this activity in a computer lab with multiple program and data diskettes, they can all revise the same song. The songs may be printed and displayed in class to show the rich variety of new lyrics.

If students are using this activity in the classroom, they can work individually or in pairs. Each student (or pair) can revise a song, save it under a name, and print it. Students might ask a classmate to expand the same song and then compare results.

Curriculum Area: Language Arts
Subject: Word Processing
Topic: Word Choices
Grade Range: 6-10
Classroom Use: Individual or Pairs

PURPOSE

This activity enables students to:

- replace lyrics in traditional or current songs;
- use the word processor to experiment with word choices.

NAME THAT TUNE

ACTIVITY PREVIEW

Students begin by selecting the NAME THAT TUNE activity from the menu shown in Figure 1. They will then see the menu shown in Figure 2.

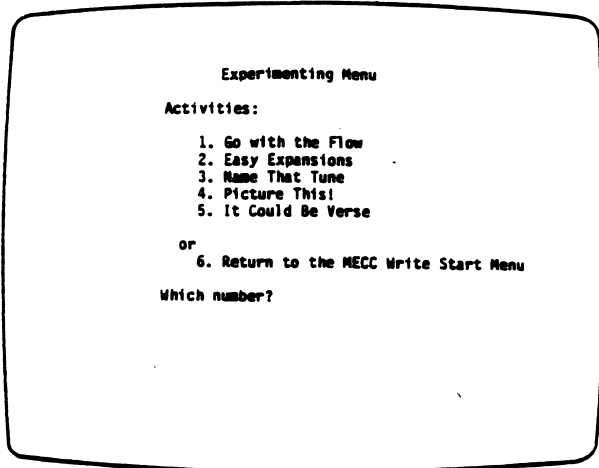


Figure 1

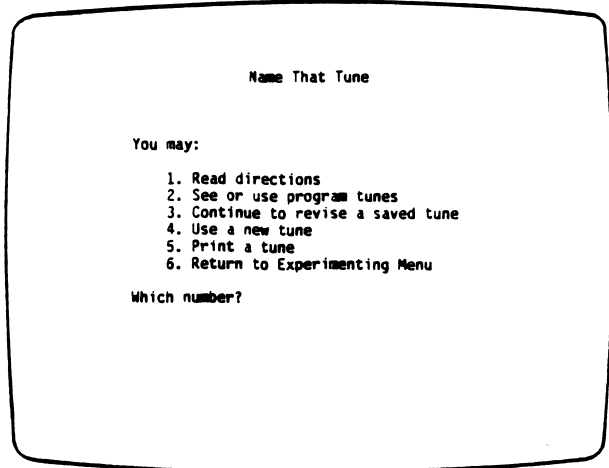


Figure 2

The first time students use this activity, they should choose Option 1, "Read directions." These directions explain that it is easy and fun to give an old song a "fresh" sound by substituting new words (Figure 3).

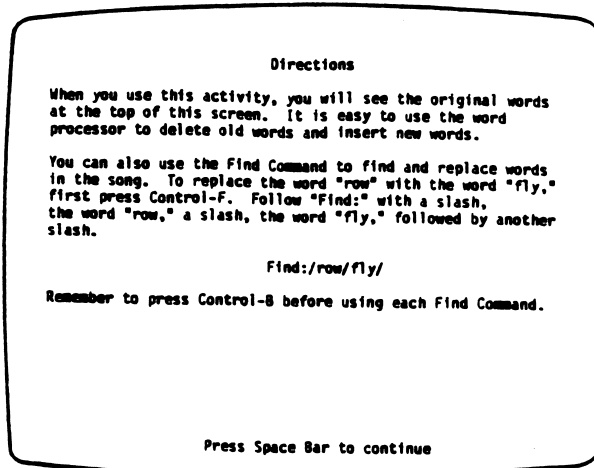


Figure 3

ACTIVITY PREVIEW (continued)

Option 2, "See or use program tunes," enables students to see the three tunes on MECC Write Start (Figure 4). If they choose to use one of these tunes, they will move automatically to the word processing file that contains the lyrics (Figure 5).

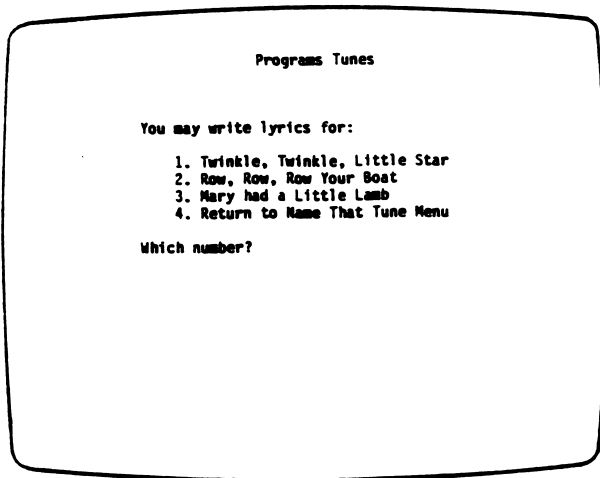


Figure 4

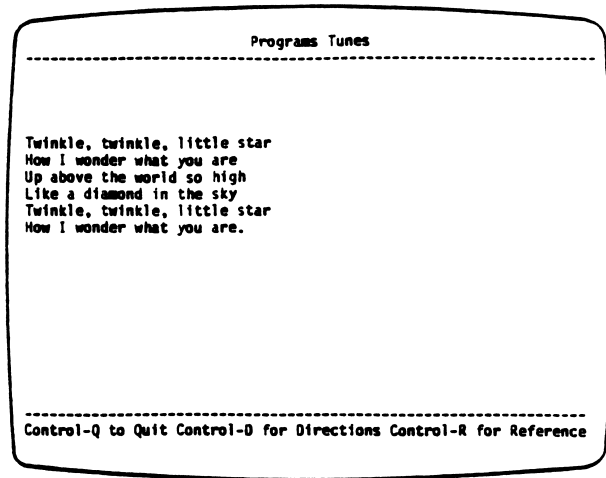


Figure 5

While they are using the word processor, they may press Control-D at any time to review the directions. They may also press Control-R to view the word processing reference screens. These screens provide a summary of the word processing commands.

To quit a tune, students press Control-Q. They will then see the question, "Do you want to save your changes?" If they enter Yes, they will be asked to give the tune a name. If they enter No, they will next be asked if they want to print the lyrics even though they do not want to save it. If they enter No, they will return to the menu in Figure 2.

ACTIVITY PREVIEW (continued)

To continue revising a tune, students choose Option 3, "Continue to revise a saved tune," on Figure 2. In order to continue to revise a tune, however, students need to have saved and named a program tune or a new tune (Figure 6).

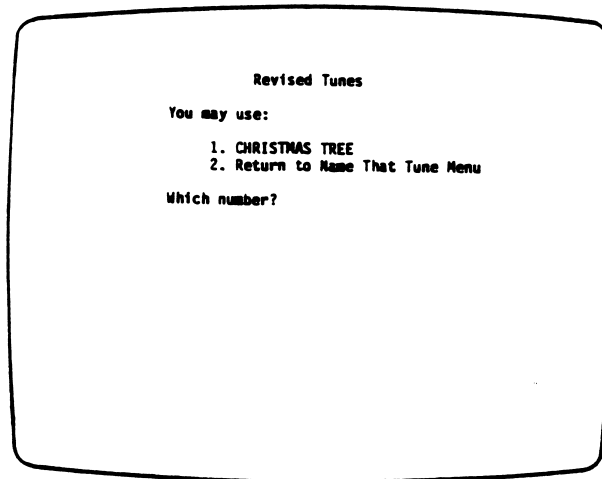


Figure 6

Students can start their own tune by choosing Option 4, "Revise a new tune," on Figure 2. Once a tune is saved and named, other students can access it by choosing Option 3, "Continue to revise a saved tune," on Figure 2.

If students want to print any named tune, they choose Option 5, "Print a tune," on Figure 2. Option 6 returns the students to the Experimenting Menu.

DESCRIPTION AND USE

PICTURE THIS! encourages students to experiment with the relationship of letters, words, ideas, and graphics. Students can start by arranging letters on the screen in the shape of an object, such as an egg. The words within the egg shape might simply spell the word "egg" or they could describe the egg. A piece of transparency film showing the shape of an object could be taped to the computer screen to aid students as they create a picture. Interesting shapes might include a kite, starfish, or butterfly.

The word processor will enable students to generate professional and attractive pictures. To make a detailed picture, however, requires time, patience, and substantial knowledge of how to move the cursor to a desired location on the screen. The directions for this activity provide a number of hints that students can access as they create pictures.

If students use this activity in a computer lab, the resulting pictures could be printed and displayed as a collection in the classroom. A follow-up activity would be to discuss the relationship of the medium and the message. Students could also discuss whether using the word processor affected the development of the message.

Curriculum Area: All
Subject: Word Processing
Topic: Medium and Message
Grade Range: 6-10
Classroom Use: Individual

PURPOSE

This activity enables students to:

- create word pictures;
- use a word processor to explore the relationship between medium and message.

PICTURE THIS!

ACTIVITY PREVIEW

Students begin by selecting the PICTURE THIS! activity from the menu shown in Figure 1. They will then see the menu shown in Figure 2.

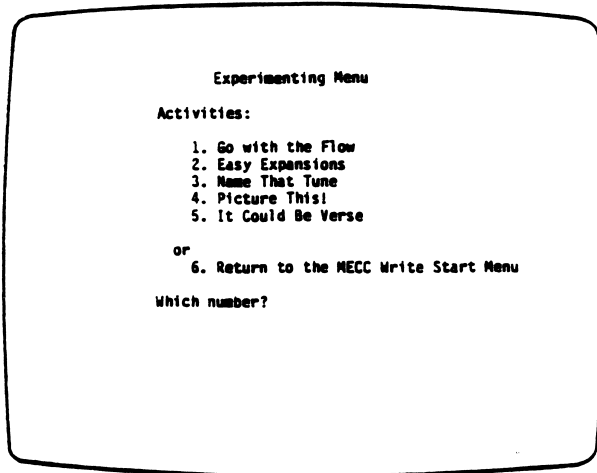


Figure 1

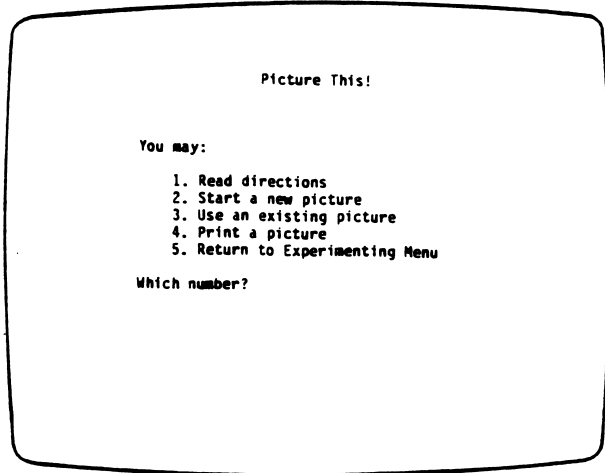


Figure 2

The first time students use this activity, they should choose Option 1, "Read the directions." These directions explain that students can use a word processor to arrange letters and words on the screen (Figures 3 and 4).

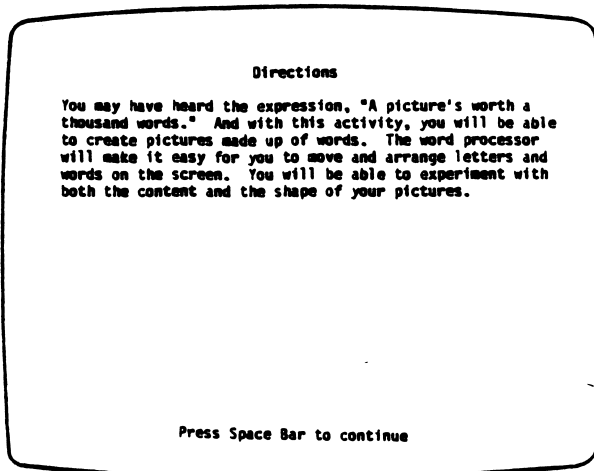


Figure 3

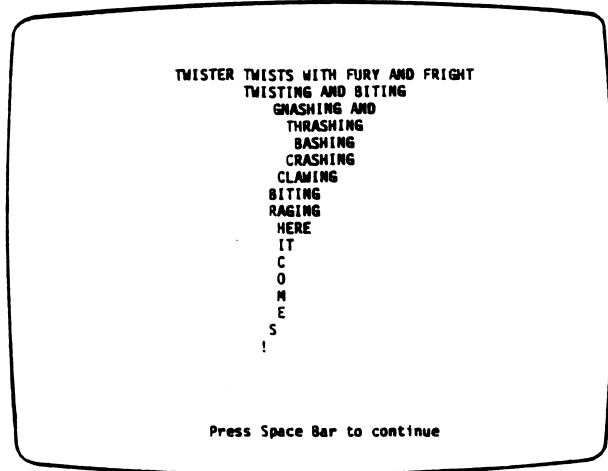


Figure 4

PICTURE THIS!

ACTIVITY PREVIEW (continued)

Option 2, "Start a new picture," enables students to make their own word pictures (Figure 5).

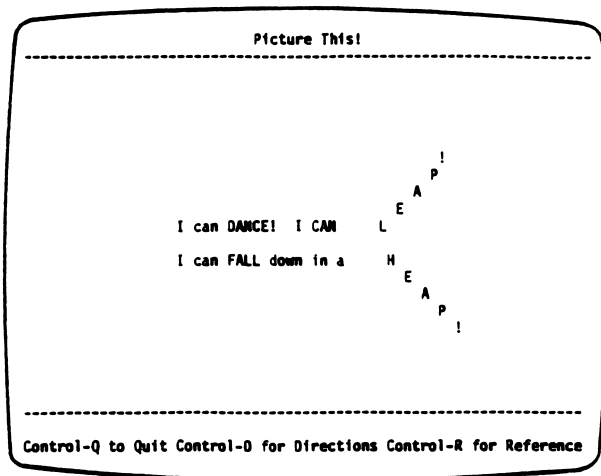


Figure 5

While they are using the word processor, they may press Control-D at any time to view the directions again. They may also press Control-R to view the word processing reference screens. These screens provide a summary of the word processing commands.

To stop drawing a picture, students press Control-Q. They will then see the question, "Do you want to save your changes?" If they enter Yes, they will be asked to give the picture a name. If they enter No, they will next be asked if they want to print the picture even though they do not want to save it. If they enter No, they will return to the menu in Figure 2.

P I C T U R E T H I S !

ACTIVITY PREVIEW (continued)

To continue a previously started (named) picture, students choose Option 2, "Continue to use an existing picture." In order to continue a picture, however, students need to have saved and named a picture (Figure 6).

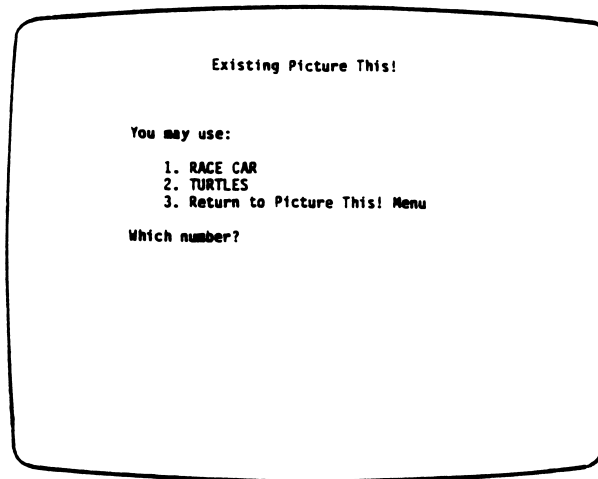


Figure 6

If students want to print any named picture, they choose Option 4, "Print a picture," on Figure 2. Option 5 returns the students to the Experimenting Menu.

DESCRIPTION AND USE

IT COULD BE VERSE is an activity similar to the game "Mad Libs" that enables students to examine the relationship between sentence structure (parts of speech) and meaning.

To get started with this activity, students can use the handout on page 44 to make a list of nouns, verbs, adjectives, adverbs, prepositions, and articles. Remind students to use all singular or all plural nouns and the appropriate number for verbs. (The preparation for this activity provides a good review of the parts of speech. Students can help one another by checking each other's list.)

After the lists are completed, students use the Find command to substitute parts of "formula" poems with words from their list. Encourage them to select words randomly from their lists, rather than words that tend to go together.

Students can use this activity in a computer lab with multiple program and data diskettes or in a classroom with one computer. The poems could be printed and used in class to discuss the relationship between words and meaning. Discuss whether this activity encouraged them to try combinations of words they ordinarily would not try. Were the results meaningful, pleasing, or nonsensical? What makes a particular collection of words express an idea? Why do students respond to some words or groups of words more than to others? Were they able to rework an "ineffective" verse?

Curriculum Area: Language Arts
Subject: Word Processing
Topic: Formula Poems
Grade Range: 6-10
Classroom Use: Individual or Pairs

PURPOSE

This activity enables students to:

- create "formula" poems;
- use a word processor to explore the relationship between parts of speech and meaning.

IT COULD BE VERSE

ACTIVITY PREVIEW

Students begin by selecting the IT COULD BE VERSE activity from the menu shown in Figure 1. They will then see the menu shown in Figure 2.

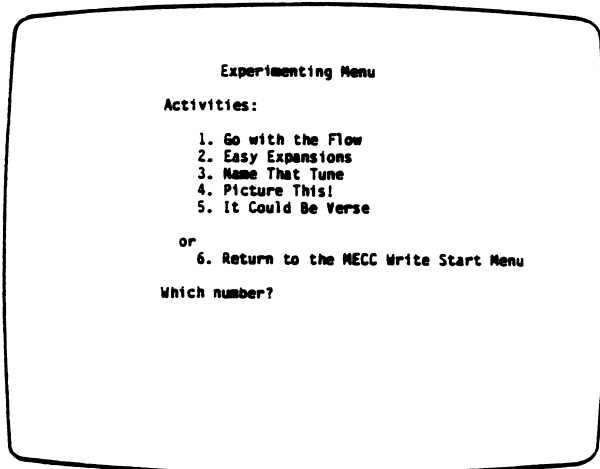


Figure 1

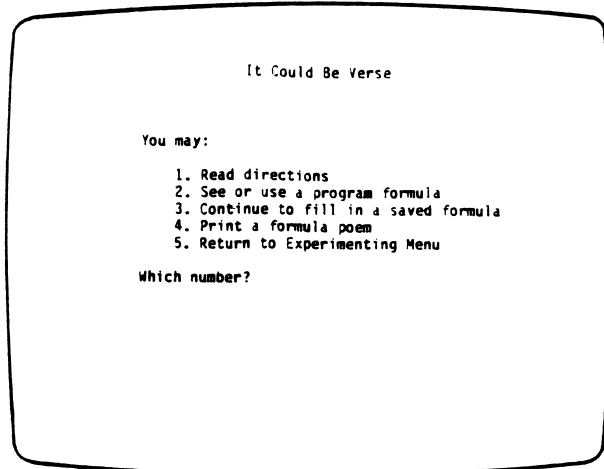


Figure 2

The first time students use this activity, they should choose Option 1, "Read directions." These directions explain how to use the Find command to create formula poems (Figures 3 and 4).

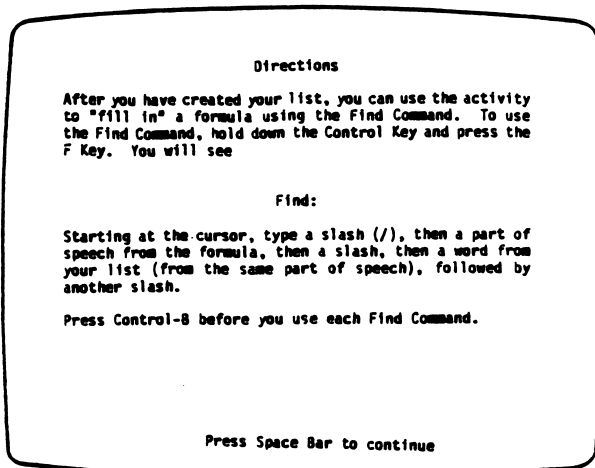


Figure 3

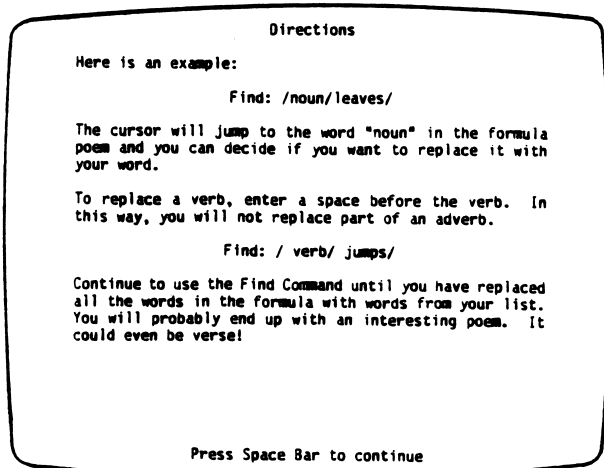


Figure 4

ACTIVITY PREVIEW (continued)

After students are acquainted with the directions, they can choose Option 2, "See or use a program formula." If they choose to work with one of two program formulas, they will move to the word processing file that contains the formula (Figure 5).

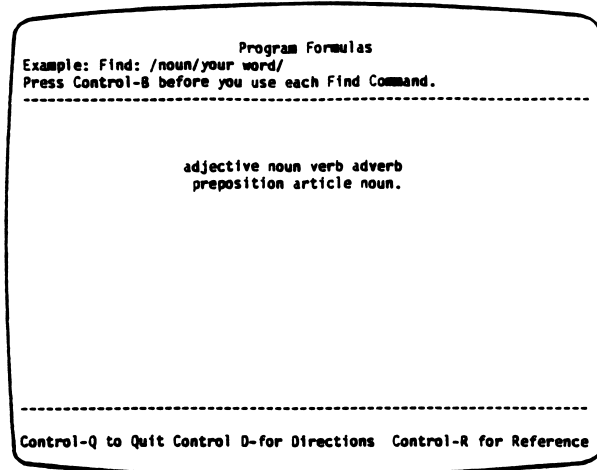


Figure 5

While they are using the word processor, they may press Control-D at any time to view the directions again. They may also press Control-R to view the word processing reference screens. These screens provide a summary of the word processing commands.

While students are using this activity, they may receive the message, "Pattern not Found." This means that the text the students put within the first set of slashes was not found in the file. Students should check the spelling, spaces, and case of the text they put within the first set of slashes to see if it exactly matches text already in the file. The cursor must be at the beginning of the file.

To quit using a formula, students press Control-Q. They will then see the question, "Do you want to save your changes?" If they enter Yes, they will be asked to give the poem a name. If they enter No, they will next be asked if they want to print the formula poem even though they do not want to save it. If they enter No, they will return to the menu in Figure 2.

ACTIVITY PREVIEW (continued)

To continue filling in a formula, students choose Option 3, "Continue to fill in a saved formula," on Figure 2. In order to continue to fill in a formula, however, students need to have saved and named a formula (Figure 6).

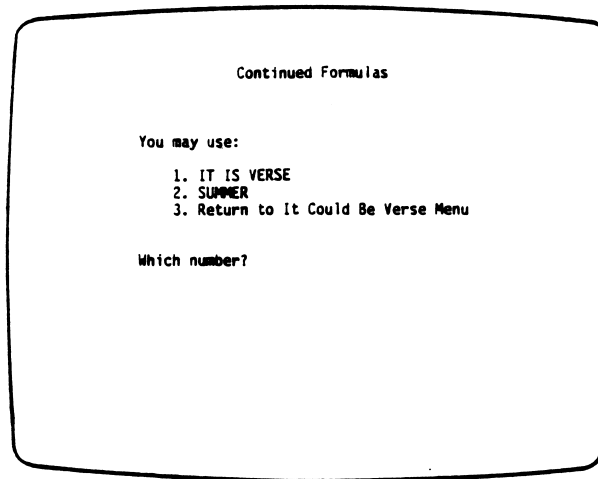


Figure 6

If students want to print any named poem, they choose Option 4, "Print a formula poem," on Figure 2. Option 5 returns the students to the Experimenting Menu.



IT COULD BE VERSE

Use this handout to prepare your list of words for the IT COULD BE VERSE activity. Check a language textbook or ask a classmate or your teacher if you need help.

Nouns

(Use all singular or all plural nouns.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Verbs

(Use a number that goes with the nouns.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Prepositions

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Adverbs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Adjectives

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Articles

1. _____
2. _____
3. _____

REFERENCE

MOVING THE CURSOR

<u>Press:</u>	<u>Results:</u>
↑	Moves the cursor up one line
↓	Moves the cursor down one line
←	Moves the cursor left one character
→	Moves the cursor right one character
Control-B	Moves the cursor to the beginning of file
Control-E	Moves the cursor to the end of file

DELETING AND RETRIEVING TEXT

<u>Press:</u>	<u>Results:</u>
Delete Key	Deletes (erases) characters one at a time to the left of the cursor. You will not be able to retrieve (restore) this text.
Control-W	Deletes the word to the left of the cursor.
Control-X	Deletes the paragraph to the left of the cursor. A paragraph is defined as the information (text or spaces) between two "returns." You may retrieve the word or paragraph that you deleted and place it in a new location. Move the cursor to the new location and press Control-V or Control-Z.
Control-V	Retrieves a word and inserts it to the left of the cursor.
Control-Z	Retrieves a paragraph and inserts it to the left of the cursor. A paragraph is defined as the information between two "returns."

REFERENCE (continued)

FINDING AND REPLACING TEXT

Press:

Control-F/text/

Control-F/old text/new text/

Control-F/old text/new text/a

Result:

Finds the text you put between slashes or asterisks. You may proceed to the next occurrence of the text by pressing the Space Bar. You can stop by pressing the letter "S".

Finds the old text you put between slashes or asterisks. You may replace the old text with the new text by pressing the letter "R". You may proceed to the next occurrence of the text by pressing the Space Bar. You can stop by pressing the letter "S".

Finds and replaces **all** occurrences of old text with new text.

Hints:

There are many uses for the Find command. For example, you can use it to locate a word that starts a section of your file. Thus you will not have to scroll up and down through your file with the Arrow Keys. You can also use the Find and Replace feature to replace a word or to correct misspelled words throughout your file.

For each Find command, place the cursor at the **beginning** of the text you want to search. All searches proceed down through the text.

Enter the text you want to find exactly as you originally entered it—including misspellings, upper- and lower-case letters, and spaces.

Error Message:

Pattern Not Found

If you get this message, the text you put between the slashes was not found in the file. **Note:** Put the cursor at the beginning of the text you want to search.

(Fold along this line)

M E C C W R I T E S T A R T
REFERENCE CARD

To Move the Cursor:

UP one line

DOWN one line

LEFT one character

RIGHT one character

to BEGINNING of file

to END of file

To Delete:

a character

a word

a paragraph

Press:



Control-B

Control-E

Press:

Delete Key

Control-W

Control-X

To Retrieve:

a word

a paragraph

To Find:

specific text

To Find and Replace:

old text with new text;

each occurrence of

old text with new text

To Quit:

MECC Writer

Press:

Control-V

Control-Z

Press:

Control-F/text/

Press:

Control-F/old text/new text/

Control-F/old text/new text/a

Press:

Control-Q



APPENDICES

CREDITS

The following MECC staff developed MECC Write Start: Maria Backus, Project Coordinator and Designer; Susan Russell, Programmer.

The shape poem "Twister" on page 37 of this manual was created by Vernon Campbell and Dean O'Malley of the Anchorage, Alaska School District.

TO THE READER:

MECC has made every effort to ensure the instructional and technical quality of this courseware package. Your comments—as user or reviewer—are valued and will be considered for inclusion in any future version of the product. Please address comments to:

MECC Courseware Development
3490 Lexington Avenue North
St. Paul, Minnesota 55126

USING A PRINTER WITH THIS COURSEWARE

A printer is required or may be used with this product. To connect your printer to an Apple II, II Plus, or //e computer, you will need the appropriate printer card (called an interface card) inserted into a slot (usually slot number 1 or 2) in the computer. To connect an Apple //c computer, use the printer port on the back of the computer. (The Apple //c contains the equivalent of a serial interface card in slot 1.)

This product is initially set to work with an Apple Parallel card, an Apple Serial card, or an Apple Communications card located in either slot 1 or slot 2. If you have this setup, you do not need to do anything further.

If your printer uses a different setup than described above or if you need or want to enter special printing commands, you will need to use the "Printer Support" option contained on the diskette.

Depending on which MECC software you are using, you can select the "Printer Support" option from the main menu or from the Management Options menu. (The Management Options menu is accessed by pressing Control-A while viewing the main menu. To press Control-A, hold down the Control Key and press the letter A.) You will then see the Printer Support menu as shown in Figure 1.

Option 1, "Check current printer settings," shows the current printer settings.

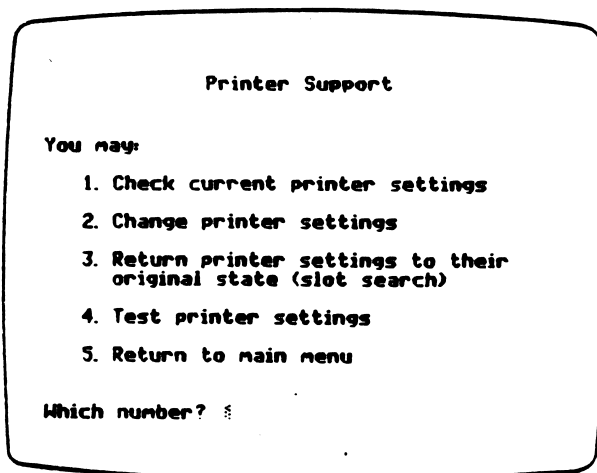


Figure 1

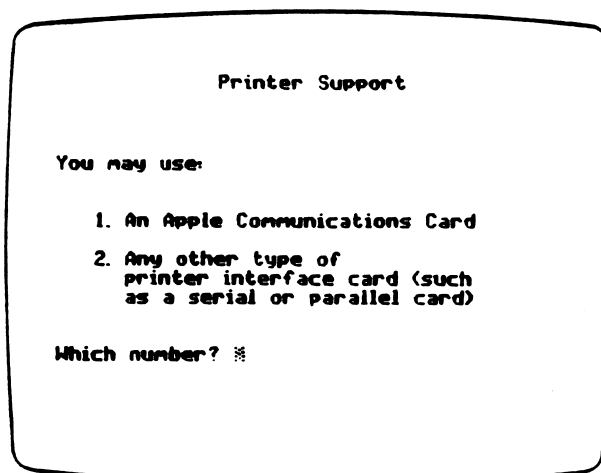


Figure 2

Option 2, "Change printer settings," enables you to change the printer settings. To do this, you will first need to identify the type of printer card you are using (Figure 2). If you are using an Apple Communications card, specify the printer speed and the slot number. If you are using any other type of printer card, specify the slot number and whether your printer requires special commands.

Special commands enable certain types of printers to operate and also permit special printing formats. These commands are listed in your manufacturer's printer or interface card manual. To illustrate, Figure 3 below shows the special command you could enter to produce compressed printing on an Apple Dot Matrix, Apple Imagewriter, or Apple Scribe printer. Figure 4 shows the special command you could enter to produce compressed printing on most Epson printers. Press the Return Key after entering a special command. The CHR\$(n) command will be translated into its corresponding character on the screen. You may then enter another command or simply press Return to end.

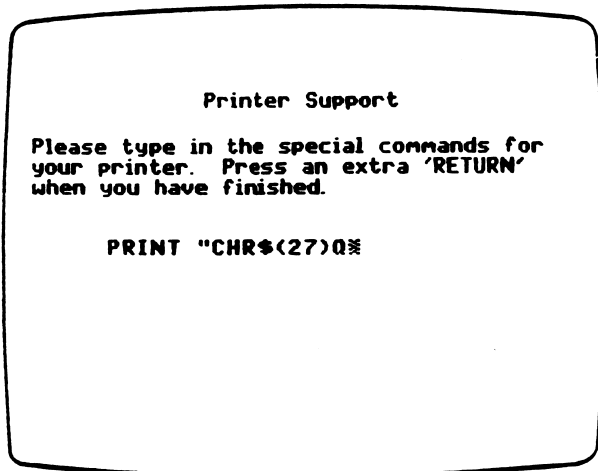


Figure 3

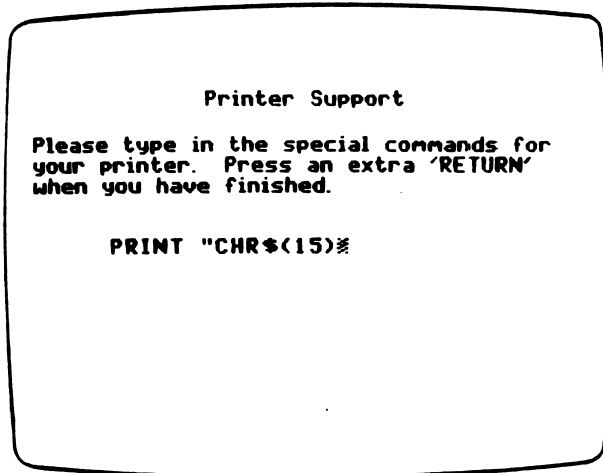


Figure 4

The chart below shows other frequently used special commands for the Apple Dot Matrix and Imagewriter printers.

Pica (10cpi) CHR\$(27)N	Elite (12cpi) CHR\$(27)E	Bold CHR\$(27)!
-------------------------------	--------------------------------	------------------------

After you have made the necessary changes to the printer settings, you will be asked to specify the type of printer you are using. This information will be displayed when Option 1, "Check current printer settings," is selected.

Option 3, "Return printer settings to their original state (slot search)," tells the program to search slots 1 and 2 for a printer card and that no special commands will be used.

Option 4, "Test printer settings," prints out all the keyboard characters. If these characters do not appear, check to see whether you have connected your printer correctly or check your printer or interface card manual for special commands.

Note: Once the new printer settings have been established, the standard slot-searching routine will not be used. Instead, the computer will use the slot and any special commands you have specified.

The commands are saved on the diskette and are permanent until you use the "Printer Support" option again to change the printer settings.

USING A DATA DISKETTE WITH THIS COURSEWARE

"Diskette Support" is a utility to help you set up, use, and maintain a data diskette. You can prepare a data diskette from a blank diskette or one whose contents you no longer need.

After you select the "Diskette Support" option on the main menu, you will see a screen similar to that in Figure 1. This screen shows the current drive setup for your data diskette. If you want to change the setup, select Option 1, "Change the disk drive setup." You will then be asked to select one or two drives or to select a special disk drive setup (Figure 2). Choose Option 3, "Select special disk drive setup," only if you are using a hard disk or more than one disk drive controller card. You will then need to specify the slot, drive, and volume you are using for your data diskette.

```

Diskette Support

The current setup selection is:
    one disk drive

You may:
    1. Change the disk drive setup
    2. Create a data diskette
    3. Copy a data diskette
    4. Return to the MECC Write
       Start menu

Which number? :

Press ? for help.
  
```

Figure 1

```

Change disk drive setup

The current setup selection is:
    one disk drive

You may:
    1. Select one disk drive
    2. Select two disk drives
    3. Select special disk drive setup
    4. Make no change

Which number? :

Press ? for help.
  
```

Figure 2

You will need to create a data diskette before you can store information on it. You may use any blank diskette or one whose contents you no longer need. When you create a diskette, you will lose any information previously stored on it. To create your diskette, choose Option 2, "Create a data diskette" (Figure 1).

You may make backup copies of a data diskette by selecting Option 3, "Copy a data diskette." It is a good idea to make a backup copy of a data diskette whenever you make significant changes (additions or deletions) to it.

To access more information about "Diskette Support," press the ? when the message "Press ? for help" appears at the bottom of the screen.

MECC SERVICES

MECC is an organization established in 1973 to assist Minnesota schools in implementing educational computing. MECC provides a variety of services to education, including 1) development and distribution of instructional computing courseware; 2) in-service training for educators and development of materials for conducting training; and 3) educational computing assistance through newsletters and equipment purchase contracts. MECC's knowledge and expertise in the educational computing field comes from more than fifteen years of working with and providing leadership for thousands of educators on a daily basis.

- **MECC Educational Computing Catalog**
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- **MECC Network Newsletter**
Published regularly throughout the school year, MECC's newsletter focuses on MECC activities, services, and products. To obtain, write or call indicating your interest in the *MECC Network* newsletter.

For information on all the above items, use the MECC General Information telephone number: 612/481-3500.

- **Help Line**
If you have any problems using MECC software:
 - 1) make note of the *name* and *version number* of the product;
 - 2) note the *brand* and *model* of the equipment involved, as well as the type of *printer card* used if the problem concerns a printer;
 - 3) write or call the Help Line to describe the problem (612/481-3660).

MECC
3490 Lexington Avenue North
St. Paul, MN 55126
(General Information: 612/481-3500)