

no. A-171



# show time

instructional computing courseware  
for the **apple**<sup>®</sup> II computer

This manual is compatible  
with  
the Show Time diskette  
Version 1.x

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## TABLE OF CONTENTS

Introduction . . . . .	1
"Cues" for <u>Show Time</u> . . . . .	1
Description . . . . .	2
Learning Objectives . . . . .	2
Program Preview . . . . .	3
Create a Play . . . . .	3
Pick a Cast . . . . .	4
Build the Set . . . . .	5
Create Music . . . . .	6
Write/Edit a Script . . . . .	7
Go into Rehearsal . . . . .	8
Opening Night . . . . .	9
Suggestions for Use in the Classroom . . . . .	10
Particular Uses for <u>Show Time</u> . . . . .	11
Student Handouts . . . . .	12
1. Stage Directions for <u>Show Time</u> . . . . .	13
2. The Body in the Parlor . . . . .	14
Appendices . . . . .	16
A. Credits . . . . .	17
B. MECC Writer Reference Section . . . . .	18
C. Using a Data Diskette with This Courseware . . . . .	20
D. Using a Printer with This Courseware . . . . .	21
E. MECC Services . . . . .	23

## **INTRODUCTION**

Show Time, for grades six through nine, is a tool whereby students learn about playwriting by working the "pieces" and then seeing how they combine to produce a "whole." The pieces of Show Time—characters, backdrops, props, music, scripts—come together through stage directions, the same directions used in live theater. "Characters" in Show Time are diverse enough to approximate many imaginative "types." The lines displayed in the prompter's box are the student/playwright's own, and the music is what he/she composes or selects. Thus, the resulting performance, be it bad or good, requires an investment on the part of the student/playwright, an investment in planning, experimenting, and "getting it right." Show Time does not teach students the art of playwriting, nor does it teach the development of character or plot, or even conventions and techniques that comprise a dramatic production. It is, however, a program that tries to put the timeless world of drama into a desktop machine, creating a "theater-in-a-box." A demonstration play is on the flip side of the program diskette.

Included in this support manual are suggestions for teachers and handouts for students to help them plan a play and get it "right."

## **"CUES" FOR SHOW TIME**

Performances of Show Time come alive on a color monitor; however, writing a script may be easier on a monitor without color.

Show Time requires a 64K Apple //e or //c. It will operate on a one-disk system. However, a two-drive system will eliminate the need to switch back and forth between program and data diskettes. See Appendix C, "Using a Data Diskette with This Courseware," for help in changing the disk drive setup, creating a play diskette, or copying a play diskette.

Show Time programs must have a data diskette referred to as a play diskette. Each play diskette has a "theater" name that can be a student's name or a group name. A play diskette can have up to three plays, each with a distinct title. After three plays exist on the diskette, one must be canceled to accommodate another.

Opening Night can run directly from the play diskette or from the main menu on the Show Time program diskette.

The word processing program used in Show Time is MECC Writer.

## **DESCRIPTION**

Show Time is a tool young playwrights can use to put together their own plays and to see them performed on the computer. The program diskette provides the characters and costumes, backdrops and props, melodies to select from or to compose, and a built-in word processor to write the script. Up to three plays can reside on the play diskette that students use to create, rehearse, and perform plays on Opening Night.

Curriculum Area: Drama, Language Arts

Subject: Drama

Topic: Writing a Play

Type: Tool

Grade Range: 6-9

Classroom Use: Individual, Small Group

## **LEARNING OBJECTIVES**

After using this courseware, the student should be able to:

- understand communication acts which cast participants in imaginary situations (imagining) (SELO IV Speaking C.);\*
- understand that performing is an important and accepted means for communicating and releasing human thought and emotion (SELO IV Speaking C2.);\*
- create one to three characters;
- create character monologues or dialogues;
- use stage directions to move characters;
- incorporate a setting through the use of backdrops, props, and music;
- combine elements into a distinctive whole.

---

\*Some Essential Learner Outcomes in Communications/Language Arts, Curriculum Bulletin No. 61, State of Minnesota Department of Education.

## PROGRAM PREVIEW

The **Introduction to Show Time** gives a quick overview of the playwriting elements students will work with including picking a cast, building a set, creating music, and writing a script. It also explains how these different elements come together by providing stage directions—commands that students will write into their scripts followed by a colon. The Introduction tells students that, while **Show Time** contains the parts of a play, students must provide their own ideas. Figure 1 shows stage locations as they exist from onstage looking toward the audience. Figure 2 shows how sets with backdrops, props, and tunes are incorporated into a script.

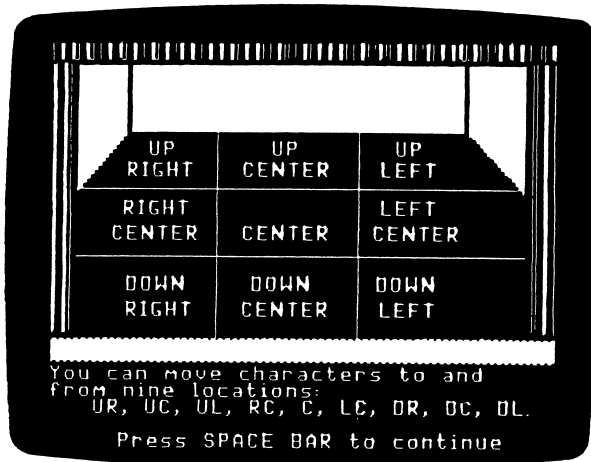


Figure 1



Figure 2

**Create a Play** has options to "Begin a new play," "Cancel a play," or to "Use another play diskette." Before using any options on **Create a Play**, you must answer **Yes** to the following question:

Do you have a play diskette?

If you answer **No** to the question, you will automatically enter "Diskette Support," where a play diskette can be made.

After a play diskette is created, a "theater" name is asked for and retained on the play diskette along with the title for one to three plays. As students begin a new play, their first decision will be to give it a title. Play titles may be up to fourteen upper-case letters including a period, space, or dash.

If you choose to begin a new play or to work on one already in progress, the **Production** menu will be displayed. The **Production** menu has options to **Pick a Cast**, **Build the Set**, **Create Music**, **Write/Edit a Script**, or to **Go into Rehearsal**.

## PROGRAM PREVIEW (continued)

**Pick a Cast** from the Production menu asks students to "audition" characters by assembling a top, middle, and bottom part that corresponds to head, torso, and legs. Fourteen top, ten middle, and eight bottom parts can combine in over 1,100 ways to suggest a variety of character types. Figure 3 shows that a head has been selected and that a costume should be chosen next by cycling through the "wardrobe" with the Up- and Down-Arrow Keys.

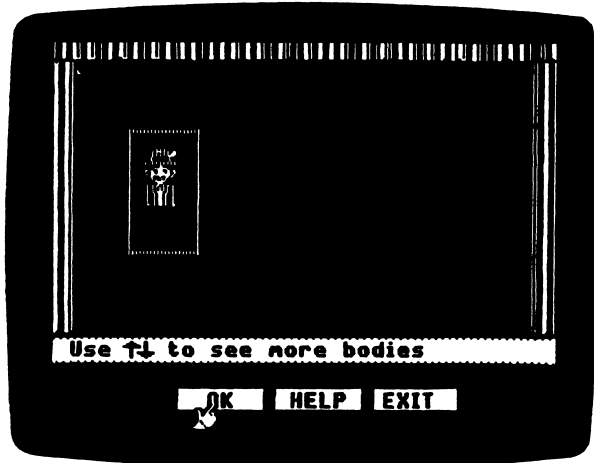


Figure 3

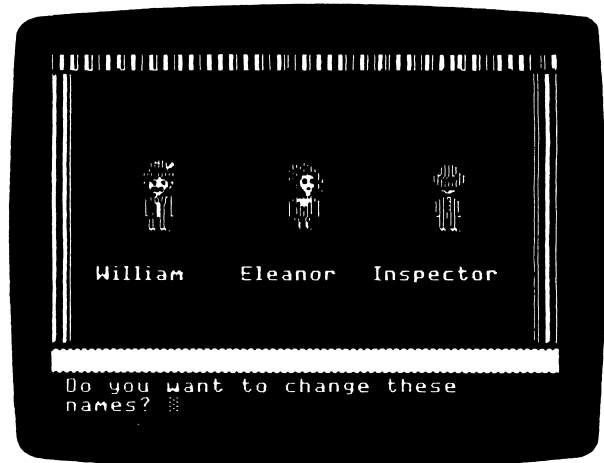


Figure 4

A selection is made by choosing OK with the Left- and Right-Arrow Keys and pressing Return. Choosing EXIT will cause the character being built to disappear and asks if you want to pick another character. HELP explains how characters are assembled and tells students that EXIT finishes a current activity but does not "exit" you out of the program.

After the middle and bottom section are added, a second and third character can be assembled. If you answer **No** to choosing a second character, the program indicates that a script for just one character is called a monologue and asks students if they wish to write a play that has one character. If the answer is **Yes**, the program will execute commands (stage directions) entered into the script for one character. If you answer **No** to the monologue question, the program will return to Pick a Cast and wait for another character to be assembled. After characters are assembled, students are asked to name them. Students are free to name characters whatever they wish using up to ten letters including space, period, apostrophe, hyphen, or number. Students must duplicate exact spelling when typing names into their script.

After characters are named and the question in Figure 4 is answered with a **No**, Pick a Cast is complete. An answer of **No** will save the character parts and names under the title of the current play. Answering **Yes** provides an option to rename characters.

## PROGRAM PREVIEW (continued)

**Build the Set** on the Production menu has two sections (backdrops and props) for dressing up the stage. Figure 5 shows a miniature of one of the five backdrops available—three for outdoor scenes and two for indoor. After OK is chosen with the Left- and Right-Arrow Key, the selected backdrop appears in full size for students to keep or reject.

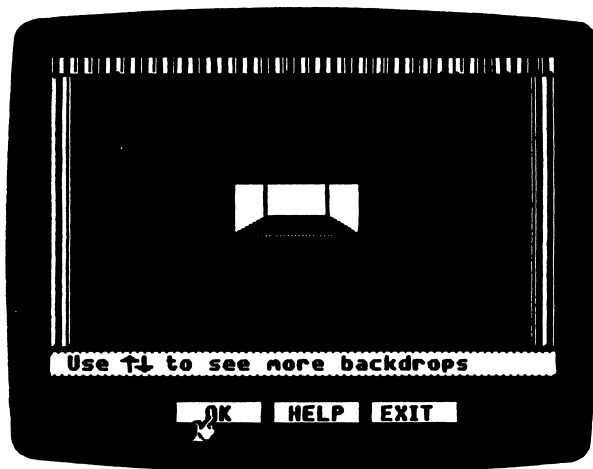


Figure 5



Figure 6

The backdrop selected (Figure 6) remains on the stage while students work with the second section of **Build the Set**. Props, some of which set the stage in Figure 6, are obvious indoor and outdoor objects—a chair or couch, a bicycle or an automobile—and more abstract shapes such as a triangle or trapezoid that suggest rather than define a particular object. Thirty props are available for the choosing; many more, if props are imaginatively combined and placed.

The Up- and Down-Arrow Keys are used to cycle through props and to place a prop in five to fourteen onstage locations. The Left- and Right-Arrow Keys select the prop [OK]; ERASE the last prop selected; and EXIT **Build the Set**. Choosing EXIT saves the stage and then returns you to the **Build the Set** menu. Here a set can be added, deleted, or viewed. Up to three sets can be used in any one play by typing S1, S2, or S3 at the left margin of a script and pressing Return. S1 is automatically the first set to appear in a play.



## PROGRAM PREVIEW (continued)

**Create Music** on the Production menu has three short tunes or melody lines that can be incorporated into a script. In addition, **Make Your Own Melody** will display two octaves of a keyboard (Figure 7) for students who wish to compose a tune.

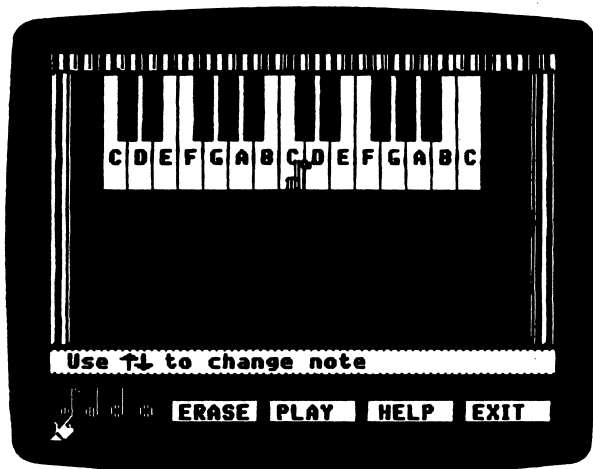


Figure 7



Figure 8

To select a note in a tune, use the Up- and Down-Arrow Keys to move the "bouncing" note to the correct piano key and press Return. To choose the duration of the note, use the Left- and Right-Arrow Keys to select the eighth, quarter, half, or whole note at the bottom of the screen. The Left- and Right-Arrow Keys are also used to ERASE the last tone selected; PLAY the tones selected (Figure 8); and EXIT Make Your Own Melody. EXIT will ask if a tune is to be used in a play and will allow another tune to be created. Up to three different tunes can be used in any one play by typing T1, T2, or T3 at the left margin of a script and pressing Return.

Should students begin writing a play by thinking first of "character" or "plot?" Show Time leaves this decision to the philosophy of the teacher or the inclination of the student once the Production menu is selected. However, regardless of the order of use for Production menu options, Write/Edit a Script is the place to bring together the separate elements: cast, set, music, and monologue or dialogue.

**PROGRAM PREVIEW (continued)**

**Write/Edit a Script** on the Production menu takes students into MECC Writer where the script is entered and edited. MECC Writer, easy to learn and simple to use, is the word processor heart of Show Time. See Appendix B for help in using MECC Writer. Handout 1 shows stage locations and directions and commands that are entered into MECC Writer that become active in Go into Rehearsal and Opening Night.



Figure 9



Figure 10

Shown in Figure 9 is the screen for Write/Edit a Script as it appears before any text is entered. The play title and names of characters are always shown on the top two lines and a directory of stage commands and stage locations is shown at the bottom of the screen. In addition, two more commands are shown: Control-R is a quick reference that shows how to enter stage commands, sets, and tunes into a script and how to enter and edit MECC Writer commands for entering and editing text. When using the second command, Control-Q to Quit, the program asks this question:

Do you want to save changes you made to your script?

**Yes** will save the script and any changes. **No** will leave any prior existing script for the play title intact without saving the current changes. This feature can be used to good advantage in the classroom as explained on the following page.

Figure 10 shows an excerpt of a script as it would normally be entered in Write/Edit a Script. Notice that commands were entered in upper case. While the program accepts either upper or lower case, it is easier to find upper case when the script is edited. An error in a command is the most likely error to stop Go into Rehearsal in the middle of a play. The error must be corrected in order to "get on with the play." Also note that the command format is command/colon/name or name/colon/speaking line. Spaces and quotation marks around dialogue lines are not necessary. It is necessary to press Return after each command or at the end of a speaking line, for example:

```

T1Return
EUR:William:Julia! Julia!Return
    
```

## PROGRAM PREVIEW (continued)

More conventional looking scripts can be formatted for reading aloud or for reviewing as shown in Figure 11. To produce a script that is easier to read, enter it as shown in Figure 10, save it by pressing Control-Q, and then go back into Write/Edit a Script and add spaces to line up colons and speaking lines. Enter an empty Return between speaking lines. Next, print the re-formatted script. Be sure to answer **No** when asked:

Do you want to save changes you made to your script?

If you fail to answer **No**, lines in the prompter's box in Go into Rehearsal and Opening Night will execute with improper on-screen spacing and it will be necessary to go back to Write/Edit a Script and delete the extra spaces.

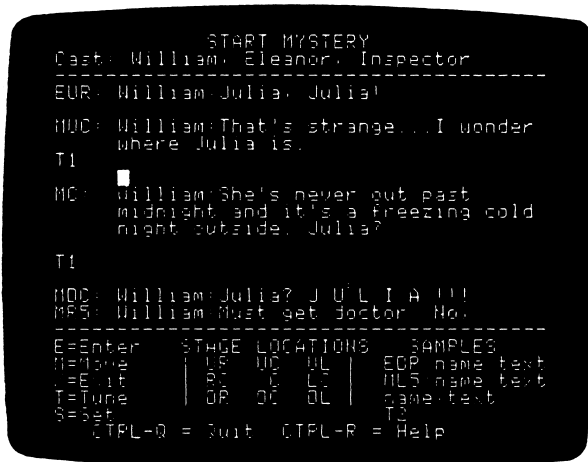


Figure 11



Figure 12

## Go into Rehearsal

Once a script has been entered, characters "auditioned," and one to three stages are "set," it is time to rehearse and evaluate a performance. After choosing Go into Rehearsal from the Production menu and selecting one of the play titles displayed on the screen, the Show Time curtain will rise. If no other set number was entered in the script, Set 1 automatically fills the stage, characters enter, and the lines they "speak" appear in the prompter's box at the bottom as shown in Figure 12.

If the script is error free, characters will move, sets will change, tunes will be heard—whatever has been typed into the Show Time script will execute. However, if

## PROGRAM PREVIEW (continued)

there is an error in the script, a director's critique pinpoints the problem (Figure 13). Pressing the Space Bar will return Write/Edit a Script to the screen at the command location of the problem. Now the playwright is free to correct errors and make adjustments to the script. Characters can be changed by going back into Pick a Cast. Sets can be added (up to three) or tunes may be added. Up to three different tunes can be heard in the course of a play, but as many times as the playwright wishes. Of course, if character names change or tunes or sets are added, these changes must be reflected in the script. To aid in constructing a script, playwrights can type in "comments" to themselves as they write their scripts. Anything typed between square brackets [ ] in Write/Edit a Script will be ignored during Go into Rehearsal. Brackets begin at the left margin.



Figure 13

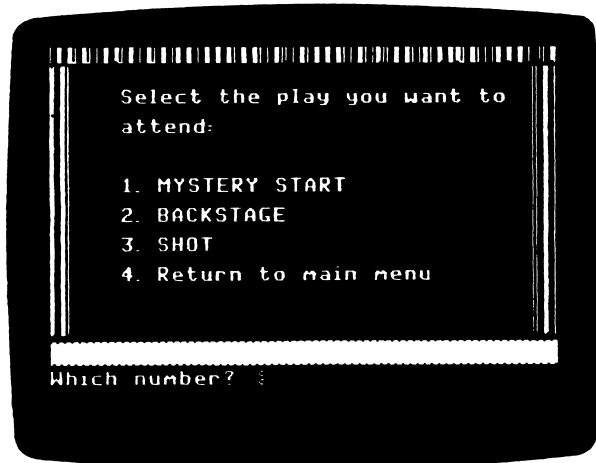


Figure 14



Figure 15



Figure 16

## Opening Night

When a play has been rehearsed to the satisfaction of the playwright, it is time for Opening Night (see Figures 14, 15, and 16). Opening Night is "performance only"—no last minute editing or changes permitted! Opening Night can be selected from the main menu or directly from the play diskette.

## **SUGGESTIONS FOR USE IN THE CLASSROOM**

When using Show Time programs in the classroom, first consider the amount and location of available equipment.

### **If you have one computer in your classroom**

You may wish to introduce students to Show Time by first putting together a short play and running it or the demonstration play on the back side of the program diskette. After students watch Opening Night, tell them they will be writing their own plays and that the class will then watch a succession of Opening Nights. They will need to know that the plays they write must have one to three characters and that they will be expected to write monologue or dialogue. Scripts can be written individually and, when completed, entered into the computer. Or scripts can be developed in pairs or in teams with two to three students working together at the computer to enter their script. Since the play diskette can hold three plays, three students might collaborate and each write one scene for a one- or three-act play.

The Introduction program on Show Time can also be demonstrated to an entire class. Individual copies of Handout 1 can be duplicated and provided as a reference when writing scripts. To save computer time, students might become familiar with directions by reading the handout in advance.

### **If you have one or multiple computers in your classroom**

#### **A Group Activity**

One approach for involving a teacher/director and students in all aspects of Show Time would be to have students volunteer for different assignments: Stagehands, Casting and Sets, Music Making, Script Writing.

Stagehands work backstage using the Create a Play Diskette option on "Diskette Support" to provide the number of play diskettes needed for the entire class. Because stagehands know the keyboard, they assist in entering scripts into the computer and checking stage commands.

Students working on casting and sets not only choose characters and build the set but learn the lines the characters speak. During Go into Rehearsal, it's all right to read from the prompter's box, . . . but on Opening Night?

Students who make music have an ear for composing and creating background tunes to enliven any performance. Once they learn how Create Music works on Show Time and know what mood to create—suspense, excitement, something solemn—these students improvise with paper and pencil and later enter their tunes on play diskettes.

Script Writers write monologue or dialogue and can stretch an idea. They can write a story line or an action plot. Working closely with stagehands, they understand stage directions, check that sets are built, order music, and see that the cast is ready. Script Writers tell the teacher/director when they are ready for rehearsal.

## **SUGGESTIONS FOR USE IN THE CLASSROOM (continued)**

Besides keeping track of all student playwriting projects, Teacher/Directors applaud the bright spots during rehearsals and ask questions that may suggest a remedy for less lively ones. They also schedule Opening Nights.

### **PARTICULAR USES FOR SHOW TIME**

Show Time requires **thinking** in order to produce an acceptable play, but requires little or no instruction to operate, except possibly on the word processor. (If instruction is required in addition to Appendix B, see MECC Writer, Product No. A-132, and MECC Write Start, Product No. A-133.) Because Show Time programs are easy to operate, teachers are free to concentrate on augmenting the skills and talents of their students. Some of the skills and talents that Show Time can advance are:

- writing monologue and dialogue
- explaining or exploring an event through the medium of drama
- learning the elements of a play
- planning a "live" production
- practicing reading aloud or "speaking" lines
- adapting a short story or third-person narrative to first or second person

Dramatizing stories<sup>1</sup> is a classroom use of Show Time that will require students to first read a story or listen to one read aloud. Next, they will have to visualize particular aspects of the story that lend themselves to dramatization.

Handout 2 shows how even a short passage from a high-interest story<sup>2</sup> or third-person narrative can be structured to supply a play format. If the teaching emphasis is "creative" drama, you may want students to invent freely, their own imaginations being the source. If the teaching emphasis is to "explain" or "explore" some actual events to raise questions and understanding, you may want students to research a real situation and to use Show Time to plan the drama. The cartooned aspect of Show Time characters will save a drama from becoming too heavy!

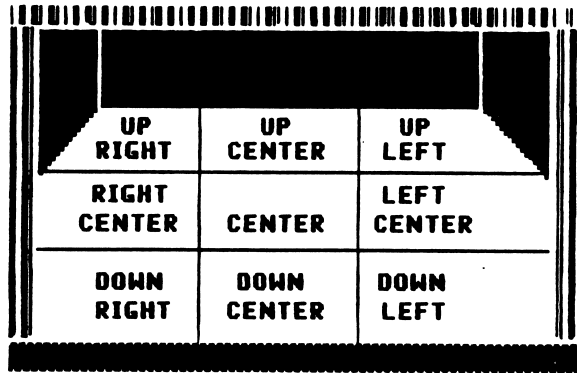
The capability of inserting comments into a script may be particularly useful for the teacher who reviews student work on a diskette. Any message, praise, or helpful suggestions set off by square brackets [ ] will be ignored by Go into Rehearsal and Opening Night. You may wish students to critique a play, to work with a play already in progress, or to work with one that contains bracketed messages. If so, you can copy a play diskette. (See Appendix C, "Diskette Support.")

<sup>1</sup>For an in-depth discussion of story dramatization in the classroom, see Readers Theater by Shirlee Sloyer, Hofstra University, National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801.

<sup>2</sup>Eleven high-interest actual cases are described at Junior High reading level in Guilty or Innocent by Anita Gustafson, Holt, Rinehart and Winston, 383 Madison Avenue, New York, NY 10017, 1985.

# **STUDENT HANDOUTS**

**STAGE DIRECTIONS FOR SHOW TIME**



**STAGE LOCATIONS:**

UR	UC	UL
RC	C	LC
DR	DC	DL

Stage locations operate with one of the following commands:

<b>E</b> (ENTER)	<b>M</b> (MOVE)	<b>X</b> (EXIT)
------------------	-----------------	-----------------

To have characters enter, move, and exit on stage you must:

Select and name characters in Pick a Cast and write stage directions for them in Write a Script. If you write your script first, use the names written into your script when you pick your cast.

Once a character has entered the stage and is positioned in a stage location, such as EUR, EDR, EC, there are two ways to move characters: M plus a direction and a number or M plus a location on stage.

COMMAND	RESULTING ACTION
EDR:Sam	Sam enters the stage down right
MR5:Sam	Sam moves five steps right
MC:Sam	Sam moves to center stage
XLC:Sam	Sam exits to the left of center stage

**Note:** The colon [:] must be typed with stage commands and names of characters as shown above. The colon is also used between the name of the character and the character's "speaking" lines.

EDR:Sam:Wow! Once I learn stage directions, I can go anywhere I please!

Sets (backdrops) are a letter plus a number: **S1, S2, or S3.**

Tunes are a letter plus a number: **T1, T2, or T3.**





## The Body in the Parlor

Excerpted from **Guilty or Innocent?** with permission of the author, Anita Gustafson and publisher: Holt, Rinehart and Winston, 383 Madison Avenue, New York, NY 10017, 1985.

**I**nsurance agent William Herbert Wallace of Liverpool, England, was a very calm, quiet man, who came home one freezing January evening in 1931 to find his wife very dead.

He didn't know she was dead at first. In fact, he didn't even know if he could get into the house. Both the front and back doors were bolted. Some neighbors came out to watch him, and they advised him to try the back door again. When he did, it opened.

A dim light burned in the kitchen. Wallace softly called his wife's name. "Julia? Julia?"

There was no answer.

Wallace climbed upstairs. Julia wasn't in either bedroom. He came downstairs and went to the door of the front parlor. "Julia?"

No answer.

Wallace stood on the threshold and struck a match. With the help of its flickering light, Wallace finally found his wife. She was neatly laid out on the parlor floor, her feet near a

This passage is taken from a description of an actual case. To write a play based on it, invent a beginning, middle, and end. Or, visit your library or bookstore and research the case. Either way, to adapt the "facts" to a play, think in terms of "the scene."

Where is it?

What does it look like?

What is about to happen?

Who is doing it?

Why?

Read the passage and consider the following questions:

1. What types of characters are suggested? Choose one to three types to appear in your play. Offstage characters can be talked about by onstage characters, but only three can appear in any one Show Time play.

Name your characters:

Character One:

Character Two:

Character Three:

2. Is more than one setting suggested? Decide on a main setting for your play. You can add up to two additional sets in any one play. Picture the setting. Is it inside or outside? Look through backdrops and props for Show Time for those which "set" your scene.

3. Who will be the first character to enter the stage and from which stage location?

Second?

Third?

4. **Dialogue.** Make each line your characters speak "go somewhere." For example, if Tom says, "I wish I didn't have to go to school today," and Jane says, "Me too," the conversation is hard to continue. If Jane says, "Let's **not** go to school today and see what happens," the scene can develop and the possibilities are endless.

Write three or four possible opening lines:

5. As on a live stage, the audience wants to see actors and actresses move about—but move about for a purpose. Show Time lets you move characters a little or a lot, as well as on and off stage and you can move characters before and after they "speak."

Will Character One move with the first line spoken? If so, where? If not, maybe you have a good reason. What is it?

6. What is the mood or feeling of the scene? Will music help convey that mood? If the mood changes, will you want to change the music? Show Time allows up to three different melodies, but you can put a melody anywhere in your play.

What is the mood of your scene? Will it change?

**Hint:** Make your play come to life by having your friends or classmates speak the lines in the prompter's box. Hearing the lines will help you get them "right." When you Go into Rehearsal, expect to make many changes. Do you think any play ever written was "just right" the first time? Some plays get changed even after Opening Night!

## **APPENDICES**

## CREDITS

Contributing to the development of this product were MECC staff members Shirley Keran, Nan Leekley, Kevin Neff, Steve Splinter, Charolyn Kapplinger, and Roger Shimada.

Initial brainstorming sessions involved MECC Staff designers, Maria Backus, Shirley Keran, and Caren Stelson; area teachers Kathy Malmberg, Minneapolis; Brad Johnson, New Brighton; Charles Miller, Cambridge; Joan Schall, Brooklyn Center; and Nancy Roussin, Fridley; and area stage director-playwrights Lance Belville and Scott Walters.

In-house testing of Show Time in the MECC computer lab was conducted with the assistance of teacher Kathy Malmberg and her students from Folwell Junior High, Minneapolis, Minnesota.

In-school testing was conducted with the assistance of teacher Paul Johnson and his sixth grade students at Scenic Heights Elementary, Minnetonka, Minnesota; Joanne Thames and students at Groveland Park Elementary, St. Paul, Minnesota; Computer Coordinator, Bonnie Neff, and teachers at Northome School District, Northome, Minnesota.

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### 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, MN 55126

## MECC WRITER REFERENCE SECTION

### What MECC Writer Is

MECC Writer in Show Time is a beginning word processing program that is easy to use and easy to learn even if you have never used a computer before. It will allow you to work with words and ideas much more easily and quickly than with a pen or typewriter. The stand-alone version of MECC Writer and the implantable word processor operate in essentially the same way. Thus you need to learn only one word processing system. A minimum number of commands and features have been included to meet instructional needs. With MECC Writer you will be able to:

- compose, edit, and print what you type;
- insert (add) or delete (erase) single characters, words, and paragraphs;
- retrieve and relocate information efficiently and quickly;
- print what you type right away. Alternatively, you can save your information (called a file) on a data diskette. If you save your work, you can come back to the computer at another time and load the file back into the computer. You can then edit, print, or delete your file.

To use MECC Writer on Show Time you will need the following equipment:

- Program diskette for Show Time
- Apple //e computer or an Apple //c computer
- Monitor (text will not be legible on some color monitors)
- One or two disk drives
- Printer
- A play diskette that you create for saving your files

## MECC WRITER REFERENCE SECTION (continued)

### MOVING THE CURSOR

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

### DELETING AND RETRIEVING TEXT

<u>Press:</u>	<u>Result:</u>
Delete Key	Deletes (erases) characters one at a time to the left of the cursor. You will <b>not</b> be able to retrieve (restore) this text.
Control-N	Erases text in memory.
Control-Q	Quits <u>MECC Writer</u> and allows you to save the file.
Control-W	Deletes the <b>word</b> to the left of the cursor.
Control-X	Deletes the <b>paragraph</b> 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 <b>word</b> and inserts it to the left of the cursor.
Control-Z	Retrieves a <b>paragraph</b> and inserts it to the left of the cursor. A paragraph is defined as the information between two "returns."

## 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.

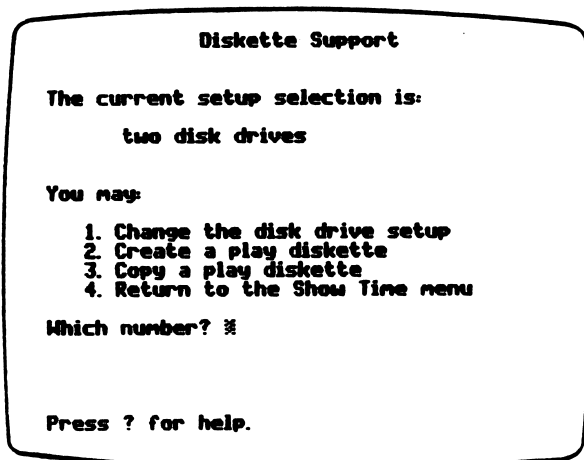


Figure 1

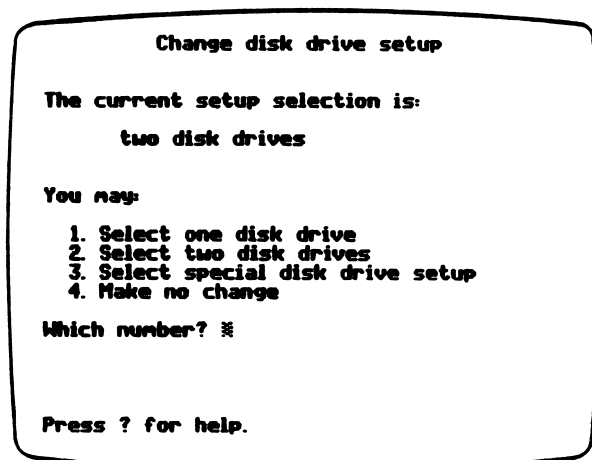


Figure 2

You will need to create a play 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 play diskette" (Figure 1).

You may make backup copies of a play diskette by selecting Option 3, "Copy a play diskette." It is a good idea to make a backup copy of a play 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.

**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.**

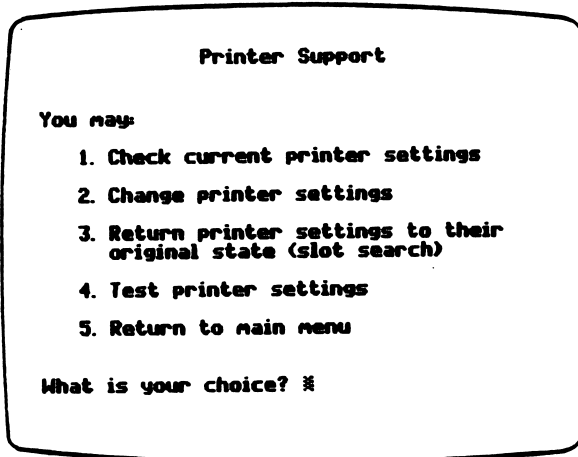


Figure 1

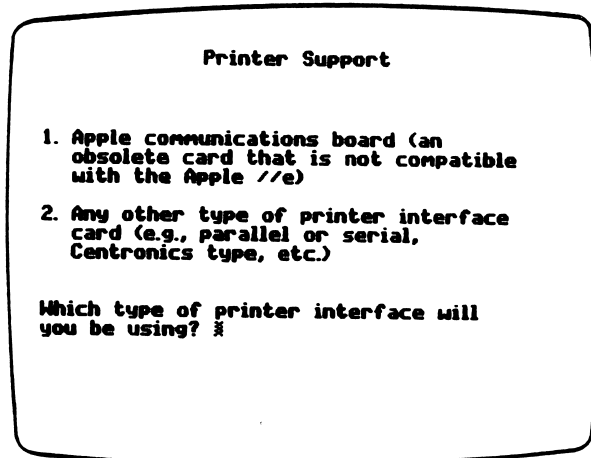


Figure 2

**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.

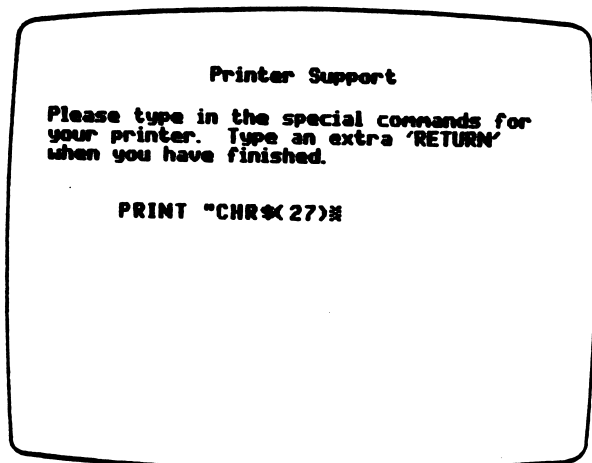


Figure 3

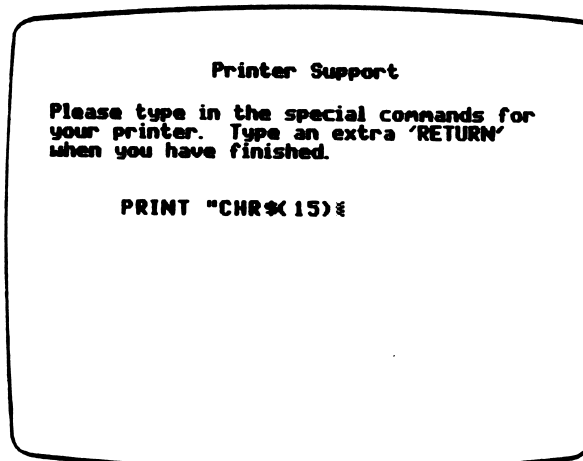


Figure 4

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

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

## 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**  
A catalog containing descriptions of instructional computing courseware as well as training and planning materials is published annually and distributed at no charge. To request a catalog, write or call MECC Customer Services.
- **MECC Memberships**  
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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).

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