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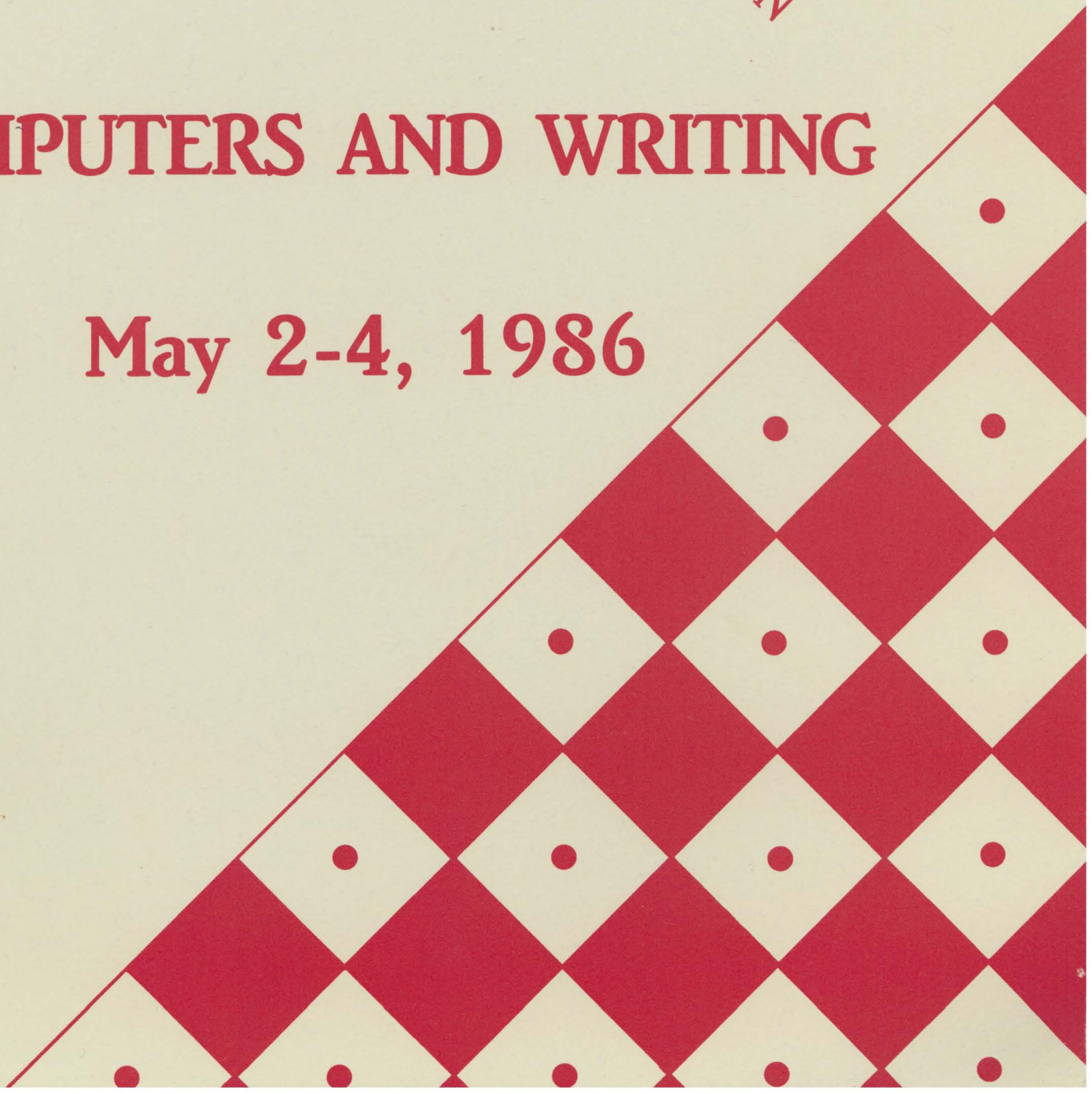
University of Pittsburgh



CONFERENCE ON

COMPUTERS AND WRITING

May 2-4, 1986



FOURTH ANNUAL
CONFERENCE ON COMPUTERS AND WRITING
MAY 2-4, 1986

FORBES QUADRANGLE
UNIVERSITY OF PITTSBURGH

PROGRAM

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THIS CONFERENCE IS SPONSORED JOINTLY
BY THE LEARNING RESEARCH AND DEVELOPMENT CENTER
AND THE DEPARTMENT OF ENGLISH.
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CONFERENCE COORDINATOR: **Glynda Hull**

CONFERENCE DIRECTORS: **Jim Parlett**
Christine Ross
Jane Parlett

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Ray Janicko

SPECIAL THANKS TO: **Terri Yousko**
Margaret Moran
William Hendricks
Annette Galluze
Brian Pitzer
Richard Wolf
Blanche Woolls

COMPUTER EQUIPMENT FOR THIS CONFERENCE
WAS GENEROUSLY PROVIDED BY ALBERT NOUS,
DIRECTOR OF THE UNIVERSITY OF PITTSBURGH'S
REGIONAL COMPUTER RESOURCE CENTER

CALENDAR OF EVENTS

UNLESS OTHERWISE NOTED, ALL EVENTS
TAKE PLACE IN FORBES QUADRANGLE

FRIDAY, MAY 2

TIME	EVENT	LOCATION
3:00-5:30	Registration	GALLERIA
4:00-5:30	Demonstration of Intelligent Computer Tutors	513 LRDC
6:00-7:00	Cocktails & Hors d'Oeuvres	WILLIAM PITT UNION KURTZMAN ROOM
	SPECIAL THANKS TO DIGITAL EQUIPMENT CORPORATION FOR THEIR SUPPORT IN SPONSORING THIS SOCIAL HOUR.	
7:00-9:30	Banquet & Keynote Address	WILLIAM PITT UNION ASSEMBLY ROOM

Speaker: **Dr. Robert Glaser**
Director, Learning Research & Development Center
University Professor of Psychology & Education
University of Pittsburgh

Topic: ***Expertise and Writing Skill***

SATURDAY, MAY 3

8:00-9:00	Coffee & Continental Breakfast Registration (until 10:00)	GALLERIA

Saturday, 9:00-10:15

1. GETTING STARTED: PREWRITING AND COMPUTERS 1P56

CHAIR: Hugh Burns - Air Force Human Resources Laboratory

Helen Schwartz - Oakland University

Pre-Writing Software For Critical Inquiry

Two pre-writing programs that help students generate and critically examine their ideas will be demonstrated, with use varying depending on the instructor's teaching approach and hardware configuration. ORGANIZE helps students analyze their basic writing situation (topic, thesis, audience and purpose) with tutorials available on audience analysis, development (including definition, comparison and contrast, etc.), argument (including segments on persuasion, debate and validity), and approaches (attitudes, outlines and free writing). SEEN contains discipline-specific tutorials asking open-ended questions on the student's choice of topic. Tutorials to be demonstrated include character analysis in literature, cause and effect of historical events, and critical reading of essays. After creating an ideafile in the tutorial, the student can then discuss with others by choosing to go to the programmed-in bulletin board to see and comment on the ideafiles of others.

2. THE ENGLISH DEPARTMENT AND THE COMPUTER 2K56

CHAIR: Kris Gutierrez - University of Colorado

Brian Gallagher - City University of New York

The Transition From A Small-Scale To A Large-Scale Computer/Writing Program: Issues, Questions, Approaches

Using experience at LaGuardia C.C., CUNY, as a basis, this paper analyzes the considerable way matters change when an institution moves from a small-scale computer/writing program (2-4 courses a term, involving a handful of faculty) to a large-scale one (20-25 courses a term, involving virtually a whole department). It covers theoretical, logistical, administrative, budgetary, curricular, and training points, along with potential problems--and it speculates on their implications for a variety of colleges and universities.

Peter Dow Adams - Essex Community College

Using Computers To Manage Writing Programs

This presentation will provide an overview of applications of computers to the management of writing programs. We will consider the use of data bases that track students progressing through a writing program, to enforce student placements, to study and evaluate the program, and to analyze student writing. We will examine the use of spread sheets for scheduling, for analyzing enrollment trends, and for budgeting. We will discuss the use of word processors to produce syllabi and exams and, combined with "mail merge" programs, to correspond with faculty "across the curriculum." Finally, we will look at test generators and bibliography programs.

Saturday, 9:00-10:15

Carolyn Kirkpatrick - City University of New York

Of Process, Product And Evaluation

Using word processing with basic writers suggests that machine-mediated writing will pose major problems for writing evaluation, both in the classroom and at the program level. These difficulties are not easily resolved, but it is necessary to understand them and find ways of diminishing their effect.

3. REMAKING THE TEXT: COMPUTERS AND REVISION 1K56

CHAIR: Christine Neuwirth - Carnegie-Mellon University

Eric Johnson - Dakota State College

Writing With Professor WACKFORD And Mrs. PIPCHIN

Using a series of computer programs, college faculty help students write better, and faculty can also gain otherwise unavailable insights into how students revise their writing. Students use a mainframe text editor to write compositions, and a program called WACKFORD gives them suggestions for improvement. An instructor can get a printout of each version of the student's paper as it is revised. In this way, the student is helped to write better and an instructor can examine each stage of the process.

William Van Pelt - University of Wisconsin

Word Processing And Student Writing Strategies: Responding To The Advantages And Limitations Of The Technology

This paper presents the results of current research in microcomputers and writing instruction at the University of Wisconsin-Milwaukee. Writing classes taught in a well-equipped microcomputer classroom used pre- and post-attitude surveys, comparisons with control groups, and written evaluations from students and teachers to evaluate how word processing enhances or hinders specific writing strategies. The paper suggests methods for overcoming the problems of prewriting and overwriting on the computer.

Larry Corse - Clayton Junior College & Sandra Corse - Georgia Tech

A New Method Of Teaching Revision Of Writing

This presentation will demonstrate a new program for teaching students to revise writing. The program takes students through revisions of sentences and paragraphs on-screen, showing how a writer using word processing might revise the material. The presentation will also include a description of how the program was constructed using simple and inexpensive programming tools.

Saturday, 9:00-10:15

4. COMPUTERS AND THE CURRICULUM: POETRY AND PEDAGOGY 2P56

CHAIR: Stellan Ohlsson - University of Pittsburgh

Hale Chatfield - Hiram College

Computers And The Poetic Process

Poetry writing is always a kind of collaboration between the poet and the materials. This collaborative aspect of the poetic process is amplified and in some ways enriched when the poet works with a computer. I first began writing interactive poetry-producing computer programs as a means of energizing myself artistically. I sought a kind of word game, a poetry solitaire for the computer. My best effort in this vein so far has been the program "POETRY CATALYST." The poet enters into actual collaboration with the computer in the writing of free verse. I recognized that a student's newness to the computer or to poetry might make sophisticated exercises seem impossibly obscure and difficult. To enable less experienced writers to evolve skills and awareness I designed and produced a package of eight programs of graduated complexity: "POETRY WORKOUT."

Thomas Bloom - University of Minnesota

Beyond Word Processing: Computer Applications For English And Composition

If you are looking for new ways to use computers in the study and instruction of composition, technical writing and literature, this illustrated presentation offers you an evaluative survey of several available software programs and their application in seven major areas: writing, reading, thinking, research, general instruction, publishing, and job skills. It is not a set of tutorials but a cookbook for our discipline. I will also discuss those areas such as networking, interactive CAI and problem solving instruction, which require of us more imaginative development. Handouts will be provided.

Saturday, 9:00-10:15

5. COMPUTERIZING THE RESEARCH PROCESS 1M56

CHAIR: Barbara Griffin - University of Richmond

Wallis May Anderson - Oakland University

Teaching Research Writing In A Word-Processing Composition Class

Examples taken from four Oakland University instructors' methods of teaching research writing suggest that developing students' skills with word processing helps attain a major goal of the teacher of research writing: active involvement with the research, leading in turn to research writing which is thorough, creative, and original. Computer use in the research process enhances the quality of both the composition in general and of such research elements as bibliography development, documentation, and inclusion of quotation and paraphrase.

William Howarth - Princeton University

From Laptop To Desktop: Writing Notes, Outlines, And Drafts On Portable Computers

Professional writers are now using a multi-tiered array of computers--laptop, desktop, and mainframe--to conduct research and prepare manuscripts for publication. This technology has several immediate applications to instruction in writing. Drawing on his work as a journalist and scholar-teacher, William Howarth will demonstrate how to prepare electronic versions of notes, outlines, and drafts; he will also describe future developments in text-processing and their implications for writers.

Saturday, 10:15-10:45

COFFEE BREAK GALLERIA

Saturday, 10:45-12:00

6. COMPUTERS AND LANGUAGE 2P56

CHAIR: Elaine Lees - Carnegie-Mellon University

Robert Wilensky - University of California - Berkeley

Natural Language Work: Possibilities And Problems

Attempts to give computers a faculty for language use has forced researchers to examine a number of rather general human cognitive capacities. These include such vague but nevertheless crucial abilities as common sense reasoning, memory and conceptual structure, in addition to more specifically linguistic concerns. Underlying these capacities is the ability to store and use large quantities of diverse knowledge. For computers to communicate with humans in ordinary natural language, they must be given some version of these capabilities. In this talk, I discuss some of the ways these needs have manifested themselves in recent attempts at building intelligent computer interfaces and text processing systems. Some of the underlying issues in knowledge representation are discussed, and some solutions proposed. Finally, the implication of these proposals to some traditional problems, such as a theory of the meaning of natural language utterances, is considered.

THIS SESSION IS MADE POSSIBLE THROUGH THE GENEROUS SUPPORT OF WESTINGHOUSE ELECTRIC CORPORATION.

Saturday, 10:45-12:00

7. COMPUTER CONFERENCING AND EDUCATORS: PLANNING FOR SUCCESSFUL OUTCOMES 1P56

CHAIR: Michael Lougee - University of Michigan

Valerie Arms - Drexel University; Helen Schwartz - Oakland University; & Diane Balestri - Princeton University

Planning For Successful Outcomes: Strategies For Computer Conferencing

This panel will discuss computer conferencing as a medium for educators to exchange and develop ideas. Each member of the panel has participated in computer conferences and has observed the behavior of other participants: Arms, as an editor of a special issue of the IEEE Transactions on Professional Communication devoted to the topic; Schwartz as a researcher to gather data on this new form of communication; Balestri as a moderator responsible for the success of a conference.

8. COMPUTER TUTORING: THEORY AND PRACTICE 2K56

CHAIR: James Collins - SUNY at Buffalo

Julienne Prineas & Thomas Bloom - University of Minnesota

Cognition, Composition, And Computers: Theory And Practice

In this two part presentation and demonstration we will examine some of the problem-solving heuristics developed in cognitive psychology as they apply to writing instruction. Our central focus will be on well designed computer-managed courseware which takes full advantage of current research in problem solving strategies for writers and instructional materials design. We will use examples created with Minnesota's new authoring program, ACCESS.

Alan Bailin - University of Western Ontario

Two Intelligent Computer Tutors

The presentation describes two programs which give feedback based on the grammatical properties of student answers. VERBCON teaches students how to use verb forms in written texts. It includes exercises consisting of texts in which verbs have been put into the infinitive. Students are required to supply appropriate verb forms. PARSER is intended to help students learn English sentence structure. Using a lexicon and production rules, PARSER generates sentences and asks students to identify their grammatical parts.

Saturday, 10:45-12:00

9. INTEGRATED WRITING SYSTEMS 1K56

CHAIR: David Kaufer - Carnegie-Mellon University

Ilene Kantrov - Education Development Center

Writewell: An Integrated Set Of Software Tools For Writing Students And Instructors

This presentation is a discussion and demonstration of Writewell, software under development at Education Development Center designed to complement a process approach to writing instruction. The program includes facilities for note taking and organization, composing, peer editing, instructor comments, and footnotes. Designed to be flexible and using a split screen, the program gives writers access to all program functions at all times. It includes a word processor that is powerful and fast, but easy to learn and to use.

Morton Friedman & Earl Rand - UCLA

WANDAH--1990 And Beyond

WANDAH, published as HBJ Writer, offers an integrated package of aids to help the writer in prewriting, transcription, review, and revision. New computer architectures and developments in text processing languages and artificial intelligence will enable us to develop improved versions of WANDAH. We first discuss the near future of WANDAH-like aids, then conjecture on the development of WANDAH over the next decades as a component of high-tech instructional systems.

John Huntley - University of Iowa

WRITER: Computer Software For Authors

WRITER designates a package of authoring tools to help plan, draft, revise, envaluate, and disseminate prose documents. They consist of prompts, files, formatters, outliners, look-up dictionaries, a word processor, note-taking and bibliographic records, graphics, etc., whose data are integrated by means of a relational data-base. Conduit (distributors of educational software) and liberal arts faculty at the University of Iowa have specified the contents for WRITER. We await word from several foundations on our near-million dollar proposal to develop, test, and distribute WRITER by 1989.

Saturday, 10:45-12:00

10. COMPUTER CONFERENCING AND STUDENTS:
PLANNING FOR SUCCESSFUL OUTCOMES 1M56

CHAIR: Linda Stine - Lincoln University

Betsy Bowen & Jeffrey Schwartz - Breadloaf School Of English

Voices Across The Wires: Electronic Networks In The Writing Classroom

This talk presents initial results of a study of secondary school classrooms linked by Breadnet, an electronic network established by the Bread Loaf School of English at Middlebury College. We discuss issues such as: 1) preparation of teachers and students to send electronic mail; 2) the frequency and content of teachers' exchanges; 3) changes in students' perception of audience; 4) students' changing sense of themselves as writers; and 5) assessment of electronic networks and conditions necessary for using a network effectively.

Trent Batson & Joy Peyton - Gallaudet College

12 IBM XTs +(1) AT Network - 10net $700/station to net w/ PCs

Breaking The Sound Barrier: Networking With Hearing-Impaired Students

This presentation shows how the benefits that come from teaching using the written word with hearing-impaired students, via a local-area network, can help all students. Using writing to teach writing means that instruction occurs in the target mode; writing takes on more of a sense of immediacy, of context and of variable grammatical orchestration. Teaching writing this way also can improve reading skill. The presentation will include slides and video-tape.

Michael J. Vivion - University of Missouri

The Computer Network And The Teaching Of Writing

This presentation examines the rationale for using the computer network as an integral part of regular classroom instruction in writing. It examines in detail the technology and pedagogy of one possible classroom and instructional model. The presentation also discusses briefly the procedures and problems of establishing such a network. It will also present initial results of the program's effect on student attitudes toward computers and writing and its effect on student performance.

Saturday, 12:00-1:00

Lunch WILLIAM PITT UNION
ASSEMBLY ROOM

Saturday, 1:00-2:00

11. AND THEY ALL WROTE
COMPUTERLY EVER AFTER: CREATIVE
WRITING THROUGH TELECOMMUNICATIONS

2P56

Donna DeBonis, Charles Sanitate - Farrell Schools
& John C. Tamplin - Pennsylvania State University

This presentation will be a hands-on demonstration of the Penn State-Farrell Schools Creative Writing Project. Using a telecommunications program, participants will be able to communicate with and edit the writing of Farrell students. The underlying objective of the project is to eliminate the student's inhibitions by creating a situation where s/he is being assisted by an anonymous, non-grading, non-threatening editor, who is there to assist and encourage the student writer.

Saturday, 2:00-3:15

12. COMPUTER TUTORS & BASIC WRITERS 2P56

CHAIR: Glynda Hull - University of Pittsburgh

Carolyn Ball, David Bartholomae, James L. Fox, Donna Gates, Robert Glaser, Glynda Hull, Alan Lesgold, Lori Levin, Ray McKnight, James Parlett, Vikki Pitts, William Smith, Leslie Wheeler, & Richard Wolf -- University of Pittsburgh

A Project Report On MINA

A discussion and demonstration of MINA, a tutor that finds surface errors in student texts and then teaches students to find and detect those errors.

Saturday, 2:00-3:15

14. WRITING PROGRAMS AND COMPUTERS 1K56

CHAIR: Andrea Herrman - University of Arkansas

Edward Bureau - Springfield School District

Computers: Catalysts To Change In A School's Language Arts Program

Computers have become catalysts in changing a secondary school's language arts program through a carefully designed program of staff development, curriculum revision, and, most significantly, integration of the writing process and the capabilities of word processors. The presentation will be helpful to those planning to integrate computers and writing process and interested in consequent impacts on curriculum and staff development. Classroom teachers and administrators concerned with strategies and program design will find the presentation valuable.

Barbara Griffin & Joyce MacAllister - University of Richmond

Training Faculty To Teach In The Word Processor-Equipped Composition Classroom: A Workshop Aimed At Computer And Composition Literacy

This presentation will describe a week-long workshop for teachers new to the use of computers in composition classes. Samples of materials used in the workshop are provided.

Alberta Grossman - New York University

Promise/Reality/Possibilities: When Word Processing Might Make A Difference To Learning Disabled Student Writers

Findings of this naturalistic case study of minimally handicapped learning disabled high school resource students show that, contrary to expectations, the use of a word processor did not substantively change students' writing practices or their strategies for writing. Nevertheless the word processor did improve students' motivation to write and sense of control over the surface features and the content of their writing and thus made them potentially better candidates for writing instruction.

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Saturday, 2:00-3:15

15. BEING WARY OF THE GIFT-GIVER: SOME QUESTIONS ABOUT COMPUTERS

1P56

CHAIR: Cynthia Selfe - Michigan Technological University

Gail Hawisher - University of Illinois

Research In Word Processing: Facts And Fictions

This presentation will examine studies in writing and word processing to determine whether the research focused on writers composing at computers or writers entering prewritten text at computers. Other questions guiding the presentation concern various studies' research methodology, the demands of the particular word processing package employed, and the taxonomy used to analyze revisions. Whether or not the research focused on the quality of writing produced with and without word processing will also be discussed.

Lance Wilcox - University of Minnesota

A Time For Every Medium Under Heaven: Adapting The Writing Process To The Word Processor

This presentation will argue for a multi-media approach to writing. Simply because machines do some things splendidly does not mean they do anything and everything even adequately. Throughout the writing process there are many tasks which are still best performed with pen or pencil or highlighter, and paper--often paper with a dot-matrix text already on it.

John Thiesmeyer - Hobart And William Smith Colleges

Should We Do What We Can?

Half a decade of programming has produced a variety of analytical tools for writers and teachers. Their application to the writing process has been wide, their worth to the writer inadequately tested. Their speed and scope will expand with the hardware; but are they useful? The paper will examine several types of tools--organizers, checkers, parsers, profilers--in terms of questionable assumptions implicit in both general conception and particular design.

Saturday, 2:00-3:15

16. COLLEGES, COMPUTERS, AND COMPOSITION 2K56

CHAIR: Sr. Barbara Sitko, H.M. - Carnegie-Mellon University

Roger Forseth - University of Wisconsin

Ideas Indeed Have Consequences: The Microcomputer At the University of Wisconsin

The University of Wisconsin-Superior plans to require all composition students to use microcomputers, to require all students to purchase their own computers, and to use computers in all phases of instruction. Refinements of this plan are discussed, as are the political problems of persuading administrators to support such a plan, and the diplomatic problems of encouraging faculty to make optimum instructional use of the machines.

Deborah Rosenthal - Stonehill College

Processing Paradigms: Descriptive And Analytical Ramifications Of The Application Of Word Processing In The College Composition Classroom

This presentation describes the dynamics of our College Composition course which incorporates compulsory student use of word processing for the facilitation of assignment revision. Focus is upon the tripartite, interactive relationship among students, faculty, and computers. Sharing the successes and identifying specific strategies and observations of our Writing Program will hopefully serve as inspiration and model to others in implementing or further refining computer technology in the classroom, laboratory, and curriculum.

Saturday, 3:15-3:45

17. AND THEY ALL WROTE
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Saturday, 3:15-3:45

COFFEE BREAK GALLERIA

Saturday, 3:45-5:00

18. COMPUTERS AT CARNEGIE MELLON — GALLERIA

Christine Neuwirth - Carnegie-Mellon University

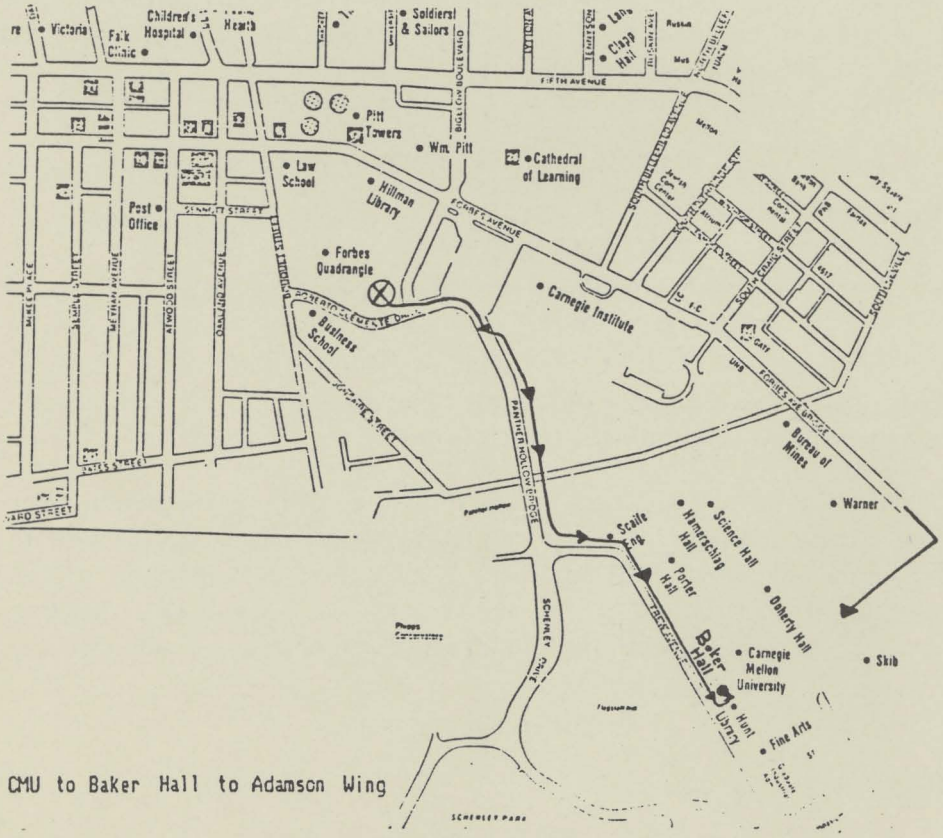
Adamson Wing, Baker Hall, Carnegie-Mellon University

Meet at Registration Area, Forbes Quadrangle at 3:30 pm for guided walk to Carnegie-Mellon.

NoteCard Program and Andrew System Demonstration

The first part of this demonstration will describe the Andrew system, a joint project of Carnegie-Mellon and IBM to develop a software system that will support University level educational computing. The Andrew system's communications network, distributed file system, operating system, user interface, and hardware will be briefly described, focusing on the implications of these system components for educational computing and writing.

The second part of the demonstration will describe the NoteCard program, one of the software tools for teaching reading and writing under development for Andrew. Funding for the development of NoteCard is supplied by FIPSE.



CMU to Baker Hall to Adamson Wing

From Forbes: Cross campus to Baker Hall. Enter Baker Hall through main entrance across from Hunt Library. Walk down first floor main corridor to Adamson Wing on your left.

From Frew: Enter Baker Hall through main entrance across from Hunt Library. Walk down first floor main corridor to Adamson Wing on your left.

Saturday, 3:45-5:00

19. CHILDREN, WRITING AND COMPUTERS 1M56

CHAIR: Michael Williamson - Indiana University of Pennsylvania

Colette Daiute - Harvard University

A Few Reminders About Children

Recent research on children's writing with computers has emphasized certain facts of cognitive development. Children tend to view the texts they create as fixed objects. When asked to revise, they correct spelling mistakes and play with word choice. They also take a linear approach to composing with word processors. After presenting such results, I discuss them in terms of the "process approach" to writing. Our understanding of written communication has increased from "process" research and teaching. But, recent attempts to teach sophisticated composing and revising processes have led to labeling inexperienced writers' activities as "low level." The studies with computers remind us of children's concerns.

Vicki Baer - Boonsboro Middle School

The Washington County, Maryland, IBM Test Project: Children, Computers, And Word Processing

This informative slide show/discussion will acquaint participants with the IBM computer test project at Boonsboro Middle School. Students spent ten weeks learning basic keyboarding skills. Then they were introduced to word processing skills which they now apply to content area writing assignments. The computer lab meets two goals so far: (1) familiarizing students with the uses of computer technology as a tool, and (2) applying writing skills to all content areas.

Susan Neuman - Education Development Center

Identifying Teaching/Learning Variables In Effective Word Processor Use In Writing

The purpose of this presentation is to describe features of the word processor environment which appear to be particularly powerful when linked with a process approach to teaching writing. Conducting intensive observations of 14 learning disabled students, the Writing Project documented the many different ways in which five teachers in resource room settings used word processors. Several major findings support the use of word processing in teaching writing to remedial students. Discussions of each set of features including examples of how process-oriented teachers may utilize them will be the focus of the presentation.

Saturday, 3:45-5:00

20. INVENTION AND EVALUATION 1K56

CHAIR: Valarie Arms - Drexel University

William Wresch - University of Wisconsin

Writer's Helper: A Case Study In Software Development

After four years of development "Writer's Helper" was published as a collection of eleven prewriting aids and eleven revision aids. It didn't start that way. It began as a simple program for testing alternative essay outlines and was known as "Essay Writer." During three years of use and exhibition the program changed dramatically. Numerous capabilities were added, and some tentative additions (such as a special word processor) were tried and dropped. The growth and change of this program show just how fast ideas about computer use are changing and how important prototype testing can be.

21. COMPUTERS AND LANGUAGE 2P56

CHAIR: ELAINE LEES - CARNEGIE-MELLON UNIVERSITY

John Haugeland - University of Pittsburgh

Natural Language: Understanding And Being Somebody

Modern philosophy, inspired by mathematics, bequeathed to us an ideal of "pure" reason, a faculty of intelligence separable from (and thus unsullied by) factual knowledge, affective involvement, and individual personality. Though AI too inherited this ideal, one of its discoveries has been that intelligence purified from common-sense knowledge is no intelligence at all. I will argue that, likewise, genuine intelligence is not possible apart from affect and ego, and that this is most evident in the so-called "natural language interface."

Saturday, 3:45-5:00

22. WRITING ADVENTURES 1P56

CHAIR: Penny Pence - University of Pittsburgh

James Collins - SUNY at Buffalo

Adventure Games in the Writing Classroom

Creating and playing adventure games can provide writing practice that's fun and meaningful. This presentation discusses ways to use interactive adventure games in the teaching of writing. It describes an approach to writing instruction and shows how microcomputers, word processing, and adventure games fit in with the approach. Software will be demonstrated.

Robert Caldwell - Panda Learning Systems

Using The Computer To Make Writing An Adventure

This presentation will demonstrate an integrated approach to teaching word processing, creative writing, note taking, and mechanics using a microcomputer. Through the use of a unique software program, students experience the excitement of an adventure game, but they are also prompted through a structured writing experience that includes an opportunity to use a well developed word processor, note card filer, and an innovative proofing aid. This proofing aid can scan a completed composition for errors in style and mechanics and allow access to rules and procedures for correction.

Saturday, 3:45-5:00

23. ADULT LITERACY AND COMPUTERS 2K56

CHAIR: Gaye Burkett - University of Pittsburgh

Elaine G. Wangberg - University of New Orleans

Using Language Experience Software To Improve The Writing Abilities Of Illiterate Adults

The Language Experience Approach provides the basis for these software lessons. Instruction is relevant and of interest to older learners, is highly individualized, and provides a good "match" with the learner's language and background experience. LEAP software directs the microcomputer to develop lessons from student's text input, compiles individual word banks and provides follow-up activities. Students improve reading and writing abilities through meaningful composition, including the stages of prewriting, writing, proofreading, revising and rewriting.

Eunice N. Askov - Pennsylvania State University

Adult Literacy Instruction Using A Computer Word Processor

Recent research has demonstrated the effectiveness of writing in remediating reading problems. Word processing with a microcomputer offers flexibility in teaching both reading and writing skills. A word processing module for teaching sight vocabulary to adult beginning readers will be demonstrated with accompanying suggestions for use and work samples.

SUNDAY, MAY 4

8:00-9:00

COFFEE & CONTINENTAL BREAKFAST GALLERIA

9:00-10:15

24. COMPUTERS, COMPOSITION AND WANDAH 2K56

CHAIR: Yolan Shetty - University of Pittsburgh

Lisa Gerrard, Robert Cullen, & Michael Cohen - UCLA

Wandah: Learning To Teach With And Evaluate Computerized Writing Aids

The panel discussion will focus on the WANDAH system (HBJ Writer) as it is used in the first-year composition courses at UCLA and how one goes about evaluating the complexities of computer-aided writing instruction.

Lisa Gerrard will discuss the results of WANDAH use in high school and college writing courses. She will explore minimal versus maximal computer use, and the impact of computer resource limitations on the use of computerized teaching aids. She will also examine how a course evolves as teachers become more familiar with WANDAH's capabilities and limitations.

Robert Cullen will discuss the ongoing evaluation of WANDAH at UCLA. He will present preliminary results gleaned from student interviews, videotaped writing sessions, and computerized data-gathering techniques, results that yield some insight into student writing patterns.

Michael Cohen will discuss basic assumptions underlying the evaluation of computer-aided writing instruction and how they effect the current WANDAH evaluation. He will explore the psychological and political ramifications of various evaluative methods, introducing the concept of the writon as a mythical measure of writing quality that, nonetheless, has very real implications for writing evaluation.

Sunday, 9:00-10:15

25. OTHER ARENAS FOR COMPUTERS AND WRITING 2P56

CHAIR: Glynda Hull - University of Pittsburgh

Alan Lesgold - University of Pittsburgh

Computers For Teaching Writing: Present And Future Possibilities

I will discuss the potential of computers for improving composition skills. Computers are useful as labor-saving devices (e.g., word processing), as practice environments (to the extent that they provide coaching so the student doesn't practice writing poorly), and as exploratory laboratories, in which students can test their emerging ideas. New possibilities will emerege as computers become more powerful, and these will be given special attention. I will also look at possible future developments of computer systems to assess (diagnose) written work.

Lawrence Frase - AT&T Bell Laboratories

Computer Text Analysis For Business, Education, And Research

The UNIX WRITER'S WORKBENCH* software was designed by educators, computer scientists, linguists, and psychologists at AT&T Bell Laboratories to help improve writing. It includes 44 programs that suggest improvements to prose and procedural documents. The programs cover four major areas:

1. Copy editing,
2. Stylistic analyses,
3. On-line information, and
4. Personal tailoring.

The WRITER'S WORKBENCH system has been tested in business organizations, colleges, and high schools. College students who used the programs did better on tests of editing and revised their work more than students who did not use the programs. The programs have also been used for research on linguistic features of writing, for instance, to develop a test that detects differences in the flexibility of student writing skills.

26. INTEGRATED WRITING SYSTEMS 1M56

CHAIR: John Thiesmeyer - Hobart And William Smith Colleges

Lisa Braden-Harder - IBM Corporation

Critique: A Text Critiquing Tool Based On A Natural Language Parser

This paper describes the CRITIQUE (formerly EPISTLE) research prototype and the results of preliminary testing. CRITIQUE is a writing aid that analyzes text for grammar and style errors. Fundamental to this capability is a natural language parser that determines the sentence structure. The parser is based on an English grammar developed with PLNLP (Programming Language for Natural Language Processing). The user interface works in conjunction with a standard text editor to provide maximum flexibility.)

Sunday, 9:00-10:15

27. FROM INVENTION TO EVALUATION 1P56

CHAIR: Diane Balestri - Princeton University

Laurence Tobin - Saint Anselm College

Using Word Processing For Collaborative Writing: What, Why, And How

Collaborative writing projects, in which two or more students are required to write an essay together, help beginning writers to develop more effective processes of composing and editing, better problem-solving and cooperative skills, and a more positive attitude towards the writing process. Using a computer for a project of this type allows students to (1) facilitate complicated editing procedures; (2) create an essay with embedded annotations or alternate patterns of development; and (3) conduct an ongoing written discussion with other group members throughout the writing process.

Robert Lucking - Old Dominion University

Marking Student Papers Using A Word Processor Glossary

This session will focus on techniques of marking students' papers on screen by inserting comments stored in a word processor glossary. Students submit their text on disk, and the teacher can insert explanatory comments into the body of the student draft merely by striking a few keys. These stored comments can identify the nature of certain errors and include examples of how they can be corrected. Using this approach the teacher can save time and yet help students make revision a meaningful experience in the writing process.

Michael Spitzer - New York Institute Of Technology

Invention Heuristics And The Computer

In my presentation, I will show how software can be used to create a variety of invention heuristics. Using as an example a software program I have created, I will show how an instructor can tailor an invention program for a class writing assignment or customize it further for the specific writing tasks of individual students.

Sunday, 9:00-10:15

28. THE ENGLISH DEPARTMENT AND THE COMPUTER 1K56

CHAIR: William Smith - University of Pittsburgh

Rosemary O'Donoghue & Delmar Wilcox - Western New England College

Tame That Tiger! How To Keep The English Instructor In Control

Piggy-backing a writing program with a computer literacy requirement still allows the individual instructor to control course content and methodology. We identified key areas for composition and calculated how each of us spent our time; we investigated available software and determined that nothing met our needs; then we combined word processing and text analysis to develop an approach used by faculty with differing methods of teaching composition and varying degrees of proficiency with computers.

Levan Merrihew - Smithtown High School East

A Busy Computer Writing Lab

By managing a great number of students (500) in small classroom or lab settings (15), conferencing, individualized instruction, and a greater attention to revision and audience are possible. This presentation will focus on:

1. the Lab's characteristics
2. the logistics of reaching 500 or more students economically
3. the writing program itself
    a. journals
    b. letters
    c. language skills best suited for the computer
    d. structural models
4. the use of files for easy instruction
5. personal observations on the use of this program in this setting

Sunday, 10:15-10:45

COFFEE BREAK GALLERIA

Sunday, 10:45-12:00

29. ISSUES BEYOND HARDWARE AND SOFTWARE 2K56

CHAIR: Gaea Leinhardt - University of Pittsburgh

Moshe Cohen - Hebrew University of Jerusalem; James Levin - University of Illinois; Barbara Miller-Souviney - San Diego Teacher Education And Computer Center; Naomi Miyake - Aoyama Gakuin Woman's Junior University; Margaret Riel - University of California & Randall Souviney - University of California

Writing With Computers: Research Into The Broader Educational Contexts

In this symposium, we will examine the use of computers for writing instruction, looking beyond just the hardware and software concerns, focusing on broader contexts for a student writing with a computer: other peer students as a context for joint writing, the context of the classroom, writing in classrooms which has examined several of these contexts, and will discuss factors which lead to effective and ineffective use of computers in writing instruction. We will also describe some innovative world-wide audiences for students' writing.

30. ISSUES IN COMPUTERS AND WRITING: A GROUP THINKTANK 2P56

CHAIR: Deborah Holdstein - Governors State University

Deborah Holdstein - Governors State University; Ellen McDaniel - Texas A & M University; Michael Spitzer - New York Institute of Technology; Andrea Herrmann - University of Arkansas; Cynthia Selfe - Michigan Technical University; Lisa Gerrard - UCLA; & Tim Redman - Ohio State University at Lima

Conference participants are invited to attend this open discussion of the issues concerning computers and writing that seem most important to them: the politics of computers and writing; practical difficulties of humanities-related computer work; the implications of such work for tenure and/or retention; myths surrounding the use of computers, and so on. Panelists will address one such issue for five minutes, with discussion then opening to the entire group.

Sunday, 10:45-12:00

31. COMPUTERS, CURRICULUM, AND PEDAGOGY 1P56

CHAIR: Joan Berry - Allegheny Community College

Stuart Hirshfield; & John O'Neill - Hamilton College

A Cycle Called Yourself: Heuristics For Computing And Writing

This paper describes our experiences to date with a two-course package, collectively entitled "Methodologies of Composition," which we have developed and are currently offering at Hamilton College. The package combines elements of a course in Advanced Programming Techniques with those of a seminar in Expository Writing in the hope that the two types of composition, of programs and of essays, may reinforce one another. It takes as its premises our beliefs that both computing and writing are modes of thinking, and that thinking about programming and thinking about writing are similar operations. We have developed a dual syllabus for the package, and a "metasyllabus" describing the high-level concerns, (e.g., syntax, structure) and procedures (e.g., top-down vs. inside-out-design, peer reviews) which seem to us to be common to the individual courses. These concerns and procedures, along with the rationale for the course, are described in full.

Sarah Sloane - University of Massachusetts

The Peer Review Process On Word Processors: How Word Processing Changes Student Responses To Midprocess Drafts

Introducing word processors into a College Writing class creates new possibilities for students to respond to their peers' writing at the midprocess stage of composing. The new technology is introduced to students through small labs with the teacher, unsupervised open labs, mimeographed instruction sheets, and much hands-on experience. Within three weeks, students are comfortable with the word processors and able to practice peer-reviewing techniques such as: using special print-out formats; exchanging copies of midprocess drafts from diskette to diskette; copying peers' essays onto several other diskettes for small group discussions. When reviewing a peer's midprocess draft on his/her own computer screen, the student's responses tend to be longer, more creative, and directed more to paragraph- and sentence-level concerns. The text is seen as more malleable; paragraphs can be shifted easily and comments can be inserted right into the text and highlighted by boldfacing them and other techniques.

Paula Feldman - University of South Carolina

Create Your Own Writing Exercises With Word Processing

A presentation of ten writing exercises which harness the power of ordinary word processing and which can be used with just about any computer. The exercises are appropriate for students of varying abilities and most of them use as their foundation the students own compositions.

Sunday, 10:45-12:00

32. TEXT ANALYSIS AND REVISION 1M56

CHAIR: Sybil Carlson - Educational Testing Service

Marcia Peoples - University of Delaware

Helping Students Use The Information Generated By Text-Analysis Programs

Confused about how to help students use the output generated by text-analysis programs such as WRITER'S WORKBENCH, HBJ WRITER, QUINTILLIAN ANALYSIS, AND RIGHTWRITER? Attend a workshop where you can practice interpreting the information students take away from the terminals. Using sample printouts from various programs, discover how you can raise students' awareness of stylistic considerations, motivate reluctant writers to emulate a more complex style, and prescribe exercises for developmental students. This is a practical, experience-oriented presentation.

Elaine Thiesmeyer - Rochester Institute Of Technology

A New Lexicography: Constructing Dictionaries For Text-Analysis Programs

Text-analysis programs for computer-assisted instruction in writing require two types of dictionaries: a comprehensive dictionary of the language and a specialized dictionary of usage errors. Syntactic analysis (parsing) and the detection of grammatical errors depend on the former; stylistic analysis and the detection of misuses depend, in part, on the latter. Although these two types of dictionaries could be combined, their different functions make it desirable to keep them separate. This paper will describe the problems involved in designing dictionaries and discuss some possible solutions.

Carol Adams Watson - North Iowa Area Community College

Beyond Word Processing, Or, What The Computer-Aided Editing System Writer's Workbench Does And Doesn't Do, And How Students Use It To Revise

Four instructors at North Iowa Area Community College conducted a study to determine whether freshman composition students using Writer's Workbench wrote differently and felt differently about writing than students taught by the same instructors, but without access to the computer-aided editing system. This presentation will briefly describe the Writer's Workbench System, the NIACC project and its results, and, using samples of student work, demonstrate our current use of the system to help them revise.

Sunday, 10:45-12:00

33. SOME EVALUATIONS OF CAI AND WORD-PROCESSING 1K56

CHAIR: William L. Smith - University of Pittsburgh

Edward A. Kline - University of Notre Dame

Computer-assisted Instruction In English Grammar And Spelling: A New Approach With The Microcomputer

This presentation/demonstration concerns CAI programs devoted to reviewing English spelling, morphology, syntax, punctuation, and, for ESL students, pronunciation. Available for the most popular models of microcomputers, the programs are explained in terms of their organization, proper use and misuse, and benefits to both students and teachers. These are not programs for remediation. The presentation closes with a report on the results of student and faculty surveys concerning their use.

Thomas T. Barker - Texas Tech University

"The Writer's Eye": A Computer Program For Revision

This presentation will report on the development of a series of computer programs designed to facilitate revision of student writing. The programs use pattern and phrase matching (for finding weak verbs, possible vague terms, etc.) as well as innovative formatting and outline techniques to help students find opportunities to revise. Revision strategies, examples, and exercises are supplied in an accompanying text. The discussion will focus briefly on the design of the programs and text materials, emphasizing flexibility and authorable features, but will concentrate on the results of preliminary testing of the programs with technical writing students at Texas Tech University. The results of this testing will be useful to those instructors who feel that computerized analysis of surface-level elements of diction is a productive approach to teaching composition. Test data will also be used to suggest refinements in the programs and their applications, and to chart directions for possible future investigation.

Tori Haring-Smith - Brown University

Research On Word Processing And Composing: A Critical Survey

Research on how word processing affects the composing process is in a very primitive state, consisting mainly of anecdotal encomiums, vague speculations, and short-term research on writers working in highly artifical situations. The methodology used in these early studies ranges from highly sophisticated data retrieval to more subjective interviewing. A critical survey of this research indicates that we need to study a wider range of writers using word processors in more natural environments and over a longer period of time. Furthermore, we need to re-evaluate our methodologies and increase the sophistication of our research questions.

Sunday, 12:00-1:15

34. THE ENGLISH DEPARTMENT AND THE COMPUTER

2P56

CHAIR: Donald Adam - Chatham College

Lawrence Pizzi - United States Military Academy

The Automated English Department

This paper discusses how the English Department at West Point has integrated computers into virtually every departmental function. We use computers extensively in support of research; composition, grammar, and philosophy instruction; administration and academic management; and an Army-wide program for effective writing.

James Wolfe - Indiana University

Electronic Submission, Grading, And Plagiarism Analysis Of Student Compositions

Research into the effect of a paperless environment for composition and grading on the students and instructors who use it. The design and capabilities of the student-submission, instructor-grading, and plagiarism-analysis subsystems are described and evaluated. Statistics are presented on the use of and reactions to paperless system. System requirements, problems, and future directions are described.

Ruth Betza - University of Washington

Evaluating Writing Software

In this exploratory study on writing software with prewriting, word processing, and revising components, students in two college composition classes enthusiastically used the word processor, averaging nearly five hours per student per assignment by the end of the quarter. The use of the writing software resulted in increased feelings of competence and enjoyment about writing, compared with students in the control groups.

Sunday, 12:00-1:15

35. PROCESS AND COMPUTERS: THREE STUDIES 1P56

CHAIR: Liz Odoroff - Carnegie-Mellon University

Elana Joram, Peter Lindsay, Mary Bryson & Earl Woodruff
Ontario Institute For Studies In Education

The Effects Of Editing On Creativity In The Planning Phase Of The Writing Process: Evidence From Computer-Assisted Composition

Average and enriched grade eight writers composed and revised texts on word processors and with paper and pencil, in two conditions. In one condition, "No-edit', the subjects were not permitted to edit while they composed, but were allowed to revise on a second session. In the other condition, "Edit", students were allowed to edit during both the first draft and the revision sessions. Product and process measures revealed a significantly greater number of high level planning statements made by the enriched writers when using word processors in the "No-edit' condition, whereas the average students performed best in the unconstrained condition, when writing with paper and pencil. Product measures of creativity corroborated these findings.

Cheryl Geisler - Carnegie-Mellon University

A Hierarchy Of Word Processing Skills For Writers

In this demonstration, I will present a hierarchy of word processing skills for writers that I have developed to help me structure their introduction to Carnegie-Mellon freshmen in the context of the writing process. This hierarchy is based on a classification of word processing commands according to writing function and a survey of freshman on their knowledge of these functions. This demonstration will be useful for teachers trying to develop a similar course, for institutions trying to make purchasing decisions on a word processing system, and for developers trying to create word processing systems suitable for writers.

Christina Haas - Carnegie-Mellon University

Computers And The Writing Process: A Comparative Protocol Study

This study describes process differences which may contribute to product differences seen in an earlier study of writers composing letters in computer and hard copy conditions. In the current study, writers revised letters in two of three conditions: advanced work station, pen and paper, and pc. Think-aloud protocols were collected and the finished products were analyzed. Preliminary analyses show differences in planning times, amount of text evaluation, and amount of rereading. In addition, comparative length and quality (as rated by independent readers) were analyzed.

Sunday, 12:00-1:15

36. CONTEXTS FOR THE FUTURE 1M56

CHAIR: Deborah Holdstein - Governors State University

Donald Ross - University of Minnesota

Some Cautions From Machine Translations And AI On The Limits Of Computer-Aided Analysis Of Texts

People have hoped that computer programs can analyze texts and save the composition instructor time and trouble. The hopes show naivete about writing instruction and computer analysis of language. Machine-Assisted Translation projects demonstrate the limits on accuracy that exist--the automatic steps are merely preparation for "post-editing" by a human, bilingual expert. AI systems, even with algorithms to compensate for "ill-formed" input, can only deal with a sentence or so at a time, and require significant processing time. Further, both kinds of systems limit the semantic domain in such a way that writing assignments would have to be absurdly technical and limited to insure that the student gets good advice far more than 80% of the time.

Cynthia Selfe - Michigan Technological University

Computers And Writing: Casting A Broader Net With Theory And Research

Our profession may be guilty of subscribing to a limited view of computers and their effects on writing. We have brought to the computer revolution a traditional vision of writing that is defined by theories and research on paper-and-pencil composing, and this vision may not be capable of accommodating the changes wrought by the electronic medium we are now using to support our writing programs.

One way to expand our vision of computers as they relate to writing programs is to define a broader range of basic questions of future research and theoretical projects. This paper suggests four overlapping areas of exploration to spark creative re-formations of our thinking about computers and their relationship to writing.

Valerie Shute - University of Pittsburgh

Intelligence In A Computer Tutor

Can computers help students become better learners? One intelligent tutoring system designed to enhance students' methodological effectiveness is discussed. Inquiry skills are taught in the context of a particular domain, economics, structured as a microworld environment. The system is highly interactive and allows for both discovery learning and more directive approaches. Students extract facts and organize principles in their explorations and experiments, but when needed, the system can take charge and direct them in deficit behaviors.

Sunday, 12:00-1:15

37. ADVANCED APPLICATIONS: PARSING, PROBLEM-SOLVING, AND TEXT ANALYSIS

2K56

CHAIR: Glynda Hull - University of Pittsburgh

Frederick Chang, Michelle Gross, & Thomas Kastan
Navy Personnel Research And Development Center

A Lexical Analyzer And Parser For Instructional Text

A general purpose lexical analyzer and augmented transition network (ATN) parser for instructional text have been developed. The programs are written in the 'C' programming language and are transportable to many computing environments. The paper will describe the lexical analyzer, the development of the grammar, how the ATN was implemented and the results of a test of the programs using samples of actual instructional texts. Various applications of the programs will also be discussed.

Stellan Ohlsson - University of Pittsburgh

A Problem Solving Approach To Errors in Writing

The notion of an error has recently received considerable attention in research on various aspects of human cognition. Within the theory of problem solving proposed by Newell and Simon, an error takes the form of applying mental operations in the wrong order, or to the wrong arguments. This theory implies a particular methodology for diagnosing cognitive errors. A computer system which embodies this methodology has been implemented, and applied to errors in elementary arithmetic. Application of this theory to the domain of writing requires that the mental operations involved in the generation of text be explicitly identified. The advantages and disadvantages of this way of thinking about errors in writing will be discussed.

Douglas Metzler - University of Pittsburgh

Using A Flexible Parsing Architecture For Error Detection In English

A flexible parser, based on an expert system architecture, is described. This architecture makes it possible to employ a variety of computational mechanisms, i.e., features, constituent structure rewrite rules, and procedural attachment, to capture linguistic regularity. The application of this parser to the problem of locating particular types of syntactic errors for the purpose of explanation within an intelligent tutoring system is discussed. This approach is contrasted with other potential approaches to using parsing for error detection.

Donna Gates & Lori Levin - University of Pittsburgh

The LRDC Writing Project Error-Detecting ATN

We will describe our parser, a standard ATN which we have turned into an error-detector by giving it a special set of grammar rules. The grammar includes rules for grammatical sentences as well as rules for sentences containing errors. The latter trigger error messages when they are used in the parse of a sentence. Our grammar also incorporates innovative techniques for efficient parsing.

Sunday, 12:00-1:15

38. OTHER CONTEXTS FOR STUDY 1K56

CHAIR: Joann Eresh - Pittsburgh Public Schools

Richard Ziegfeld - Sverdrup Industries

The Chicago Manual Rewrit Slightly For The New Technology

This paper is about computer-medium layout. It concentrates on two concerns: question format--keyboard and touch; feedback and correctives. The paper contains discussion of each topic, a layout model, and rationales for the approach. The question section covers four keyboard question types and touch issues such as the touch area and graphics in relation to text. For feedback and correctives, the paper addresses six factors: knowledge of results, capitalization, slang, negative words, horizontal placement, and line breaks.

Jane Zeni Flinn - University of Missouri

Revising With Computers: The Role Of Instruction

This presentation reports a case-study of sixth-grade writers involved in structured revision tasks using a computer. Retrospective protocols done with these students show them to be grappling with issues of audience, style, vocabulary and characterization. Other data suggest that effective writing teachers guide students to see certain things--and to ignore others--when they read and revise a text.

Deborah Fox-Nai, Gilda Kelsey, Ann Miller - University of Delaware

PC Use In Small Group Writing Classes

This presentation will give the results of an intensive four-week program, Word Processing For Basic Writers, which was an adjunct to a pre-freshman English class at the University of Delaware. This course utilized three instructional formats: group workshops with the instructor, one-on-one sessions with the instructor, and self-instruction at the computer. Participants will receive information that will enable them to set up similar programs for basic writers.

Sunday, 1:15-2:00

LUNCH — WILLIAM PITT UNION ASSEMBLY ROOM

2:00-3:00

CLOSING REMARKS — WILLIAM PITT UNION ASSEMBLY ROOM

Speaker: **Hugh Burns**
Air Force Human Resources Laboratory

A Conceptual Manifestation Of An Impromptu Hermeneutic In Real Time: What Everybody Said