Creating and Publishing Research Documents Using Word 2003

What you will do:

- ✓ Use formatting features

- ✓ Use Views

- ✓ Save versions of your document

- ✓ Using Research

- ✓ Using Document Workspaces

- ✓ Protecting Documents

- ✓ Applying Document Updates

- ✓ Use Track Changes to revise

- ✓ Adding comments

- ✓ Save documents as Web pages

- ✓ Use Web discussions

- ✓ Presenting your research

Writing and research are two of the most fundamental skills available to students. Weaving knowledge into written composition is often a more effective learning tool than listening to a lecture or reading. Gathering and distilling this knowledge prior to writing by conducting research is a fundamental aspect of written work. Through collaboration and research, students hone valuable critical thinking skills that will serve them throughout their adult lives! You can facilitate research, composition, and collaboration by using powerful tools in Microsoft Word 2003 and Windows SharePoint Services. New task panes enable you to access common tasks immediately, such as using templates, formatting, and searching. Smart tags enable you to access information immediately across Microsoft Office applications, and give you greater control by providing options that are relevant to your current action. For example, you can add Microsoft Outlook contact information to your Word document, select formatting for text immediately, link to a map and driving directions, and much more. You can also increase student collaboration by using Document Workspaces to centralize document storage and edits during the composition process.

Although most instructors respect the power of research and written composition in the learning environment, the integration of thoughtful writing activities in classes across curriculum has often faced obstacles. First, writing seems complicated and mysterious to many, even teachers. For example, a physics teacher may feel that her students' written work is severely wanting in many respects, but at the same time she may feel that she lacks the expertise to help her students become better writers. Second, writing and teaching writing can seem to impose burdens of time that an instructor's schedule simply can't afford. Third, research can be cumbersome and very difficult to evaluate student abilities in this area. The metrics for evaluating research very often rely solely on the finish writing product. For too many teachers, these obstacles have resulted in a retreat from using research assignments.

Over the past 30 years, many writing specialists and educators across the curriculum have turned to a "process-oriented approach" to teach writing which addresses some of these obstacles. A process-oriented approach to teaching writing insists on not taking for granted that a single writer who writes alone will show up with the best possible work on a composition's due date. Rather, this process insists that a composition needs to be integral to the teaching and learning process and shared among a community of writers. These same tenets apply to the information gathering

Words to know:

HTML-HyperText Markup Language—Language use to format Web pages.

Browser—A program that allows viewing of HTML formatted documents (Web pages).

Threaded Discussions—a topic based discussion that enables retracing the flow of the conversation as it transpired.

Document Workspace—An area on a Windows SharePoint Services server that offers central storage of documents while controlling access to those documents.

URL—Uniform Resource Locator. The address of a web server or document. Listed in the form of http://www.domain.com/subfolder/file.htm.

Microsoft® Windows SharePoint Services—A collection of services that allow inline discussions, saving and editing of documents, posting announcements, as well as contact and task management. It is fully integrated with the Microsoft Office System family of applications.

Microsoft® Internet Explorer 6.0—The latest version of Microsoft's popular Web browser. It allows editing and displaying of Web pages, collaboration on standard Office documents through discussions, and Round-tripping.

process that occurs not as a simple precursor to writing, but a process that unfolds as the writing process progresses. Hallmarks of the process approach include teaching *prewriting activities* like concept-mapping and freewriting (freewriting involves generating ideas in prose rapidly and without consideration to formal correctness), the inclusion of organized peer-review activities in the lesson plan, the incorporation of a multiple-draft production cycle, and the use of peer- and self-evaluation assessments after final drafts are complete. In a process-oriented approach, the *final* due date of a writing project is the formal end of a long cycle of writing and revision—not, as is the case with many teachers' lesson plans, the day when students are expected to appear with a complete, mature draft in hand.

A process-oriented approach has several profound advantages over writing assignments that call for completed work on a given date.

1. Writers write for a meaningful audience of peers throughout the writing process.

2. The teacher is a *member* of a writing community, not a gatekeeper faced with marking every spliced comma or split infinitive—the students provide the vast majority of feedback and response for one another.

3. A series of project deadlines throughout the process helps students to spread work over a longer period of time and to make better mid-course adjustments as they get feedback from other writers.

4. Time-on-task increases as students become more aware of how writing is being received and how other student writers are approaching the same rhetorical tasks.

5. As time-on-task increases, so does student learning—usually in ways that are immediately evident (and demonstrable through assessment) to teachers and students alike.

How Word 2003 Can Help

Software cannot make writing and research simple (and software should not try to do so), but Microsoft® Word 2003 *can* help you overcome some of the obstacles in both by providing powerful tools that help enrich the diverse and complex writing processes of your students. In each of the different activities that make up the writing process—prewriting, composition, revision, and publication—Word 2003 provides flexible support for the different ways of composing, and integrated tools that allow for peer-to-peer collaboration and mentoring. New tools are available that enable the collection of research data and the assimilation of that data without requiring use of ancillary applications. As writers engage in these different activities they can also interact with other writers and secure feedback. As you build a process-oriented approach into your curricula for writing assignments, Word 2003 scales to help organize these activities and to help students derive maximum benefit from them. This powerful word processor is also a compelling tool for harnessing the energy of your students' writing processes and easing the inclusion of research to produce a dynamic, social, writing-and-learning experience.

In this workshop, you will learn how to use the features in Word 2003 to support a richly collaborative, process-oriented approach to using written research projects as a teaching and learning tool. You will learn how some Word 2003 features map to the critical pieces of the writing process.

1. *Research*—the information gathered at the beginning of a writing project sets the stage for the composition to follow. Word 2003 contains new integrated research functionality that exposes powerful web-based reference materials at your fingertips. Easy and integrated access to research material encourages student involvement in this very important activity and assists inclusion of research data within their written work.

2. *Outlining*—for some writers, outlining is a prewriting activity that helps guide generative work; for others, outlining is more productive later in the writing process and helps give the writer a sense of the emerging shape of a composition. Both of these applications for outlining are supported by Word 2003.

3. *Version Control*—the ability to save and retrieve multiple versions of a composition within a single document provides support for prewriting activities and for writing assignments that require students to go through multiple drafts.

4. *Tracking Changes and Adding Comments*—the Word 2003 peer- and mentor-review features allow a document to be edited and annotated by many reviewers; comments from various reviewers are indexed by color and labeled with the reviewer's name. At the end of the review process, the document's author decides which changes to retain and which comments to act upon as the composition evolves through its revisions. Word 2003 even makes the handoff of completed drafts easier through the ability to send a document for review.

5. *Inline Discussions and Shared Workspaces*—With the Word 2003 Internet integration and Windows SharePoint Services, your peer- and mentor-review communities can be distributed as widely as you want. Documents can become Web pages or can (with support from Windows SharePoint Services) host network-based threaded discussions. Documents published to Shared Workspaces can be edited directly in Word 2003, where comments and suggested revisions can be addressed within the composition.

As we explore these features and discuss how they might be used in your class, you will go through the process of creating a document; gathering information, using the outline view and the document map; enabling collaboration by saving your documents to shared workspaces, revising your document while tracking changes and adding comments; hosting synchronous discussions on those documents, and publishing the final work on the Web.

Before You Begin

Word 2003 offers customizable and scalable features that accommodate the activities within the writing process. Word 2003 also facilitates collaboration through features that allow many individuals to participate constructively in the writing and review process. Tracking changes, adding comments, conducting discussions, and saving documents to Web locations are all useful collaborative tools available in Word 2003. You and your students are given thoughtful features that reflect the richly recursive and social/collaborative nature of the writing process.

Touring Word

Before you start using Word 2003, become familiar with its features. The following illustration shows a new blank document in Print Layout view:
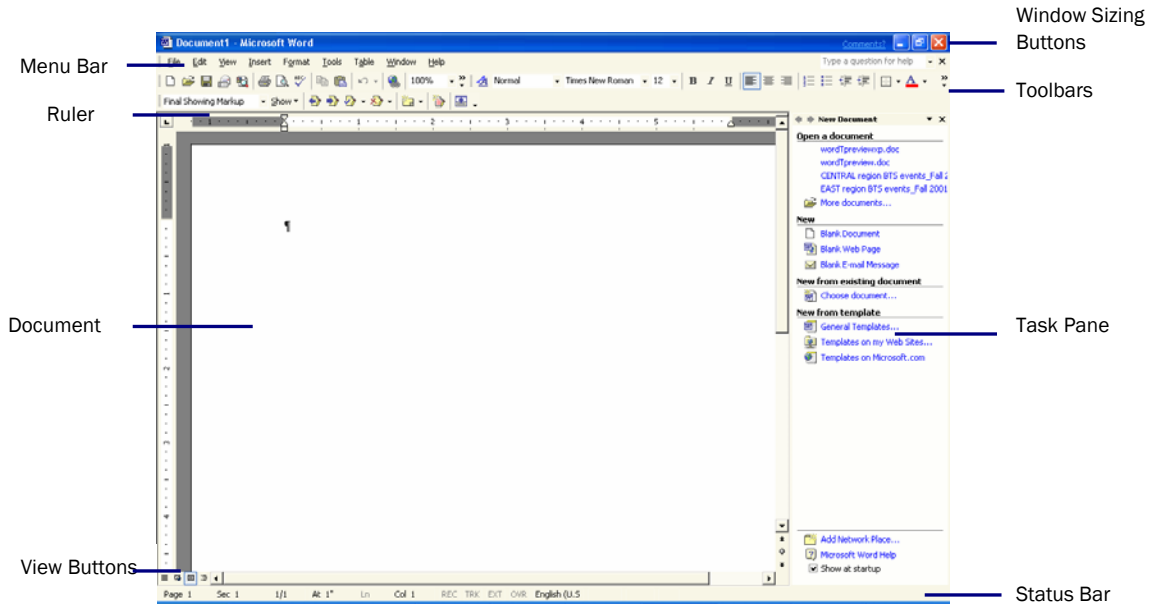
Creating a Document

For the purposes of this workshop, imagine that you are a geography instructor who wants to leverage the learning power through a process-oriented writing assignment. Your students will be creating a report on earthquakes and using the collaborative features of Word 2003 to revise and edit the document. This workshop will walk you through some very simple activities in which your students might engage. At the end of each section, we will consider some more elaborate teaching tips that will help you give deeper consideration to how these features of Word can enable a rich, process-oriented approach to writing in your class.

This section describes how to create a document and how to use some of the standard Word formatting tools. You will prepare a title page and customize it by using the Word formatting task pane and the Click and Type feature.

To create a document

1. On the **Start** menu, point to **Programs**, and then click **Microsoft Word**. A new document opens in Normal View.

2. If the **Task Pane** does not appear automatically, on the **View** menu, click **Task Pane**. The New Document task pane appears with the options for a new document.

3. Click **Blank Document** and a new blank document is generated. (You can also work within the existing document that opened by default when you started Word.)

4. Click the **Print Layout View** icon located at the lower-left corner of your screen. Double-click in the upper right portion of the document, about 4.5 inches from the left, and then type today's date.

5. Click the left margin, on the same line as the date, to select the entire line.

6. Select **Arial** from the **Font** drop-down list.

7. To create a title, double-click the center of the page, about one third of the way down from the top, and type *Plate Tectonics and You*.

8. Double-click the center of the page, about an inch lower than the title, and type *"A moving study of the ground beneath your feet."*

9. Click the left margin, on the same line as the title in step 7, to select the entire line.

10. Select 22 from the **Font Size** drop-down list to change the title font to a much larger size.

11. Place your cursor after the word "feet." On the **Insert** menu, click **Break**, and then click **OK** to insert a page break after the subtitle.

You may give a common look and feel to your entire document by assigning a theme. This also makes the document more acceptable in a Web format should you choose to save it as a Web page.
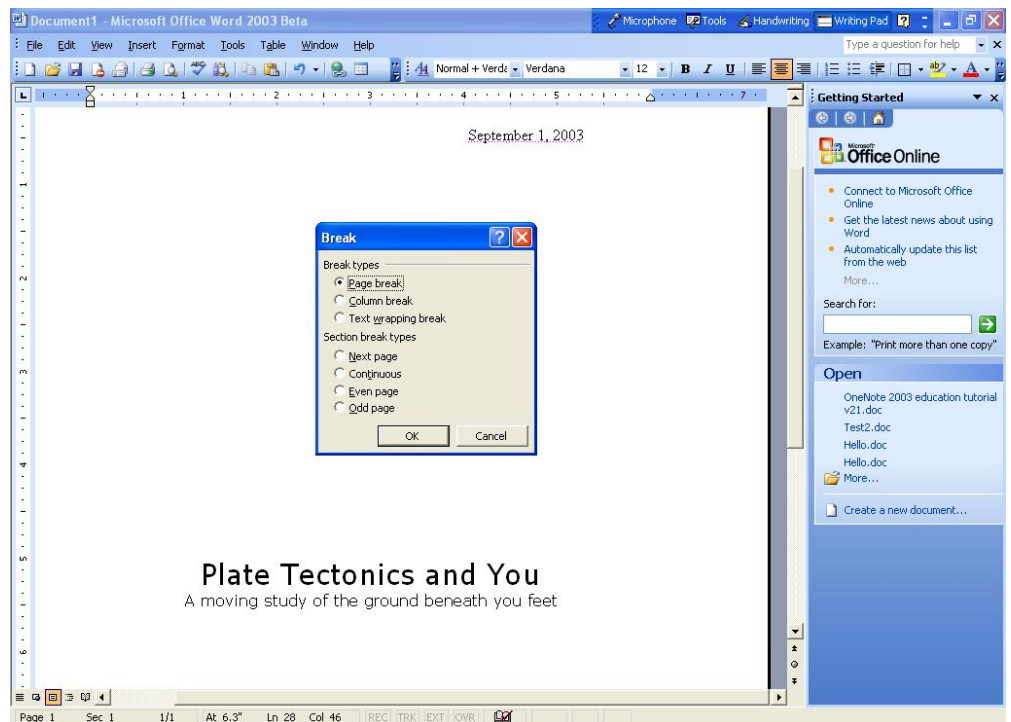
12. On the **View** menu, click **Task Pane**.

13. On the task pane drop-down list, click **Styles and Formatting**. The Styles and Formatting task pane enables you to change the style of selected text with one click.

14. In the Styles and Formatting task pane, click **Heading 1**.

15. Type *Introduction*.

16. Press **ENTER** to start a new line, and then click **Heading 2** in the Styles and Formatting task pane.

17. Type *Topic Paragraph*, and then press **ENTER**.

18. In the Styles and Formatting task pane, click **Heading 1**, and then type *Plate Types*.

19. Press **ENTER** to start a new line, and click **Heading 2** in the Styles and Formatting task pane.

20. Type *Divergent*, and then press **ENTER**.

21. In the Styles and Formatting task pane, click **Heading 2**, type *Convergent*, and then press **ENTER**.

22. In the Styles and Formatting task pane, click **Heading 2**, type *Transform*, and then press **ENTER**.

23. In the Styles and Formatting task pane, click **Heading 1** from the **Style** drop-down list. Type *Conclusion*.

24. On the **File** menu, click **Save**, and then save the document with the title that you want. For the purposes of this lab, save the document to the desktop.

✓ **Teaching Tips for the Writing Process: Document Creation**

For many writers, and particularly for many inexperienced writers, getting started is the hardest part of the writing process. Consider making a list of prewriting activities like concept mapping and freewriting which help writers get language flowing onto the page – share the list with your students, tell them what works for you and why, and ask them to experiment with different strategies. Don't assume that one particular strategy that works for you will also work for all of your students; rather, try to help them by providing an array of ideas. The most important thing early in the process is to provide incentives for getting started, ideas on how to start, and access to a peer group with whom to ideate and to articulate new ideas as they emerge. Remember, all of the time spent engaged in this process is time spent engaging with the core ideas and concepts you are trying to teach. Giving up some lecture time to make space in your class for this kind of work can actually enhance student retention of course content.

Using Views and Research

Word has several views including Normal, Web Layout, Print Layout, and Outline that are customized to focus on a particular set of formatting characteristics. Within any of these views, you can activate the document map, which allows quick navigation of your entire document by clicking on the appropriate heading in the map. Word also supports implementation of the Document Map as a navigation control in HTML format, allowing you to save your document as a frameset with navigation along the left side.

In addition to Views that help you focus on the particular aspect of the document you are concerned with, task panes allow a specialized focus on individual tools within Word. The Research Service pane allows customizable searches of a wide variety of web-accessible reference content right from within Word. This pane will appear in Internet Explorer if particular search results require viewing their content in a web browser. Any research data may be copied to the clipboard and pasted into the document as part of the information gathering process. Dictionary and Thesaurus entries may be accessed directly in Word without having to navigate to a separate browser window. Premium content (additional fees required) and translation are available through the Research Service as well. Any service that requires a fee for its use will require a subscription to that information, such as Factiva. One word or short phrase translations are also available, but full translation is available for those that need it.

In this section you will switch to outline view as you begin your research to enable organization of that data as it is collected. You will also use the dictionary, thesaurus, and translation to look up entries, increase word variety, understand text written in a foreign language, and improve your written work.

To change to Outline View

1. On the **View** menu, click **Outline**.
   -or-
   Click **Outline View** in the lower left corner of the document window.

2. Your document will be shown in outline format. The outline can be expanded or collapsed by double-clicking on the plus symbols next to the major headings. The outline is based on the styles and indents that have been used in your document.

   As you conduct research and include data in your outline some suggested steps are listed below. This information is provided for reference purposes and is not part of the actual step you should follow during this lab. To continue in the step-by-step tutorial, continue by switching to the section *Using the Research Service pane*.

3. Paste in research content by clicking the **Edit** menu and selecting **Paste**.
   -or-
   Pressing **Ctrl +V** on your keyboard.

4. Don't worry about placing data exactly in the outline while you are still in the bulk collection phase. Just concentrate and gathering the information and append it to the bottom of the list of previously collected data.

5. After collecting your data organize it by selecting tools on the Outlining toolbar to **Promote** (increase) or **Demote** (decrease) indent. (This changes the significance of the items in the outline hierarchy.)

6. Change the vertical position of entries by clicking on the **Up** or **Down** arrows on the Outlining toolbar. These will allow organization of information in the order you wish it to be considered.

This is a great view to place and manipulate information gathered from your research as it allows structured organization coupled with editing tools that compliment this structure. By setting up the framework of your document in an outline, basic writing tenets of thesis, supporting data and arguments, and conclusion may be discreetly examined.

Using the Research Service pane

1. On the **Tools** menu, click **Research**. The Research pane will open.

2. Any highlighted text will automatically appear in the **Search for:** box. Type in your search words (Plate tectonics for this lab) in the box if your desired search criteria aren't already listed.

3. On the **All Reference Books** drop down select the resource(s) you would like to use when your search is executed. Select **Encarta Encyclopedia** for the purposes of the lab. Once your selection is made, the search will automatically begin.

4. Click on **Article-Encarta Encyclopedia** and Internet Explorer will open the article. Notice that Research pane is still present in your browser window.

5. Select the first paragraph under **Introduction**. From the **Edit** menu select **Copy**.

You research data has been placed on the clipboard. Up to 24 different items may be collected before you must paste them into your document. Do not worry about remembering what each individual item is. The Office System clipboard will display a brief synopsis of the data when you view the clipboard contents.

As you scroll down the research pane you may notice a small icon beside some of the resources that looks a little like a pile of money. This is indicative of additional content that you must subscribe to if you wish to use it. There is plenty of free content available; paid content is for those that need more in-depth information any have the ability to pay for it. The list of resources is customizable, which would enable you to include institutional resources in the search. You might include Windows SharePoint Services Web sites in the list of resources, for example.

6. Minimize Internet Explorer to reveal your research document again.

7. Click in the Outline of your document, make sure you are on a blank line, and from the **Edit** menu click **Paste**. Your research article will be copied into your outline.

8. On the **Task Pane** drop down menu select **Clipboard**. With this clipboard open you may switch back to Internet Explorer and collect multiple items for inclusion in your research document without having to switch between applications for each item. The Clipboard pane must be open in order for Internet Explorer to place more than one item at a time on the Office System Clipboard.

One of the students in your peer group is from Mexico and you wish to impress them by saying in Spanish "The Volcano is hot!" and one of the Research pane tools caught your eye as something that might assist you in this.

9. Select **Research** form the **Task Pane** drop down menu

10. Type in *"The volcano is hot"* in the **Search for:** box and select **Translation** from the **Research sources** drop down menu.

11. The WorldLingo translation engine displays your phrase! Also accessible through this are full translation services (for an additional fee) that will translate an entire text. This would be extremely useful for those working ESL projects or for abiding by the laws in countries such as Canada that require the posting of public information in two languages, French and English.

Through the Research Service you can easily access information and gather it for use in your document. Essentially you have an entire reference library at your fingertips. If you'd like to experience expanded use of note taking abilities on the computer, please see Mobile Learning and Note Taking with OneNote 2003 at www.microsoft.com/education/?ID=OneNote2003Tutorial.

To display the Document Map

1. On the **View** menu, click **Document Map**. Clear the selection to hide the map.

To create a table of contents from the document map, on the **Insert** toolbar, click **Reference** and then **Index and Tables**.
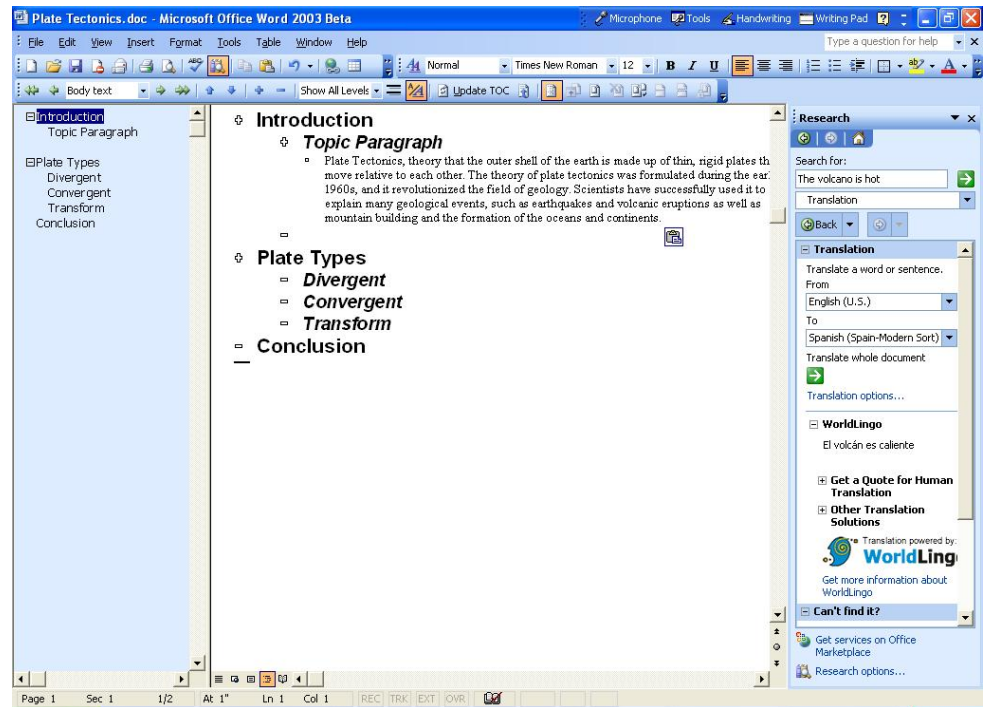
2. After the map is displayed, you can click anywhere on the map to move to a particular location in the document. Think of it as a clickable index of the entire document.

✓ **Teaching Tips for the Writing Process: Organizing Writing**

Expectations for the organization of a composition can vary dramatically depending on your discipline and the genre of writing you require from your students. The most important thing to consider as you take a process-oriented approach to teaching writing is your strategy for helping students understand the organizational expectations that are entailed in a given activity. Students aren't just new to your discipline—they are relatively unfamiliar to well organized writing habits in general. Show examples of professional and student writing that meets your expectations. Show students how to use the Word 2003 views and document mapping to analyze whether they are on the right track. Also, help students understand that adherence to a preset organizational format during composition can be a straight-jacket which stifles the writing process; many student writers try to begin writing with the first word of the introduction and end with the last word of the conclusion because they have been taught that the writing process begins with outlining and then consists of writing into the strictures of that outline. Help students see that even a formal organizational format is merely a destination and that the journey through the writing process will likely be very recursive and cyclical. Let students know that *no* writer expects to sit down and draft a perfectly-organized piece from start to finish, not even professional writers or academics.

Using Document Statistics

In addition to organizing writing, managing the overall content of the prose is an important part of the writing process. For example, students might need to develop a document with a minimum number of words. To encourage students to increase the complexity of their writing, you might need to ascertain the reading level of a document. Word contains several tools that meet these needs

You can use readability statistics to track the complexity of sentence structure and ascertain the reading level. This simple feature reveals much information about the student's individual writing style. In addition, document statistics can reveal the number of sentences, paragraphs, words, sentences per paragraph, and words per sentence. While this doesn't in and of itself establish a good metric for writing, it can be used as a guide.

To view document statistics and reading level

1. On the **Tools** menu, click **Options**, and then click the **Spelling & Grammar** tab.

2. Select the **Show readability statistics** check box, and then click the **Recheck Document** button. Click **OK** to close the dialog box.

   This turns on the readability statistics. Viewing the statistics is accomplished by invoking a spelling and grammar check on the document and the last part of that process reveals the statistics.

3. On the **Tools** menu, click **Spelling and Grammar**. If you have any spelling or grammar errors, you'll need to skip them by clicking **Ignore** or resolve the issues by correcting them as they are presented.

4. After the entire document is checked, a dialog box appears that shows both document statistics and reading level.

Note: If you do not have any formal sentence structure (such as an outline) the Averages and Readability sections will be all zeros. Obviously, if there

isn't substantial prose to evaluate there won't be any useful information obtained.

5. Click **OK** to close the **Readability Statistics** dialog box. On the **View** menu, click **Print Layout** to view your document in Print Layout view.

Sharing Your Documents

Without sharing documents, writing is a solitary and sometimes unproductive process. Mechanics of this collaboration have been historically manual and difficult to use effectively. However, peer review of documents contributes to the learning process as they actually teach each other during the editing process and their time on task is increased as they assist each other. You recognize the value in collaboration as an educator, but how do you overcome the hurdles in implementing it in your class?

Word 2003 includes seamless access to centralized document stores located on web servers running Windows SharePoint services. Pioneers in electronic collaboration may have been exposed to previous iterations of this technology through Office Server Extensions or SharePoint Team Services. This update version runs on top of Windows 2003 Server and provides the best platform for document sharing, discussions, and general collaboration. Word 2003 can directly open, edit and save documents on these servers, making the editing of shared documents a simple task. With the advent of this new resource, security has been increased to allow control over document editing roles and finite control over document access through Information Rights Management only through the Microsoft Office System 2003.

In this section you will create a shared workspace using Windows SharePoint Services enabled server and post your document to that server for collaborative review processes. As a participant in this process, you will set appropriate rights on the document to allow your peers to review, edit and make comments.

To create a Shared Workspace

1. On the **Task Pane** drop down menu, click **Shared Workspace**

2. Click in the **Document Workspace name** box and type the name for your workspace. (It should relate to your project)

3. In the box **Location for new workspace:** and type the location of the Windows SharePoint Services site you will be using.

4. You will be prompted to log on to the SharePoint server. Key in your username and password and click **OK**.

You need to have appropriate permission to create a shared workspace. If you do not have permission to create one, an instructor or server administrator can create one for you. Workspaces are used just like any other file storage location. Next we'll save an existing document to the new workspace and thereby make it accessible to those in the peer review group.

Saving to Document Workspaces

1. On the **File** menu, click **Save As**. The Save As dialog box will appear

2. Select **My Network Places** on the places bar on the left of the window and type in the URL of the Document Workspace you will be using. If you have used a workspace in the past, select it from the contents pane.

3. You will be prompted to log on to the SharePoint server. Key in your username and password and click **OK**.

4. **Document Libraries** will appear. Double click on **Shared Documents** to display the list of documents. Type in the filename and click **Save**.

Protecting Documents

1. On the **Task Pane** drop down menu, click **Protect Document**

2. Under **Formatting restrictions**, click the check box and select the styles that others are allowed to use when making formatting changes to your document.

3. Under **Editing restrictions**, click the check box and select the type of editing you wish to allow in your document. Your options are Tracked Changes, Comments, Filling in Forms, or No changes(Read only)

4. Click the box **Yes, Start Enforcing Protection** when your selections are complete and you wish to begin protection.

These protection settings are fairly broad strokes that set security for everyone that has access to the document workspace. If you wish a document to be protected in a more granular fashion, wherever it travels, you need to use Information Rights Management.

> ✓ **Teaching Tips for the Writing Process: Document Workspaces**
> The advantages of these powerful features in the peer-review process are perhaps obvious. For example, Document Workspaces allow students to engage in peer review activities outside of the classroom, thereby freeing up class-time for other engaging face-to-face learning experiences. Because files saved to Document Workspaces are still Word documents, this method of file sharing and writing exchange enables users to work across the Internet while still using the powerful integrated features of Word discussed later in this document—Comments and Track Changes. Consider exploring a bit further and crafting writing assignments that ask students to work together in small groups as they generate text. Time-on-task goes up as students negotiate the composition process with one another; they spend more time thinking about and talking about the core issues of your class. Also, the powerful collaboration features in Word will enable students to share work anytime and from any networked computer. Although you may find that students struggle to work effectively with peers, keep in mind that co-authorship is the rule and not the exception outside of the classroom and that many education scholars contend that peer-to-peer interaction with respect to academic tasks (like writing) is the most important factor in successful outcomes in college and beyond.

Using Revision Control

Revision is an activity that takes place throughout the writing process. Most authors are continually reviewing what they have just written and making large or small changes all along. Revision also takes place in formal stages as we publish a version of a composition, receive feedback, and then return to the document to do further work. Word contains two features that help writers manage this more formal aspect of the revision process, Versions and Track Changes.

Think of Versions as "snapshots" of a composition taken at various stages of the writing process. Saving Versions of your composition as you write enables you to retrieve information that you subsequently may have revised out of a document and to manage multiple drafts of a document for different audiences and purposes. The writer can also compare saved versions of the document.

The Word Track Changes feature allows multiple users to revise a document while retaining the original integrity of the document. When Track Changes is enabled, a reviewer's proposed changes are highlighted in a particular color (each reviewer is identified in a different highlight color). You can see the reviewer's name by pointing to the change. The originator of the document can accept or reject any proposed changes.

To use Versions

If versions are enabled on your SharePoint server, a version of your document is saved automatically every time the document is saved to the server.

On a Document Workspace:

1. On the **File** menu, click **Version History** and then click **In a Document Library…**.

2. Select the version you wish to see and click **Open**.
   -or-
   Click **Restore** to overwrite the current version with the version selected. You will need to confirm the restoration by clicking **Yes** on the confirmation dialog box.

On Local Drive or Network Share:

1. On the **File** menu, click **Versions**

2. Click **Save Now** to save a version of your document. The **Save Version** dialog box opens.

3. You can add comments for the version you are saving. When you are finished, click **OK**.

4. After you have at least one version saved, you can also double-click **Versions** on the status bar.

Word credits changes in the document to the individual who has registered the software. To change the registered user, simply change the name on the **User Information** tab on the **Options** page under the **Tools** menu. This is extremely useful for students in a lab setting.
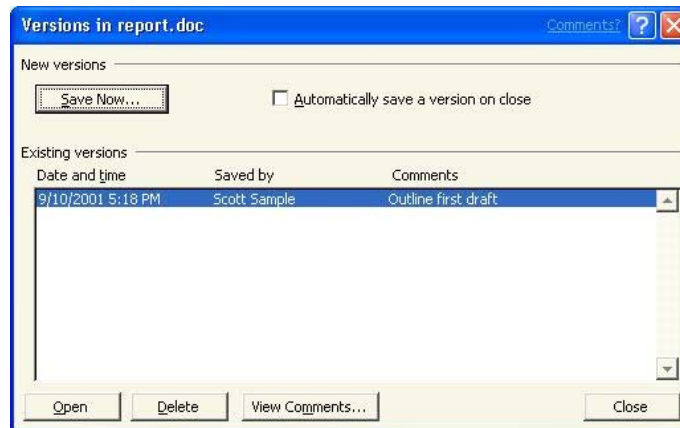
5. When you want to work with one of the versions, on the **File** menu, click **Versions**.
   -or-
   Double-click **Versions** on the status bar (This is located on the right side of the status bar. It resembles a series of folders.)

6. **Open**, **Delete**, or **View Comments** by selecting the appropriate version and then click the button that you want.

To track changes

The Send for Review process works with any e-mail editor. Selecting to send your document to a mail recipient for review attaches it to an e-mail message that is already formatted for the recipient. It includes a "Please Review" message on the subject line, and a flag for follow-up. When the recipient opens the document, Track Changes is automatically activated.

1. On the **View** menu, point to **Toolbars**, and then click **Reviewing** to turn

   on the Reviewing toolbar. Click the Track Changes icon . You will see **TRK** in black on the status bar when the Track Changes feature is enabled.

2. Now that this feature is enabled, make a few changes to your document. Also, have a few users who are logged onto the machine under their own names make some changes. You will notice that the revisions of each editor are labeled with their initials and are indexed by color.
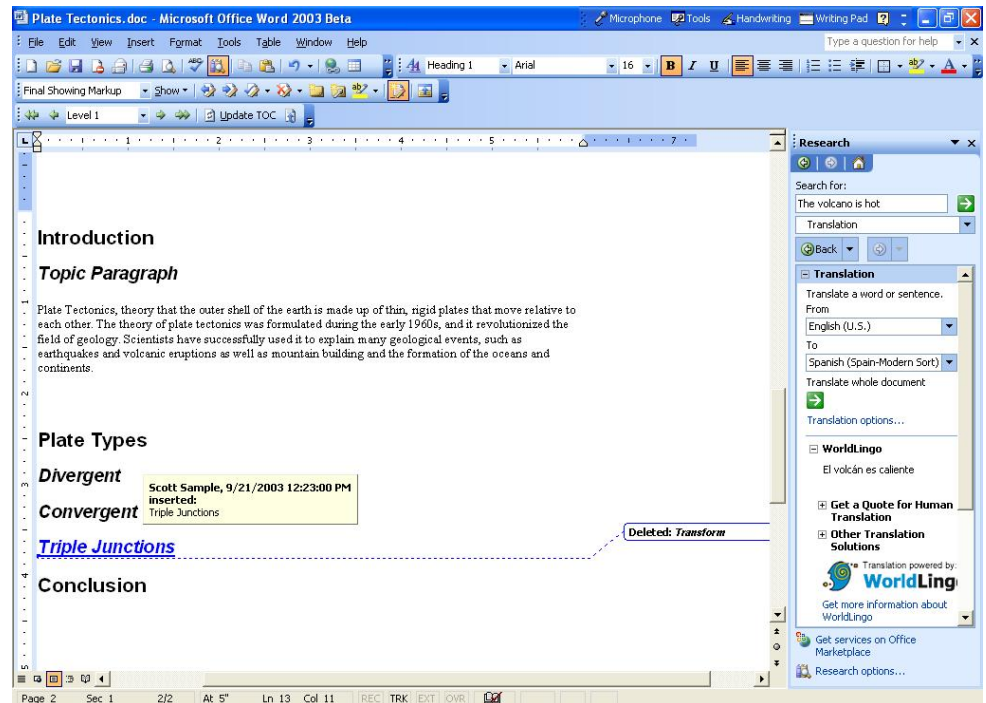
3. Right-click one of the changed items and the short cut menu allows you to **Accept Deletion** (or Insertion) or **Reject Deletion** (or Insertion).

This is an extremely useful feature for any process-oriented writing activity. You will find that it helps writers organize and manage the review process with great flexibility. It also eliminates the need for paper-based editing. Circulation of documents by e-mail or through Document Workspaces (described above) is the best way to collect revision suggestions from a group.

✓ **Teaching Tips for the Writing Process: Revision**

One of the great advantages of using a process-oriented approach to writing is that it encourages students to see writing as a recursive activity that consists of multiple sessions where prose is composed, revised, published, reviewed, revisited, revised again, and so on, in many phases over a sustained period of time. Consider using the Word 2003 Versions and Track Changes features to help your students chart this process. After prewriting activities have produced some text from their research (much of which will probably not make it into any draft of the composition), have your students save the document as a Version. Having done so, they will feel free to delete or radically alter that text as they move ahead in their process—students will know that the text is still there and easily retrievable in the Versions palette. Ask students to save a separate Version for each draft of a document that you require in your lesson plan. (Keep in mind; a Version History enabled shared workspace will automatically save a version every time the document is saved.) At the end of the process, ask students to read each version in succession and then write a self-evaluation of their own writing process, reflecting on what they improved, how they approached their work, and what they might do differently next time. At the same time, invite your students to use the Track Changes feature to workshop their compositions during your periodic peer review sessions. Students will feel free to give concrete feedback and to write on one another's documents as they realize that suggested revisions can be rolled back selectively by the document's author—no suggestion has prescriptive weight attached to it.

Using Comments

One other powerful Word feature you will use as an instructor or student is comments. Comments allow annotations to the text of a document that can be reviewed by anyone accessing it. For example, you can use comments to suggest some expansion of a topic within a report. Remember that you can hide the comments during the printing process (in fact, they are hidden by default) thus, the Comments feature can prove much more convenient than typing your suggestions as regular text in the document, as these might later need to be removed by the composition's author prior to printing. This feature should also be considered for electronically marking the finished work. Students will enjoy having clear, legible text to read when reviewing your comments on graded work.

To add and edit comments

1. Select the location where you want to make a comment. On the **Insert** menu, click **Comment**. Or on the revisions toolbar, click the button for new comment.

2. Type your comment in the text bubble provided in the right margin. Notice that your initials for the comment appear in the color assigned to you as the reviewer.
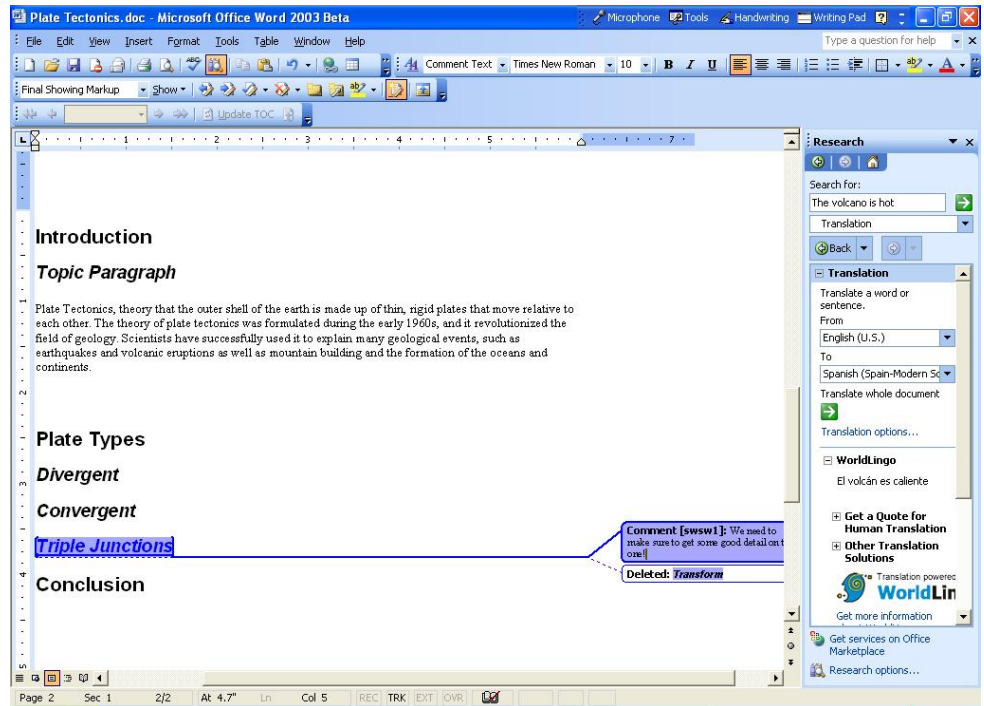
3. You can also make voice annotations. To do so, click the drop-down arrow beside the **Comment** button on the Reviewing toolbar, and then click **Voice Comment** (note that this requires a functioning microphone and sound card in your PC).

✓ **Teaching Tips for the Writing Process: Using Comments**

Comments are similar to Track Changes in the sense that they provide a useful space for peers to review and comment on one another's work. You may find that there are some important differences in these features that shape the way you use them in your process-oriented teaching approach. Consider this: Early in the writing process, you are likely to want your student peer groups to focus on holistic issues—aspects of their compositions which have a deep impact on the way the composition is coming together. At this stage, you would probably rather have students interrogating each other's theses and hypotheses than fixing each other's spelling or grammar. Thus, you might write into your lesson plan that students' first peer review session or sessions will consist of using the Comments feature, wherein they are providing discussion or feedback but not correcting mechanical missteps and directly adding content to the text. This feature alone won't provide the high-quality holistic feedback you want—you will have to facilitate the process by modeling deep feedback that helps the author shape a piece of writing; By restricting students to the Comments feature early on (simple enforcement of this is noted in the section on Protecting your document), you help steer them away from the temptation to be editors rather than conversant in dialogue about the compositions' core issues.

Enhancing Collaboration

Word can also detect differences between two copies of a document.
- Open the edited document
- On the **Tools** menu, point to **Compare and Merge Documents.**
- Open the original document

You have noticed by now that a process-oriented approach to teaching writing is also a people-oriented approach. Writing, an inherently social behavior, works best as a learning tool when the writing process is rich with social interaction and possibilities for collaboration. The problem with collaboration in the past was the distribution of the collaborative materials to all those involved—peer group interactions a decade ago were usually paper-and-toner heavy experiences in which multiple physical copies of each student's drafts were passed around the classroom for peer review. Such rapid interactive interchange was out of the question between individuals who were not in reasonably close physical proximity; distance-learning educators often relinquished all hope of harnessing such powerful learning activities out of inconvenience.

Three important features of Word 2003—sending documents to Windows SharePoint Services sites, saving documents as Web pages and sending documents for review—help you manage the collaborative process much more efficiently by using networks to bridge the physical gap between users. Saving Word documents to the Web will work seamlessly with a Windows 2003 Server back-end running Windows SharePoint Services. Although a Word file saved as HTML can be published on any Web server, saving to a SharePoint server offers collaborative features far beyond simple document viewing. The document can be protected, edited, discussed, and reviewed all from this central point of access. With these powerful features integrated in Word, anyone who can use Word has the ability to use the Internet to collaborate on a document regardless of platform or distance.

There are many templates and wizards to help you get started in creating your document. You may access these by clicking **New** from the **File** menu.

You have already experienced saving, and reviewing a document on a SharePoint server. In this section we will review discussing the document in a real-time setting, where students essentially hold an electronic meeting on the subject document. We will also discover how a meeting can continue over a longer period of time as the students work through the refinement of their research documents.

To save a document as a Web page

To make your document more pleasing as a Web page you will want to choose a theme.

1. On the **Format** menu, click **Theme**. Click the theme that you want from the **Choose a Theme** dialog box, and then click **OK** to apply the theme to your document.

2. Type some sentences to prompt discussion about the individual headings in the report. (This will be used later for collaboration.)

3. On the **File** menu, click **Save as Web Page**, and then click the **My Network Places** button. To connect to a Web folder, use the Add Network Places Wizard.
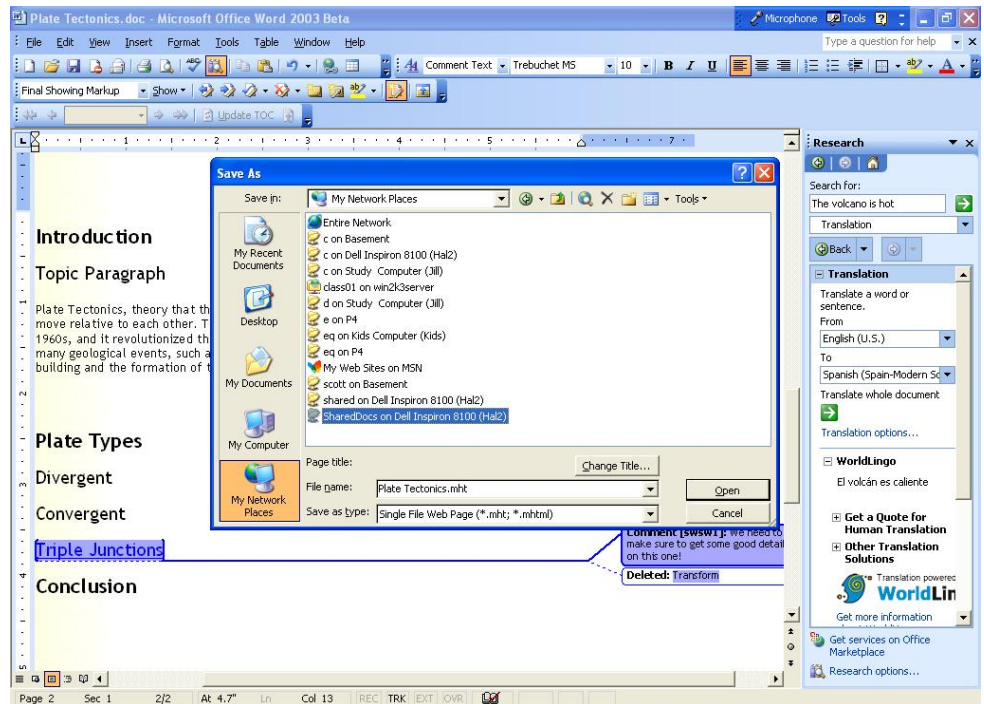
4. Select the Web location where you want to save your document, and then click **Save**. (You will be notified that Versions are not supported in the Web format. Click **Continue**.) After the document is saved as a Web page, it can be viewed by using a standard Web browser.

One of the advancements in Office 2003 is the integration with Windows SharePoint Services which is a service on top of Windows 2003 Server. These services allow you to save documents to a shared location on a Web server as was done above and also enable inline discussions to take place in native Word format. The advantage to the Windows SharePoint Services is that they are much easier to set up and use due to their tight integration with the Microsoft Office System.

Using Web Discussions

Web discussions are an extremely useful collaborative tool. They allow comments to be placed directly in a document by anyone with Word 2002 and above or a Web browser. Inline discussions actually insert the message indicators at any hard return in a document. A discussion about the document occurs in a window just below the one where the document is displayed. This is a very effective online collaboration tool that supports the social and collaborative needs of your process-oriented approach to writing and research.

To invoke a discussion

1. Open the document in Word on which you want to hold the discussion, from the **Tools** menu click **Online Collaboration**, and click **Web Discussions**.

2. Click on the line that you wish to discuss and click on the **Insert Discussion in the Document** icon on the toolbar on the **Discussions** toolbar (located at the bottom of the screen).

3. On the **Discussions** toolbar, click **Discussion**, and then click **Insert in the Document**.

4. You will see little notes appear at end of the line you clicked your cursor on and the **Enter Discussion Text** dialog will appear. Type in your subject and text for the discussion entry and click **OK**.

5. To navigate to a particular discussion topic, click on the note icon at the end of the line in the Word document. The item and discussion thread will display in the discussion window at the bottom of your screen.

6. Click on the note at the end of the discussion entry to reply to, edit, delete or close the item. If you choose reply or edit, the discussion window will appear and you my type in the subject and discussion comment you desire and click **OK**.

7. To collapse the Discussion Pane, click the **Show/Hide Discussion Pane** button on the Discussion Pane toolbar.

8. Use the following buttons to navigate through the inline discussion comments: **Show General Discussions**, **Previous**, and **Next**. To make a general discussion entry about the entire document, click the **Insert Discussion about the Document** button.

To stay current by using Subscriptions and Notifications

Another innovation of the Microsoft Office System that helps enhance participation in discussions and document collaboration is Subscriptions. This feature allows students and instructors to "subscribe" to documents or folders, and automatically receive an e-mail notification when the contents of the items to which they subscribed have changed.

For example, when the student starts the class, they could subscribe to a Homework folder in which the instructor posts all assignments. That way, the student receives an e-mail message automatically when the instructor enters a new assignment or memo. Conversely, the instructor could subscribe to an Assignments folder, which would let him or her know whenever a student submitted homework to be reviewed. As a student in this research effort, you will subscribe to the discussion for your teams research document allowing you to know when team members have updated discussion items.

1. Open **Web Discussions** on the document in Word (if the discussion isn't already open.

2. Click **Subscribe** on the **Discussions** toolbar to subscribe to the page.

3. In the **Notify me when** field, select **When anything changes**.

4. Type <u>\<your e-mail\></u> in the e-mail address field.

5. Select **When a change occurs** from the **Time** field and then click **OK**.

From this point forward, any changes made to this file initiate an e-mail notification to the student. This feature greatly simplifies the process of responding and keeping up to date on the discussion.

With the new features enabled by Windows SharePoint Services, students can also place documents directly on a team Web site to discuss those documents. For more information on SharePoint visit the web site at: www.microsoft.com/sharepoint.

✓ **Teaching Tips for the Writing Process: Discussions**

One of the challenges you assume when you take on a process-oriented approach to teaching writing involves training your students to be good respondents. In the same way that faculty are uncomfortable with helping students become better writers, students themselves are often surprisingly shy when it comes to offering feedback to peers. Why? Well, in many cases shyness has to do with a lack of experience and a desire not to offend. Threaded discussion spaces are an excellent way for a community to "norm" itself around good peer response conventions. Unlike Comments and tracked changes within a Word document, which best suit a model in which a few people are responding to each composition, threaded discussions can support a much more public and generative exchange of ideas and comments. Consider using threaded discussions within a Word or Web document to focus the whole group's attention on one particular piece of prose—say, a sample student first draft that can help the whole group get a sense of where they might take their own projects. Within the discussion space, ask everyone to generate a peer response. By posting your own response, you can help "norm" the group by providing a model of the kind of discourse and consideration that is appropriate in the peer response mode.

Getting Help

You can get help from the **Help** menu at any time while you are using Word. To open Help, click **Microsoft Office Word Help** on the **Help** menu. If you have an Internet connection, you can also point to **Microsoft Office Online** on the **Help** menu and choose from several resources that may be of interest to you such as **Assistance**, **Training**, **Templates**, and **Downloads**. You can also go to http://www.microsoft.com/word for all the latest information. When you are ready to begin employing some of the techniques described here in your own class, you may want to consult with your institution's instructional technologists to ensure that Windows SharePoint Services are properly installed and available.

Getting help bringing these features of Word 2002 into your teaching is easy as well. Your institution may have a Center for Teaching and Learning (CTL), or Institute of Teaching and Learning (ITL). Many CTL/ITL faculty development specialists have good experience helping advance your work with interactive writing software. If you want to explore further on your own using the Internet, we recommend that you begin with some of the following Web sites:

- **Washington State University's Online Writing Lab** (http://owl.wsu.edu): Online Writing Labs, or OWLs, are places where students can share writing with one another, getting feedback from peers and tutors. Washington State University's OWL is open to all writers and provides a nice public forum for exchanging ideas about writing. Consider using Online Writing Labs as places for your students to get additional mentoring feedback from tutors as well as feedback from other students who may not be in your class.

- **Voice of the Shuttle, Technology of Writing Page** (http://vos.ucsb.edu): Alan Liu's outstanding Voice of the Shuttle site has a wide assortment of links to topics related to the use of technology in writing. If you're interested in exploring theories of technology and language (as opposed to simply acquiring practical pedagogical advice), this is a wonderful starting point.

- **Purdue Writing Center's Instructional Handouts Page** (http://owl.english.purdue.edu/handouts/index2.html): There is no more complete catalog of instructional resources for college teachers who employ writing assignments than that assembled at Purdue University. Consider reviewing this site prior to creating writing assignments so as to maximize the time you save as you incorporate the available resources in your lesson plan.

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