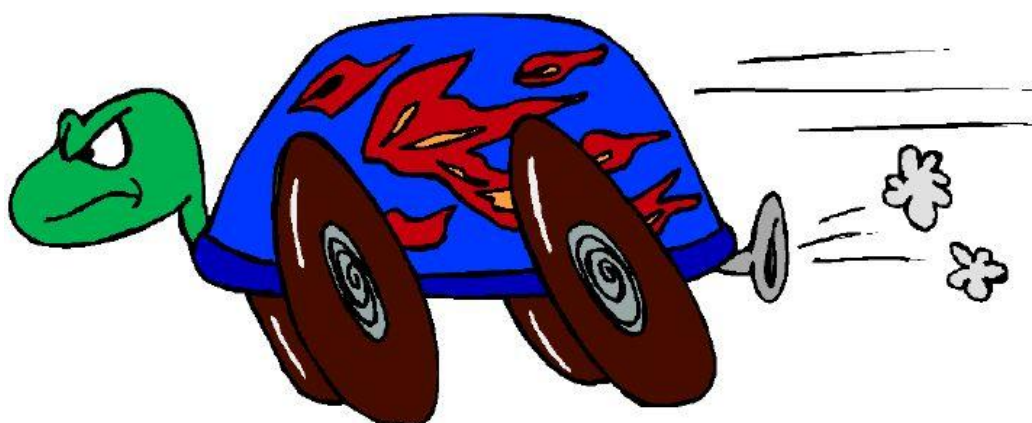


Build eTexts Faster and Better using Rapid Text Construction Techniques

Another applied Electronic Language text



By Dr Elwyn Jenkins
Composer of Electronic Language

To get the most out of this book, you should go to the Text Chunk
Library Information Center where you will receive instructions for
access to the Text Chunk Library.

GOTO: [THE TEXT CHUNK LIBRARY INFORMATION CENTER](http://textchunk.info)

<http://textchunk.info>



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Is this book for you?

This book is designed to inform a person who writes using a computer at a middle level of competency how to become an expert user of computer programs to compose information heavy eBooks, presentations, websites, and information rich databases.

This book will be particularly useful to people who write user manuals, instructions manuals, information rich texts, 'how to' manuals, and text books.

The 'how to' instructions can empower a person to increase text production when writing from the usual 5,000 to 7,000 words per day to an amazing 25,000 to 50,000 words per day. Increases in productivity will not be experienced until the system described in this book is applied to writing of at least three to four texts. The success of achieving this level of production is in the reuse of previously written text chunks in future writing. This is a powerful concept that will revolutionize your writing.

Through applying the system described in this book, you can now build a range of texts from the one set of data so that you meet the requirements of different niche markets. You can also experience a new level of confidence in writing through extending the knowledge base from which you write each time you set about building new text.

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Foreword

The concepts, insights and techniques of composing eTexts included in this text rise from an understanding of language as it is used in this age of connected computers. This text describes what a writer of texts in this computer age should be thinking about and how she/he can be working to produce texts faster, better and more powerfully. To provide you with some background to my thinking about all of this, please let me walk you through the foundation ideas that have informed this text. All of this thinking is an extension of a study completed over ten years towards the awarding of a PhD. You can read further about these principles by visiting the [Technacy Info](#) site. Here are the key underpinnings for a fuller understanding of what "Build eTexts Faster and Better using Rapid Text Construction Techniques is about.

Language

Until a large scale and worldwide network came into place, all language was either one of two forms: spoken or written. Speaking is the oldest form of language used by people around campfires to orally record the history of clans, to pass on the wisdom of the elders and to recite the genealogies so that young people had a sense of where they fitted into the world. However, in Egyptian times, spoken records were not permanent enough to handle commerce that was growing a more international momentum. So, written records became more or less a standard form of recording the commercial activities of the nations. Historians of the time also composed documents, on parchment and clay, to record the momentous events of their time.

Writing as a dominant form of communication did not take a major hold until the time of Plato, however, due to the strength of the oral mode of communication and also due to the fact that writing technologies were not really well developed until just prior to his time. At this time, Plato, being schooled in writing and writing technologies identified that other people were different; he was beginning to lose 'his mind' his way of orally thinking now that he was spending so much time with this literate way of remembering, learning, writing and thinking. The move from oracy to literacy was substantial and has not yet been a universal attainment of humankind. In this century we have perhaps the largest number of people that are literate than have ever been so, however, there are still millions of people who are not literate.

Every human speaks and listens. Not every human has adopted reading and writing, although it is the aim of most every society to produce human beings to read and write. Literacy is seen as a necessity for people to move forward in our world, to develop their fullest potential. Now, however, with the introduction of a worldwide large-scale network, there is a new form of human communication. The dichotomy of speaking and writing has now been added to and transformed so that human language now is not just about oracy and literacy but also now the technologies centering around a computer connected to the Internet. To develop and grow and to have a powerful voice in this age people now need also to be **Technate**. Added to oracy and literacy a person needs to communicate using skills of **technacy**. This means that added to spoken language, and written language there is now electronic language which is composed and decoded on computers for use on computers and is published by computers and transmitted by computers around the world for use in a totally computer environment.

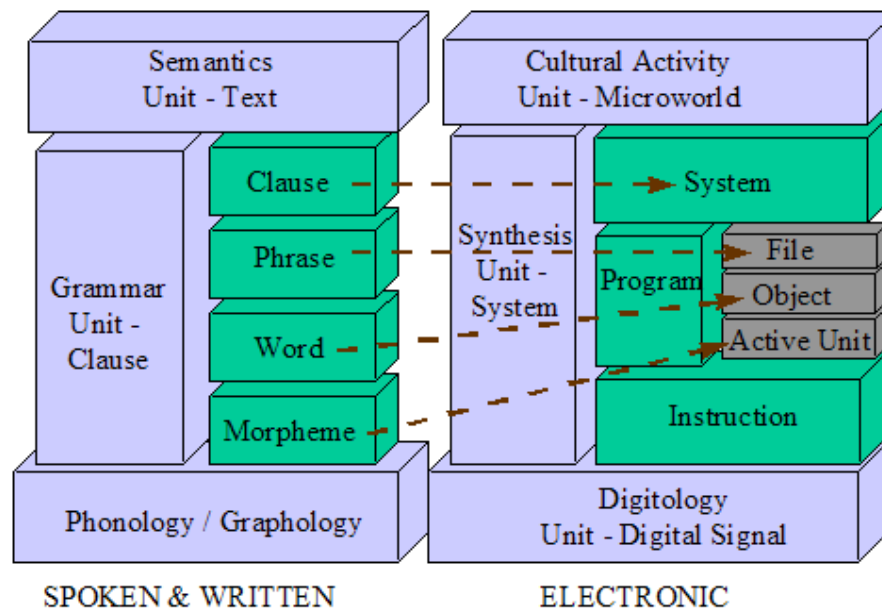
Technacy

In literate activity there are two basic skills: reading and writing. Technacy is far more complex in reach and encompasses four basic skills: operating, composing, simulating and programming. These sets of skills are a highly complex range of skills which it is unlikely that any one person would ever need to command all of the skills. Rather, the range of skills demonstrated by any one person may be highly specialized centering around one or two of the four main skills. Already we see this happening in IT departments where there are maintenance personnel who specialize in operating the machinery, those who simulate and program and those in business who operate and compose.

This book is about building systems in electronic language. A system is a meaning generating environment constructed from two or more interactive programs, that share at least files, and which can be used to build structures for information sharing. This involves the skills of:

- operating programs,
- composing objects and files,
- simulating large information products such as websites, ebooks and other large texts.

Orate and literate activity shares a common study that identifies the structure of language in use. The study of grammar is a study that analyses clauses, identifying the range of potential meaning structures that are available to the speaker or writer in constructing language. Grammar identifies the ways people can get things done through exploiting the meaning options that are available in the language. Electronic Language requires a different study than Grammar to understand how this language is structured. The study of **Synthesis** provides us with a grammar-like view as to the options of meaning making that are available when a human is composing electronic language texts.



Electronic language is a meta-language that is primarily about embedding all other forms of language in meaning systems for use in the totally electronic environment. What can we say in electronic language? We can say most anything that can be said in spoken language, written language combined with graphic communication and packaged into bundles that can be apprehended on the internet. At the level of system we can make meanings, using the meta-language of electronic textualisation, that center on what we can do, shall do and intend to do with text, graphics, and recordings. This is a language of simulation that also involves composing and programming.

Synthesis

Synthesis is the resource, similar to grammar in written and spoken language, for *computing* meanings; it centrally identifies the way to get things done through exploiting the meaning options that are available in the language. Just as grammar primarily considers the structure of a clause and its various components, synthesis considers a *system* and its components, programs (files objects and active units) and instructions. Each of these components are defined as:

1. Instruction

An instruction is a command or an action that is pre-written to form a program, and also includes the command or action that a computer user must issue in order to direct a program to perform a job. There are therefore **instructions that are programmed** and there are **instructions that are added by the user** at the time of operation. Altogether, a series of instructions combined together form a program.

2. Program

A program is composed of instructions that are pre-programmed, as well as added by a user at the time of operation. Several programs that are combined together to get a job done form a system. Programs can be subdivided into files, objects and active units. Files are the devices that are stored on a disk and fed into active memory that are a record of the pre-programmed instructions, and also may involve instructions issued by the operator in this session or in previous sessions. Files are composed of objects and objects are composed of active units.

3. System

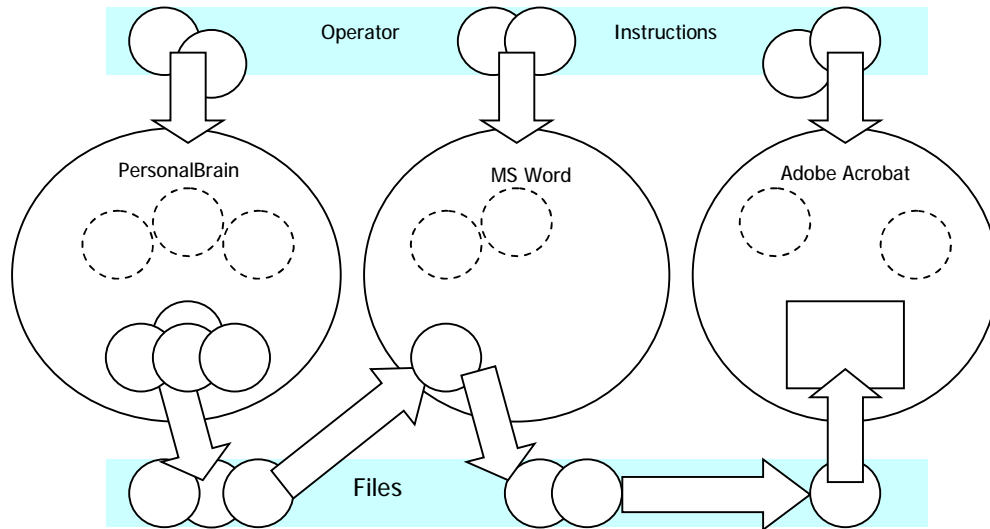
A system is composed of a **series of programs that are combined in a particular way to share files between those programs to get a specific job done** as specified by the composer. For example, the three programs PersonalBrain 2.01, MS Word and Adobe Acrobat can be combined into a system. Through a composer adding instructions to these programs, files can be created, defined in .RTF (Rich Text Format), and stored in PersonalBrain, combined in MS Word in specific ways, and a file issued for conversion into .PDF (Personal Document Format) for display as a eBook in Adobe Acrobat Reader. A specific system would include the actual instructions to be added to a program suite, a definition of how the programs are to be used to compose files, and how those composed files are used to build a particular information product.

In spoken and written language, we test any language we see or hear by comparing this language with other models we see and hear. We often say, "Oh that is not grammatical" meaning that it does not follow the options or resources available in grammar. When we work with Synthesis, the driving need is not to be grammatical but to be **efficient**. The overriding social requirement of computing devices is that we get jobs done efficiently, meaning faster, better and cheaper. That is, faster for the human who has a cost of operation and not necessarily faster for the computer; the computer may take processing time far beyond the processing time of a human, but since the human can do other things, the overall effect is for greater human efficiency. However, the ultimate in synthesis is where both human and computer are empowered to get a task done that is hugely efficient meaning that both human and computer can get a job done faster, better and cheaper.

An Example of a System

The following diagram outlines a particular system designed to create re-useable text elements and provide an automated updating system for production of ebooks. The objective of this system is to build ebook-text efficiently, meaning that an entire book can be produced with as little time as possible of human time and computer time as possible and obtain an extraordinary result.

With specific instructions an operator can form a range of files in PersonalBrain that can be combined to form a document in MS Word and then converted to form a .PDF document for use in Adobe Acrobat. Since the instructions used by the operator compose the text in a particular way, the following is possible:



1. Each of the files in PersonalBrain can be updated and automatically the subsequent files in the system can be updated;
2. The files in PersonalBrain can be re-combined into different order to form a different document in MS Word and Adobe Acrobat;
3. A subset of all available files can be combined to form a new MS Word Document and subsequently form a different Adobe Acrobat Document;
4. Files in PersonalBrain can be combined with files in other Brains to form a new document in MS Word and then compose a new Adobe Acrobat document;
5. The Brain composed with these files can be published for other people to use those files in a similar manner to compose new texts.

This book

In this book, the instructions, program actions, resulting files and overall system operation that is described is a system designed by its composer using the principles of synthesis to achieve an efficient result in generating ebook text. This is an analysis of a particular system operating on the author's computer for production of this and other eTexts; additional examples are also taken from other synthetic projects devised by the author to illustrate additional potentialities in the range of technate activity.

1. The Composing Suite

As a composer of electronic language, your task is to use the resources available to you, the resources of synthesis, to build a system that efficiently gets a job done. To set out in building a system, you need to have the following organized:

1. Determine what the **scope of the job** you are about to do entails;
2. **Identify the programs that are available** on your computer, across the Internet, or on sale elsewhere, that can be used in combination to get your job done;
3. Work out the **method of operating each program**, the necessary instructions and parameters you are going to give each program, and the method of **interchange between each program** to gain the greatest efficiency in getting the job done.

This book is both an example of how one composer went about creating an efficient system for generating text for ebooks, and it is also instructive of how synthesis can be used to get other jobs done efficiently that you may encounter as a composer of electronic texts.

1.1 What this book is about

The author wanted to make his work of generating ebook texts more efficient. This book is about the system the author composed in order to make ebook text generation more efficient:

1. When generating a single text;
2. When generating subsequent texts;
3. To generate new texts that previously would have been not considered.

When generating a single text the author's method of writing involved:

1. Collecting ideas for the text through online research, direct book research, original thought, and drawing together a series of arguments and a conclusion;
2. Forming these ideas or thoughts into a logical progression;
3. Developing an overall structure for the text – chapter headings, subheadings, and contents of texts under each, usually in an arrangement of no more than three to four levels of headings (1., 1.,1 1.1.1, being three levels of headings);
4. Filling in each section under each heading with the ideas for that section;
5. Writing out in full the ideas under each heading.

Inefficient activity was identified in the following areas:

- Brainstorming, mind mapping and/or collection of references for locations across the Internet was done in one or two programs, such as Ygnius which involved typing ideas into a map. This text was not available for electronic copying or use in the word processor. Thus, even though ideas were recorded, those ideas of thoughts were all re-typed at a later date.
- Often after all material was written, the progression of ideas did not seem to be effective. Thus, the material was re-organized often with a lot of reformatting needed to cater for the changes of emphasis of the ideas or thoughts.
- Through the writing process, with changes in format, alterations in the styles used, and in chopping and changing text, a large number of styles were created in word, most of which could be eliminated. Through eliminating these, re-formatting would have to be re-done, or through not eliminating these, the conversion to a .PDF format would stall and cause difficulties.

When generating subsequent texts that were either updates of the first ebook, or that were another ebook based on the first, there was always text that could be re-used. In efficient activities involved in building these subsequent books included:

- Editing the original book to delete the text not now required;
- Re-formatting the new book to reflect the new logical progression;

- Eliminating the styles not now required and obtaining a good clean document for production of the .PDF document.

Generating new texts out of the current texts available often did not occur to the author simply because there was not way to make connections between the various discrete books that were produced.

This book describes a system that was built to erase these inefficient activities, and how that now forms a system through which the author generates multiple texts using this system, effectively databasing the entire production of text he produces to form reusable text objects that can be effectively and efficiently inserted into any text in production. This forms a rapid text development system that can be used to generate new texts of more than 50 to 100 pages in length in less than three days work.

1.1.1 Why not one program?

The whole premise of the concept of 'System' assumes that there will never be a single program that can be adopted by the composer to achieve the composer's end goals. Why is it not possible to find a single good program that can get the job done as required by the composer?

There are several good reasons why it will never be possible to build a single program that does everything. First we must consider the nature of the problem we are solving; the way I think about the activity I am now embarking on may be quite different to the way you may think about the problem. Different thinking styles require different program activities. For example, you may prefer a Mind Mapping program that holds all thoughts in the on-screen picture. Personally, I do not really care about what other thoughts there may be, as long as I can see the relevant and immediate thoughts. The programmers of MS Word never envisioned anything remotely like PersonalBrain being a part of 'the writing process'; their style of thinking about how to write is a different concept to the one I am working with and elaborating. The concept of re-usable text chunks never entered their thinking as their concept has been based on 'original' thought as a writing method; so to them an outliner is an appropriate method of textual development. So our different styles of thinking about writing cause there to be different pre-set elements within a program.

A program is a program development production team's best guess at what people will need when they embark on a writing project. They have studied a wide range of writing contexts and have made the program as general as possible with as wider range of tools as possible for those people who will embark upon writing. Generally, MS Word is built for an office where business texts are generated. Simply, their concerns are not those of mine in generating text, and I do not expect them to have the exact concerns. There is a complete meta-language of electronic meaning making here, and I do not expect one team to embed the whole language in one package.

Second, due to the nature of programming, it is better that the programming team focuses on one major activity of a program and gets that right, rather than trying to solve all problems in the one program. There is a complex enough job for a programming team to get one major thing right let alone trying to solve all electronic language problems. For example, databasing text chunks has been a quest of this author for ten years. Personally, I have devised fifteen different ways of doing this, even to the point of having my own programming team develop a concept for me. It took another person somewhere else who has invested millions of dollars in a paradigm or way of thinking to actually come up with the solution. Solving problems in electronic language is a huge investment. So with TheBrain solving this problem, I do not want them to get distracted with say, trying to develop a book formatting system. It is better that they focus their investment on improving the PersonalBrain program.

Third, for people to solve problems in electronic language, it is better that there are thousands of programs that have interchangeable data that can empower people like me to

solve problems of my own in electronic language. A program is a set of instructions to which I can add my own instructions to get jobs done. I do not want, and it is not a viable proposition to see that a programming team puts every instruction into a program needed for a particular purpose. This means someone else is doing my thinking for me.

Each composer should have some good pre-built instructions to get things done. And then, a composer needs to have the flexibility of doing things, so that she/he can make meaning in ways that are easy to think about for her/his thinking style, composing style, writing style and for the particular job being achieved.

1.1.2 Databasing Text Chunks

In the regime of writing that we have today, there is a political prohibition that causes us to think that the largest textual element we can use of other writing outside of the current text I am writing is the word or phrase. We have databases of words; these are called dictionaries. We even have databases of phrases that when I start writing a phrase, the computer can suggest a completion of that to save me from having to type every key.

To think that there are sentences and even sections of a chapter that could be re-used is unthinkable, and is not practiced by most writers or authors. Each sentence and each paragraph, as well as any other larger grouping of words, belongs to a particular text. Therefore, it is not a concept that most people would use. There are of course political reasons why this is the case. There are copyright laws and laws of ownership that we have in our society that precludes use from this type of activity.

In the world of information delivery, though, it makes sense, that if someone has invented the perfect explanation for some little idea that is in the public domain, and I wish to invoke that explanation, why cannot I obtain that explanation from a database and included it in my current text? There are quotation and ascription ways of handling such that are used in academic circles. And this is one viable way of working on such.

However, when it is my own writing and I own the copyright, why cannot I database everything I have written and then if in this current text if I have written the text before in a paragraph or a chapter section, why I cannot pull from that text and simply copy it into this text? There is nothing stopping me from doing this except the problems of locating the text, and copying and pasting that text into the current format.

Simply put, a good writer can produce text at the rate of ten finished pages a day when 'think-producing' text. That is more than one page an hour, or about 600 words to 700 words of finished production an hour. There are some questions of efficiency here that must be answered for this text chunk sharing to be viable.

If it takes me longer to find the text than to actually produce it again, then the task of finding and simply copying that text into the current document is not viable. However, if there is an efficient way for me to find that text, and it takes just a fraction of time to locate it again and simply add it into the text, then, it is worth the task of locating it again.

This is where PersonalBrain comes in. If all of my text that I have ever written is stored in a system where thoughts are linked to each text chunk, and that I can either search all chunks, or search all thoughts, or I can simply step through from one thought to the thinking process that generated that text in the first place, I can then locate my text chunks efficiently. Second, if all text chunks are formatted in a similar manner to all my other text chunks, then it is a simple matter of including that file containing that text chunk in my current text.

Using the text chunk idea, and using PersonalBrain to database them, I can search to find out whether I have ever written a text chunk about an idea, locate that text chunk, read and assess its applicability for that location and include that text chunk in my current text in about 3 minutes. On average, my text chunks tend to be about 500 words in length and that would

take me approximately 45 minutes to complete in a normal writing day. So, if I have written about it before, and that explanation or information delivery is useful in this text, it takes me 3 minutes to insert that text in my current document; this is a saving of at least 40 minutes for this current document.

This means to say that if I have written chapter sections before and that I am simply calling on previous chapter sections, I can build a text of 100,000 words in let's say 10 hours – a little over a day's work. If this was built from absolute beginning at ten pages a day, it would take me 20 days to produce this text.

Now the reality is that there is no text that I can ever build that is completely a text built from previously written paragraphs. There are, however, texts that I can build that are quite different texts using 70% of pre-written material and 30% brand new material. I have experienced this on many, many occasions. I have even produced a text that 80% previously written material constituted in a different logical arrangement with 20% from previous texts. Even if it was simply just 50% of the current writing assignment that is based on pre-written text chunks, it is still a massive saving.

1.2 The Activity of Composing

Composing involves consciously thinking about a problem that can be solved by using the resources of synthesis to construct an electronic language text. What this means is that a composer spend some time in thinking about and constructing a system that will then be used to generate written or other language in one or more genres. This activity may mean that prior to generating the written text, or even before beginning the process of generating the written text, it takes some time for a composer to build an electronic text that forms the system for generating that written text.

In building the system described in this book, the activity of composing the system involved:

1. Downloading and appraising nine different programs for use in Brainstorming or Mind Mapping, and evaluating each of these for what could be achieved in databasing text, linking that text, and generating new texts from that program;
2. Evaluating the use of MS Word and its interconnections with the Brainstorming Program. This involves learning the ways of inserting "text objects" into a MS Word document using the "Insert File" or/and the "IncludeText" field;
3. Identifying the best way of converting text to .PDF format.
4. Testing the system from beginning to end to ensure the end result that was envisioned actually works and does save time and works efficiently.

Skills of composing involve downloading and installing programs (downloading is included here as purchasing programs is far too time consuming to have as a regular activity in composing), exploring programs beyond the boundaries of what the originators claim it can do, thinking about the interconnectivity of programs through either cut and paste and/or other methods of interactivity, and finally producing a document or text that is envisioned.

The efficiency of a system is greatly enhanced by creating a system specifically for production of a particular type of text and/or for a specific text. Thus, while you will be able to learn about composing a system through this ebook, you will do best by learning the principles and then applying those principles to how you normally work, and what the text is that you want to produce.

1.3 Introducing the Program Suite

After a search for appropriate programs, the suite for this particular task included:

- PersonalBrain 2.1,
- MS Word 2002 with SP-1,
- Fine Print pdfFactory v1.26,
- Adobe Acrobat 5.0.5.

Selection of these programs came about through needing to integrate Brainstorming, Mind Mapping, Document Idea Generation, Document Writing, Document Formatting, Document Conversion and Document Presentation.

1.3.1 PersonalBrain 2.1

This was perhaps the most difficult program to locate in the whole suite; the other programs are found on most everyone's computers. However, this was the key to achieving many of the efficiencies in this system. The outstanding concept embedded with PersonalBrain is the way brainstorming and idea generation can be achieved with links to anything within one's computer, websites across the internet and all linked to ideas within personal texts. Essentially the way PersonalBrain is used here is to provide a methodology for databasing chunks of text for use and re-use in later texts.

Basic Units: The Thought

The most basic unit of information used in PersonalBrain is the 'thought'. A thought can be entered into PersonalBrain and then linked with any other thought. Ideas can be generated and linked in an appropriate logical manner for the idea generation stage. However, any thought can be forgotten, deleted, or re-linked with other thoughts. A thought can also be linked with a templated text carrier, such as MS Word, so that a thought can be expanded into text. Thoughts can be relocated by following a thought's logical connections, or through entering text in a search facility; text can be located by following the logic of thought connection and/or by using a search facility to search all text.

The magic of PersonalBrain is the way the 'plex' displays connections between thoughts. Mind Mapping and Brainstorm diagrams can get very cluttered and messy. PersonalBrain thoughts are constructed in such a way that immediate connections are available and viewable, whereas more distant thoughts are not within the viewing area (plex). Thus, even though there maybe 20,000 thoughts within the particular Brain, only a handful are shown and only that handful need to be shown to identify where in the thought process this current thought is placed.

Flexibility of PersonalBrain

PersonalBrain is so well structured that it provides both flexibility for Brainstorming and Idea Generation and also allows the composer to re-structure thoughts into a chapter and section organization after the thoughts have been generated. In fact the original idea generation structure, which tends to be more thematic, does not have to be erased at all. Rather, chapter and section organization can be superimposed over the thematic version and both can be followed after the more structured version is entered.

Through using PersonalBrain, the computer is able to complete the text of an entire book without having to place each text component into a document structure until almost the very last moment. What this gives is a much neater document structure in MS Word, as well as making the final structuring of the book the final act, and thus allowing the composer to be very much more flexible in drafting ideas for the book without being constricted by the structure of the book's presentation until the last moment.

Discovering New Texts

In addition, by having all text in thematic chunks, these chunks can be used and re-used in other settings far more easily than in other formats. By having the total text of a single author captured as text chunks, the largest of which is a single section, including diagrams, tables and other objects that are needed for that thematic chunk, it is possible to combine and re-combine these chunks into other texts. One of the author's favorite activities is to search using a particular keyword, linking the thoughts together, and then forming a MS Word document using these associated chunks to then realize a text not planned to be a text by the author. This is both instructive to the author about conclusions that can be drawn from

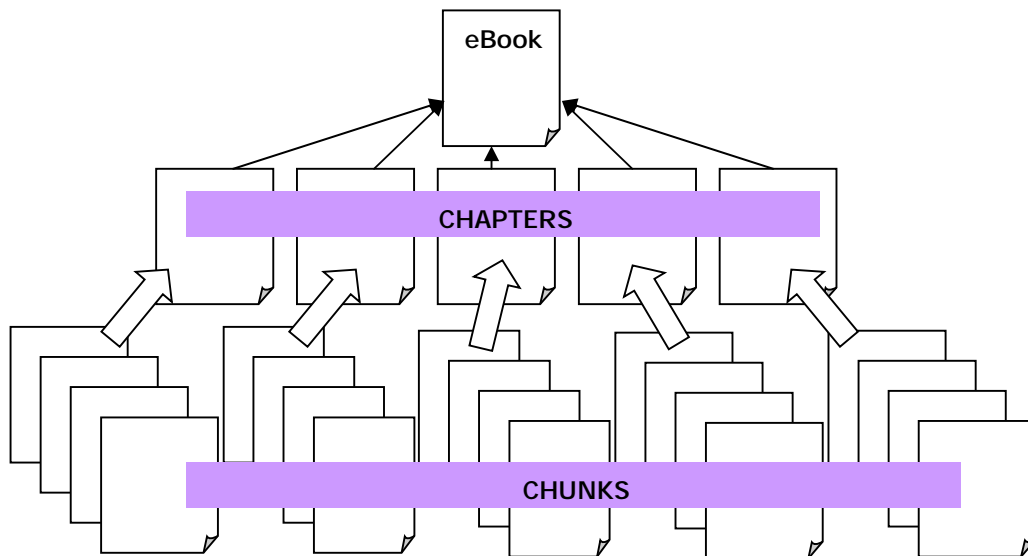
a cross referencing of material, and provides new ways of viewing the information for sales as ebooks that otherwise may have never been written.

1.3.2 MS Word 2002

Essentially MS Word was chosen as the book formatting program; other word processors and publishing tools were considered, including Adobe Frame Maker.

However, what was needed was flexibility of using the word processor to store the text chunks, and also to also pull together these chunks into larger texts, such as chapters and then finally, a full text. The most versatile program to achieve this is MS Word. MS Word uses two formats for texts, the smaller and more compact Rich Text Files (.rtf) and the larger and more extensive Document Format (.doc) which can be used to build extensive texts, such as 'hundreds of pages' ebook-texts.

File handling capabilities built into a MS Word Document, using file insertion techniques and automatically updating fields, provides a very flexible way of combining text chunks into a larger document. In fact fields can be inserted into a series of documents to build text chunks into larger documents, such as a chapter document, and then combining chapter documents into book documents. This makes it possible for future documents to take an entire chapter from a current book and have the entire chapter inserted into that next book.



In addition, MS Word has a feature that provides the composer with even greater flexibility in re-organizing a book at larger levels than text chunks. The logic of an ebook may be re-formed at the chunk level, section level, and chapter level in MS Word using the Outliner that is built into this program.

There are also a number of conversion programs that provides a composer with conversion from .doc format to .pdf format. These include programs distributed by Adobe as well as third party programmers. Each of these conversion programs written for MS Word has their own specialty in converting different types of programs. This range of conversion programs is not available for other word processors and book publishing programs.

1.3.3 Fine Print pdfFactory v1.6

This program is a printer driver that is added to MS Word to convert a .doc from MS Word Document Format to Adobe Acrobat Reader Format. While there are other conversion drivers, even those provided by Adobe for use with MS Word, this third party driver convert the .rtf formatted documents most efficiently. The pdfFactory is an inexpensive program that can be used as a free program for the first 30 days while tested on your computer.

The most important factor in selecting Fine Print is the speed of conversion, as well as ensuring all formatting and links are converted to the Adobe Acrobat Format.

1.3.4 Adobe Acrobat 5.0.5

Adobe Acrobat format .pdf (Personal Document Format) is so easy to use and so accessible for most people that issuing an ebook in most any other format is not a consideration. For this suite, it is not necessary to have Adobe Acrobat 5.0.5, in that really all that is needed is that a file be constructed by Fine Print and used by Adobe Acrobat Reader.

However, there are a number of additional features that can be added to a .pdf document if you do have Acrobat itself. There are options that can be added to the format to restrict printing, copying and other duplication. As well, there are other signature and encryption options that can be used to protect the final documents.

2. Information handling processes

This chapter focuses mostly on how you need to think in order to first, compose the system, and second use the system to produce documents. Some of this way of thinking will be coded into electronic formats, while some of it is simply a way you need to think in order to produce text in this manner.

The first and foremost thinking change concerns the very activity of engaging in an activity that you have not thought of as a language activity in the past. Language activity has both a syntagmatic and a paradigmatic aspect; stringing things together one after another is syntagmatic, while collecting items to string together from a range of other items is paradigmatic. Selection from amongst a range of programs is a paradigmatic activity – does this program have the necessary meaning making actions than this program? Etc. Setting up instructions to get this program to work in the manner required producing this file to then be able to do that in the next program and then to get this to work in that manner in the next program is a syntagmatic activity. Certain instructions must go before other instructions and so on.

The other thinking changes come about while working within programs. While there are multiple different ways of doing the same thing within programs, there are just one or two ways of working within a particular program that is going to be satisfactory in this particular languaging activity. In MS Word, for example, you could have hundreds of different styles for paragraph and heading formats. To make text chunks as universal as possible, we must construct them in as simple a format as possible so that all text chunks have similar or the same formatting. Additional formats can be applied when a document is created and formatting of this nature can be applied for specific uses of the text chunk.

This chapter is about the way of thinking in terms of this particular system I am composing here. It is about how to manage inputs, storage objects, text, formats, styling and other possible modifications that can be made during the phase of adding further instructions to each program. This protocol activity is about the order in which instructions are given to a program and the range of the consistency of those instructions in getting results.

2.1 Purpose Influences Protocols

What is this system for? What is it about? Why build this system? The answers to these questions need to be on a composer's mind at all times. Why, because the answers to these questions influences the protocols, or consistent ways of doing things in the composition of this system.

2.1.1 Reasons for Composing a System

The reasons for composing a system are varied. The list below offers a few ideas and is certainly not a full list. What is done here is to illustrate simply how the reason for composing a system alters the various protocols and consistencies you may choose to incorporate in your system.

Build a massive document

If you are building a massive document the efficiencies you gain through building the text in pieces and then assembling the whole document at a later date enables the composer to keep the document in revision for much longer than otherwise. Actual section numbers may be added as a part of each heading to keep track of exactly where this text chunk belongs in the whole range of text.

Build reusable text

When building text chunks to obtain reusable text, there are a number of factors that make text highly reusable. First, do not mention the name of the original book in any text chunk. This creates an editing job in any subsequent text built from the reusable chunks. Second, do not place heading numbers in titles of a text chunk – this can be added automatically when composing the book.

Gain efficiencies in updating a manual

If updating a document is your primary reason for building a system, you may need to document your protocols of layout, referencing and similar. People forget over time how something was accomplished and different people may be involved in using the system. Make the documentation of the system a part of the manual and not a separate text. This could be an appendix or it could be a hidden text that only the manual production staff know about.

Expert to share document construction

When several people are involved in writing a text, there are style concerns to think about. What type of vocabulary, heading styles, naming conventions that all must be agreed upon by the writers. It is useful to note these in a document to save having to edit and re-edit.

2.1.2 Protocols and Consistencies

What is a protocol? And what does that mean in practice?

A protocol is a standard procedure – it matters what procedure is used if using a different procedure the outcome may vary. Thus, if this is the case, then all writers need to follow the same procedure to get the same result.

Consistencies are about outcomes where procedure or protocol does not matter. Thus, while we need to have a "Heading 2" as say Verdana, 14 point, and as long as each second-level heading is that size, then it does not matter what procedure is used as long as the consistent output is included in every text chunk. However, if what is needed is to have a "Heading 2" labeled as a "Heading 2" and that the text be Verdana 14 point for that heading, then the procedure or protocol of using Style Formatting should be specified.

2.1.3 Protocols and Consistencies for Reusable Text Chunking

For the system that is the central subject of this book, these are the protocols and consistencies employed for greatest efficiency in the project:

Headings

- Only three levels of headings
- Headings set up in a common style sheet to all documents
- Heading 1 – Arial 16
- Heading 2 – Arial 14
- Heading 3 – Arial 13
- If a fourth level is required it is to be an unmarked (no heading style) heading that is the same text as Normal with a simple bolding. Such a heading is not further chunked – it is treated as part of the main Text Chunk at the Third Heading Level.

Text

- Normal text to be set as style sheet
- Tahoma 10
- Bullets set by style sheet to be Normal, Bullet
- Numbered text only within body
- No headings numbered

Documents

- All documents to be saved as .rtf

- Documents all to be linked to a Brain Thought of the same name
- All documents to be included with the Brain of the book name

Document Linking

- All document linking to be achieved through using updatable fields in MS Word
- The "IncludeText" field to be the only field to be used to link documents

Thematic Content

- The document name not to be mentioned in the main text
- References to other sections within text to be avoided
- No Contents or Index table to be inserted until the final document in the series
- Only numbered and bulleted lists to be used in the main text of the document
- Diagrams are not to have any special labeling
- Clip art and diagrams can be included but only to be referred to within the section within which it is inserted
- Tables to be formatted with plain formatting only – no colors, black reverses etc.
- All tables to be MS Word tables and not inserted from Excel

2.2 Brain Development

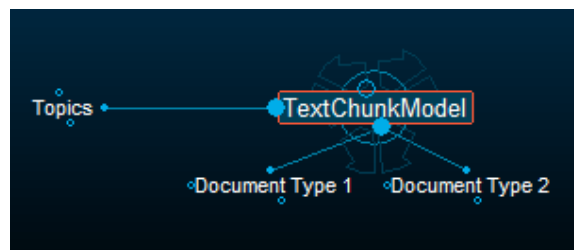
PersonalBrain is a very flexible tool. It can be used in a number of ways. However, here in this project of building a system there are different purposes and stages of using PersonalBrain. There is, if you like, a development program to teach the Brain the subject matter and then the uses of the Brain once it is developed. Each of the stages and the consistencies of thought formatting and linking are described.

2.2.1 Development Map of Brain

Being a flexible tool, we need to decide how to use PersonalBrain for maximum efficiency; composing centrally is about gaining efficiencies in work, whether it is expended by a human being or expended by a computing device. A little planning now can avoid a whole range of activity that may have to be accomplished by either the program or the human who is completing this task.

The basic element of PersonalBrain is a thought. A thought is a heading of one to several words, or it can be a series of two or three phrases that encapsulate the main idea of a particular thought. A thought can have other associated thoughts: a parent thought, a child thought, or a jump thought. A parent thought need not be a main idea or main thought, although it can be a main ideas from which many sub-ideas provide more detail to a more cryptic expression of the thought. A child thought can be a new main idea that comes from the existing thought, or it can be further detail, depending upon the purpose the composer wishes to give that child thought. On the other hand, a jump thought can be something associated with the current or focus thought but quite at some distance, such as being an example of the thought or an associated set of ideas that connect only as this point.

This all may seem a little confusing; however, it is quite simple and straightforward when you start planning and working.

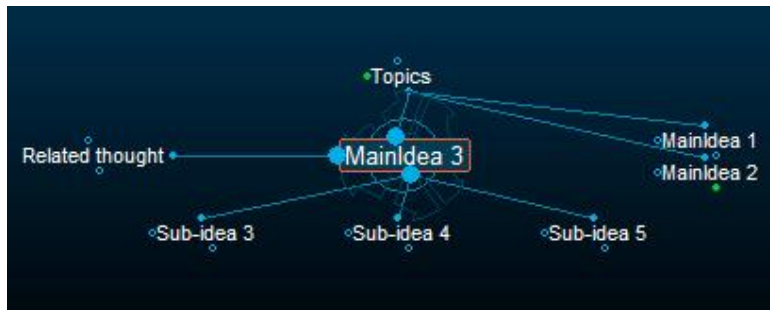


To set up a Brain to house a series of text chunks, that is, getting ready to work a system to compose an eBook, the main Brain is laid out as in the above diagram. The document name is placed in the thought where the label "TextChunkModel" is located in the above diagram. The two child thoughts directly stemming from the main thought are two structures that will eventually house the MS Word Document and the Adobe Acrobat document (replacing the thoughts in the above diagram "Document Type 1" and Document Type 2").

Over to the left, the "Topic" thought is built as a jump thought rather than a really connected thought at this stage. The thinking behind this is that what is built in the "Topic" series of thoughts is not really the book. It is planning for the book. The "Topic" section of the model is quite unstructured and is the site where brainstorming activity, research and text chunks will be deposited ready for the eventual composition of the eBook. You can see the style of arrangement in the topic section in the following diagram (that is to obtain the view below, the "Topic" thought was clicked on to make it the focus thought):



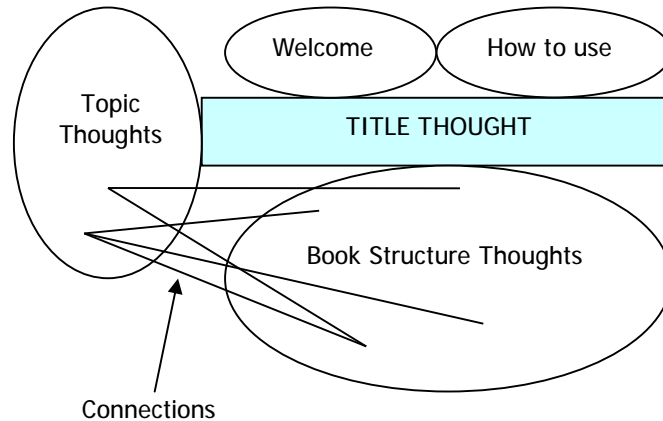
Under the main "topic" of the book are three or more main ideas. These can be considered as Theme Thoughts of the Book. You can see that the "TextChunkModel" heading is off to the left. We plan at this stage to develop a Brainstormed model of the topic in classified under the "Topic" thought. The ideas of the book in "MainIdea" thoughts and any detail under that as shown in the diagram below:



Off to one side is a related thought to which the reader or composer can jump, under the "Main Idea" are several "Sub-ideas" and you can see there are two other "Main Idea" thoughts at the same level as the "Main Idea 3" to which we are attending.

By keeping the Brainstormed "Topic" thoughts in the "Topic Section" (a location in the Brain to which you jump away from the structure of the book), when linking "ideas" from the Brainstormed material to the "Structured Section" of the Brain, we can see the "topics" of each chapter very clearly in the Plex (the main window of the PersonalBrain program).

The general plan of how a Brain is to be structured to get the various jobs done can be seen in the following diagram:



This structure can then house the development required to move from brainstorming, to book structuring to writing and then publishing.

2.2.2 Brainstorming

Brainstorming in this context is about pulling together ideas that are required to be explained, elaborated in some way or information that is needed to be packed into the book. At first the idea generation, or brainstorming, may produce some ideas that certainly will not be included in the book, but which at first pass the composer simply drags up and inserts to get the ideas going.

Each idea that is generated in this activity is placed in a Brain Thought and linked under the "Topic" section of the "TextChunkModel". As explained in another section, by keeping all brainstorming thoughts separate at this stage it is easier to undo false starts, and is easier to choose exactly which ideas are going to make it into the final structure of the eBook.

As long as a thought gets listed under the "Topic" thought, it does not really matter how it gets listed and to what it is connected. Whatever logical progression is considered the best way to get the ideas down. Here are five different logical structures that have been used by the author to record brainstorming ideas used by the author:

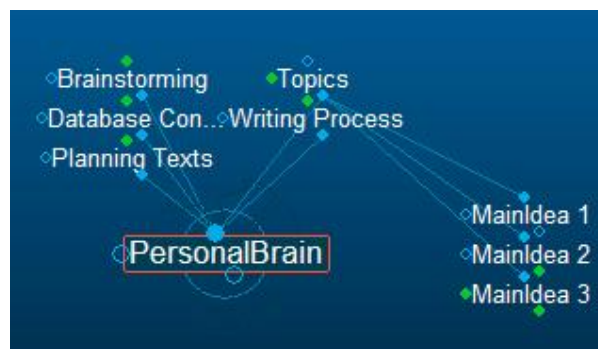
Multiple Children

This is a very simple set of thoughts; a single parent and multiple children thoughts. This could be a main idea with many sub-ideas that explain or elaborate that main idea, or it could be an idea with multiple examples or illustrations of the idea. There are some limits you need to consider; in PersonalBrain you have a limited of 128 child thoughts, 32 jump thoughts and 32 parent thoughts for any single thought. This is enormous linking power if you consider that a normal tree has only one link per folder and then it is strictly hierarchical. See this series of links for an illustration of this multiple child concept taken to its maximum displayable number of 72 child thoughts (the rest of the 128 are obtained by scrolling to them using the yellow bar on the right-hand side of the plex, although the picture has been cut):



Multiple Parents

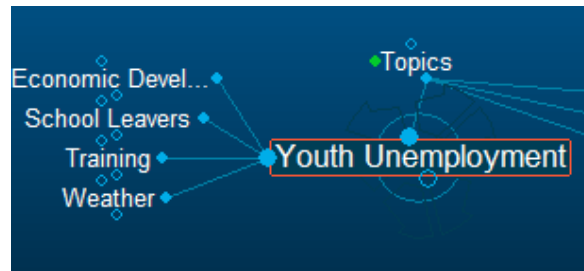
Sometimes there is an idea that has many parents and few links to other ideas. Such an idea may be a multidisciplinary idea such as a particular program. For example in explaining PersonalBrain there are many strands of idea that lead to me being able to talk about PersonalBrain.



This plex shows the way I would explain my excitement about PersonalBrain; there is a history of thinking about brainstorming and how that can be practiced, database concepts, ways of planning texts when writing them and ideas about writing processes and how writers go about constructing texts. These have a history from beyond the 1880s through to now and can be acknowledge in detail to explain what makes PersonalBrain an ideal program to insert into writing activities and composing activities. So my brainstorming activities when writing a review of PersonalBrain looked like that above. Only that if you now explored each of the parents, you would find 25 child thoughts under "Brainstorming" and 15 child thoughts under "Writing Process" and so on.

Multiple Jumps

There may be several reasonably disconnected thoughts, and all their children that is related to the current (in focus) thought. You may consider the factors that have an influence over "youth unemployment". Each of these factors may be quite unrelated and so need to have their own little plex to elaborate the concept and not interfere with the main argument or the main thrust of the "Topic" which may be Unemployment as a whole. Thus, a plex looking like the following may be constructed:



Each of the jump thoughts on the left may have six or seven child thoughts to provide related ideas to explain how these contribute to youth unemployment.

The Linear Thought Pattern

When brainstorming there is often a period where ideas that are generated are simply linked in a linear manner; the current thought has one child, and that child has one child and that child has one child and so it goes for a whole series. It is unlikely that this situation would continue much past the next phase of structuring a book. Each time a linear pattern has emerged, the author has found that such a pattern disappears once further composing of the text takes place which then interlinks those linear linked thoughts with other thoughts. Sometime the thoughts contained in that linear pattern simply are disengaged from the rest as they are thoughts wandering off the main topic.

The Star Thought

It was never the author's intention to create a thought like this, but after composing my first eText using PersonalBrain a Star Thought 'happened' and through some further personal enquiry, I now see that Star Thoughts are essential to the proper development of a particular topic. If a Star Thought does not develop in the process of Brainstorming, you have perhaps not dealt with the subject material properly – that is, you have not got a key concept about which your text is about. A Star Thought is a Brain Thought that has multiple parents, multiple children, and multiple jumps. This is termed a "Star Thought" around which the rest of the topics revolve.

The star concept of this book turned out to be "System" the concept that is central to this text. If indeed the concept of the book you are about to write does not turn out to be a star, you need to seriously consider whether or not you are missing the point with the book you are writing. Are you wandering away from the topic? Or are you failing to show or demonstrate how each part of the text is related to that main topic. That is, are you using the each concept in the book, or each instruction in the book to help you read understand the main idea of the text and are you using a word, or a couple of words to keep reminding your reads that they are developing an understanding of that key concept?

On the other hand, if there are concepts that are not linked into the "star thought", or are further than two levels or generations away, then you may seriously consider erasing those thoughts as they may not contribute significantly to getting the job done – the job which you set out to achieve.

2.2.3 Logical Ordering

Now that I have brainstormed and filled out a lot of thoughts in some pattern, maybe even with a "star thought" arising so that it confirms that I am on track to build a main concept of the text I am about to write, I am ready to consider how I am going to present the ideas in a book. What do I have to present first in order to then move on and present and allow my readers to understand the next thoughts? What is that natural progression?

The task now is to lay out a logical plan for the chapters of the book. Therefore I go to the "Document Type 1" (this would be the "MS Word Document" thought) and construct under that thought a series of thoughts each to logically represent a chapter. Construct the following thoughts:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Each of these is not to have any titles, just numbers. Then, walking through the thoughts in the "Topic" plex, we link each of the thoughts to one of the potential chapter numbers. Ask yourself for each thought: "Does my reader need to know this first? What does my reader need to know before she/he knows this?" Go back and forth over the topics until they either are linked to one of the chapters or the thought is shown to be of little use in explaining this main topic.

We now have an approximate ordering of thoughts from the "Topic" plex to present these thoughts in an approximate chapter sequence. However, if place in focus each chapter you will notice the thoughts are organized alphabetically as children under the "Chapter" thought.

2.2.4 Chapter Development

We have to this point simply placed all thoughts generated in the brainstorming session into a series of numbered chapters – this is potentially where a reader is going to apprehend this idea. Now we need to develop the argument in a chapter to order the thoughts in that chapter and to begin naming the headings of the chapter.

First we study the child thoughts that are now linked as children to the "1. " thought. Ask yourself: "Which of these thoughts should come first? And which should be next and so on?" Rename the thought you consider should be first as thought "1.1 Name as previously named" and the next thought should be "1.2 Name as previously named" and so on until all of the thoughts are given an order within that chapter.

Now consider: "What are all these thoughts about? What title can I give this chapter? What will make sense as a summarizing thought that can stand as a title to this chapter?" You will then rename the "1. "thought to "1. The name you chose".

So now each chapter can be organized like this to build a complete outline for the potential book. Now before you go on, go back to all the "Topic" thoughts and see if you missed any out, or if any should be added in because you forgot about them. Or you may find that there are thoughts that are now not needed or off topic. I find it best to erase these and clean up my brainstorm plex to have only those that I have actually linked into the chapters.

2.2.5 Book Composing

Now we are ready to being composing the ebook. Before this we have simply been working out its structure and what roughly will be included.

First up, we need to find any text chunks that can do the job of explaining these thoughts we have identified to be included in each chapter. Click to the first child thought of the "1. Chapter-Thought". Take a word or several words from that key thought and search all other text chunks you have ever written for other books. If they are held in a Brain Database, you will need to use the "Search Tool" supplied in PersonalBrain. You can search the text of each file linked to thoughts or you can simply search thoughts.

Search for previous text chunks

If there is any previous thought or file attached to a thought of which you can use the text previously written, you can simply link the current thought to that text and continue. If there is no explanation to this thought, then you possibly need to write an explanation of that thought and store this as a reusable text chunk that can be used for another text.

Build new reusable text chunks

Follow the protocols and consistency requirements for the system as to how text chunks should be formatted to ensure interchangeability of chunks in one text or another.

Remember, these texts chunks could be shared with several texts. Make sure you do not add numbers to chapters or reference other sections in the book in current text, as this text may be used in another ebook to explain the concept you are now working with without any of the other surrounding text.

You can work through the entire book adding text to each thought by either reusing text chunks or by writing new text chunks. You will find that in the first little while you will be creating new stuff all the time. Then, there are those moments in the next month or two when you are writing something and find that 40% of your currently planned text can be simply composed of reused text chunks. And then it begins to get better; a little later you are now composing new texts with 70% previously written chunks and 30% new.

In fact if you are using text chunks for more than 70% of a book, you are simply writing the same text you wrote before. You must at least have 30% different to be considered to be a different text. This means that of say 50,000 words you need to have 15,000 words that are new. In a seven chapter configuration of 50,000 words, you would need to write the equivalent of two new chapters to write a new text.

2.3 Document Parts

You will need to setup some thoughts and links to files to create a file for each of the following document parts. At this stage do not worry about constructing the content of each file; we simply need a placeholder for each section in the proposed book.

2.3.1 Front Pages

If you are going to register your ebook as a "Book in Print" and obtain an ISBN you need to have at least the following pages. The best way to introduce these into your Brain is to set a new chapter thought as "0. Front Pages" and then have as child thoughts the following thoughts and linked files:

Cover page

This needs to be a display page with at least:

- the title of the book,
- any subtitle,
- series title or

- any other title,
- author's name,
- editor's name,
- illustrator's name, or
- photographer's name
- a Copyright notice "Copyright © 2002, Name of Copyright Holder."
- Any other logo or identifier.

Set this cover page up as a single page MS Word file linked to the "0.a Cover" thought that is the first child thought under "0. Front Pages".

Copyright page

Your second child thought under "0. Front Pages" thought should be "0.b Copyright". This thought should have a link to a file that contains the large copyright notice and an ISBN number. Sample text for this should be a text chunk you have databased on your system and should be used for any and all books you write. Look at the front of this book for an example of what you need there.

Contents page

At this stage simply composed a placeholder page for you table of contents. You will be able to compose an automated table of contents when you have composed the total ebook in MS Word. For now simply create a child thought under "0. Front Pages" which will be a child thought "0.c Contents" and then create a MS Word file of the same name in Brain and save that.

Foreword

Your Foreword will be written soon, not yet. You are not ready to write this totally original text – do not use text chunks for the Foreword, ever. Simply create a child thought under "0. Front Pages" which will be "0.d Foreword" and then link this with a MS Word file of the same name. You are now ready for the next step.

2.3.2 Index

You are now ready to write the concordance file for your index. How this works is that you need to prepare a list of phrases for which MS Word will search for in the document and which then will be referenced in the index alphabetically. See MS Word for the actual mechanics of how this is achieved.

However, here you already have a fantastic resource to write your index but you do not realize it yet. The original brainstorming section of your Brain already has the key phrases. You need to revisit these and re-write each of these thoughts to be suitable for use in your index and glossary.

First you need to create a thought under the "MS Word" thought along with all the other chapters. This is a new chapter "8. Index". You will then link to an MS Word document with the title "8. Index" and be prepared to write the contents of your index.

In the MS Word "Index" document you will now construct a table of two columns and about fifteen to twenty rows. On the left-and column you will write the entry exactly as found in the document and on the right-hand side you will write it as you want it to be seen in the index. There is no need for ordering anything alphabetically; MS Word will accomplish that for you automatically.

product benefits	Benefits: product
emotional benefits	Benefits: emotional
functional benefits	Benefits: functional
product benefits	Product benefits

emotional benefits	Emotional benefits
functional benefits	Functional benefits
emotional end	Benefits: emotional end
brand selection	Brand: selection
brand loyalty	Brand: loyalty
brand image	Brand: image
brand equity	Brand: equity
brand imagery	Brand: image

Now work through every thought in your "Topic" plex and insert the thought in some way into your index concordance. For example, you may have had the thought "Youth Unemployment" and then further thoughts, linked in jump linkage to that thought, "Training", "Economic Development", "School leavers" and "Weather". So you will in your index the headings:

Youth unemployment causes
 School Leavers
 Weather
 Economic Development
 Training

However, your index concordance will need to be written in the following way to achieve the above in the index:

school leavers	Youth Unemployment causes: school leavers
weather	Youth Unemployment causes: weather
economic development	Youth Unemployment causes: economic development
training	Youth Unemployment causes: training

To construct this, you should use copy, cut and paste as well as other insertion commands to make your load easier. You should not write/type any entry in the index through the keyboard. You should copy it all from text previously written so that mistakes are not entered into the system. Or if a mistake has been used, it becomes a consistent mistake that can be found easily and rectified.

Make sure you have your concordance files saved and linked to the "8. Index" thought.

2.3.3. Glossary

You are now ready to consider writing your Glossary. A Glossary is a list of the key terms in the book and a few within the field of endeavor that may need to be added.

The purpose of a Glossary is to provide your reader with:

- The word or phrase as it is used in this field of endeavor, discipline or area of study
- Background to what area of interest, or discipline it is used in, and the basic overall meaning of that word in that context;
- A specific meaning of the word as used here in this book;
- Links to other words in this Glossary that should also be read to better understand this term.

If you write your Glossary well, you should be able to give that to a novice and that novice should be able to get the gist of what the book is about entirely in summary form through reading each of the Glossary entries.

Enter in your chapter thoughts a new chapter thought "9. Glossary" and under that you will enter a thought for each Glossary entry you are going to have in your book. You may link to "topic" thoughts and you may also use your index entries as a guide as well. Construct no more than 30 phrases and words that can be described and in that description layout the entire argument in summary form of what your book is about.

Glossary entries should be listed under your Glossary thought with the Glossary word as it is going to be entered in your book. They will then fall in alphabetic order as they will appear in the Glossary.

Under each Glossary thought you will then need to construct the following child thoughts:

- G1. 'word' glossary title
- G2. Usage – general idea
- G3. 'word' meaning
- G4. Links – general idea

G2 and G4 will be reusable for at least three or four and maybe even more of the Glossary entries. So these need to be written generally. You may also have them in text chunks elsewhere and not need to write them – for example in another Glossary. You may be able to link to the files where that other Glossary entry is in its entirety, and therefore you may not have to write the entry.

You will then need to create a file for each Glossary entry child thought so that you can construct a Glossary.

2.3.4 References

If you have quoted any references, you should create hyperlinks in a reference chapter. This will be entered into the Chapter level thought as "10. References" and there will be only one file linked to that. This will be an MS Word file that will list the links to websites and books that you may wish to make available for your readers.

These days if you have quoted a book, you should make a link to Amazon or a bookseller online who has the book listed and for sale. This enables your readers to obtain a copy of the text you used if indeed they wish to do that.

3. Building Continuity and Reader Tools

You now have a book stored in a Brain in reusable parts, but now we must move forward to create a unique text out of these parts. There is some original writing to do and there is a task of pulling all these seemingly disparate texts into a unified whole.

Here you now need to seriously begin considering the actual users of the potential eTexts that can be developed out of this database of information you have now amassed. Here are some of the matters you need to consider as you work through this chapter:

- Are the potential readers sophisticated readers, or do they need lots of direction as to how the text needs to be used?
- Does each reader need some general pointers as to how to use the information from each chapter?
- What read tools are required for this text: index, glossary, table of contents, references, library references?

This chapter is about making educated guesses as to what is going to be the minimum requirement for your text to be considered by your market as a valuable tool. Whether you are going to sell your text or give it away free, you want people to use the text you are writing – this is about thinking as though you are a reader and putting in place what you think your reader's will want to help them use your text product.

3.1 Writing the Foreword

This is where you are to write and foreshadow how all these disparate reusable text chunks actually hand together. The Foreword is where you, the author, stamp your mark of original thought providing your readers with some background and a summary of the argument you will then present in the rest of the book.

To write the Foreword you will need to go to the Brain and click on the "Foreword" thought and then select as your content the MS Word file that we created earlier and put no text into. This will need to be written in the same format as every other section, only this is not intended to be reusable. However, you still put this into the Brain so that it can be searched and used as part of the total book.

This is where you provide in 1,500 words a background understanding of the text to catch the reader up to be able to understand what the ebook is about. You will also need to talk about the ebook and provide a general map of what the reader is going to get out of this text.

This is where your personality should shine through the most; it is after all the most important text you will write for people to get the ideas of the book.

3.2 Introducing each chapter

Remember, each chapter is made up of up to seven or eight text chunks that have come from somewhere else or have been written in general terms. You now need to add a file to each chapter though to add a Chapter title and three to four paragraph to introduce the chapter. This is original writing as well and requires that you tie things back to what you said in the Foreword.

Each chapter introduction should:

- Refer to what the reader has learnt from the last chapter
- Refer back to the Foreword where a link in thought can be placed

- Identify the key thoughts or elements in summary of this coming chapter
- Place this chapter in the terms of what the whole argument of the book is about.

Some chapters this may require up to three paragraphs to accomplish, while others will be simple and not require more than a simple paragraph.

3.3 Rounding out each chapter

You now should read a chapter through in its entirety. Read the introduction, each of the text chunks, and identify where any changes might need to be made in the introductions or Foreword.

You may even find that a new text chunk needs to be written to explain something that you now consider did not come up to scratch.

Overall, this is your quality check on what you have pieced together. Now is the time to do this and not after you have pulled the book together.

3.4 Selecting Reader Tools

When selecting which reader tools you need to include in your text you need to consider the sophistication of your readers, the size of your text, the amount of detail in your text and the size of each text chunk and how well people will be able to navigate through those chunks to obtain the information they will want to obtain.

The range of reader tools that are considered here include:

- Table of Contents
- Index
- Glossary
- References
- Acknowledgements
- Library References

There are other tools that you may consider in much larger texts. These have not been considered here as they have not been envisioned in the system outlined here as necessary. These additional tools include:

- Footnotes
- Captions
- Cross-references
- Tables of Figures
- Tables of Authorities
- Hyperlinks and Menus
- Navigation Information

3.4.1 Including a Table of Contents

Including a Table of Contents is related to the number of pages a reader would have to thumb through in order to gain an idea of what is in the document. A document under twenty pages in length does not require a Table of Contents if used as a paper document.

However, when we apprehend an ebook, every ebook regardless of size should have a Table of Contents. In the electronic environment there are fewer clues as to the size of the document and what is housed in the document and so any clues we can give the reader as to the size of the document, what is included in the document and therefore the commitment the reader is going to need to give in order to work with the document.

A Table of Contents should give a reader at the least a list of the sections or chapters in the book. You can add a list of the page on which each section starts or in an electronic environment it is better to give a hyperlink to the start of the section. You can, for the Rolls Royce model give both a page number and a hyperlink to give maximum information and usefulness to the reader.

A Table of Contents over one page in size is not very useful to a reader. A Table of Contents should provide a reader with a way to gain an overview of the document, and if the reader has to wade through four pages of Contents, the reader will lose perspective of the total picture of the text. Since in this system that I am describing we are including only three levels of heading, your Table of Contents will not have more than three levels of heading at a maximum. However, if your Table of Contents ranges over more than one page, then consider cutting out one level of heading; drop the headings you include from three heading levels down to two heading levels.

Your Table of Contents should tell a logical story. If you read all the headings at Heading 1 Level, you should apprehend a logical development of the topic. If each chapter is another set of instructions to get an overall job done, reading each chapter heading should sound like you are reading a summary of how to get this job done. If you are writing an explanation of the parts of an engine, then you should see the sub-systems of the engine in each chapter and therefore the headings under that sub-system should be a name for each part. There are other logical ways of making a Table of Contents make sense, of which these are just a few suggestions.

3.4.2 Reasons for including an Index

An Index in a paper document is a way for a reader to pinpoint exactly where in the document a concept or an idea is discussed in the text. There is no point in including the larger ideas that can be obtained by a reading of the Table of Contents. Rather, an Index is a way of getting to those sub-ideas that are buried in the text chunks for which there are not headings.

Many people have the idea that an Index is a list of places where a word is found in the document. This is indeed an idea of what a Concordance is – the location in the text where every word can be found. An index is rather a way of getting to the **concepts** of the document – those concepts that when linked together form the argument or the main message of the document.

There are devices in building an Index that should be included even in the most basic form of an Index. You will see in an index an entry similar to the following:

Human communication tools 55
 Email 32
 Print 67
 Book 33
 Computer 12, 15, 32, 55, 57, 59

The idea is that the main heading gives a larger concept contained in the book, and each of the sub-headings provides a location where those sub-ideas are located that help us gain an appreciation for and an understanding of that main idea. As a reader I can gain some other clues as well about the subject matter – because of the number of pages on which the concept of a computer as a tool of human communication I listed, the book to which this index entry belongs is likely to be centrally about computers.

An Index is needed in a document when one or more of the following conditions are true for your book:

- The book in paper or eBook format (.pdf or similar) is over 70 pages in length;
- There are more than 150 thoughts in your 'Topic' section of your brain for which you have a text chunk for each thought;
- In texts that your readers work with, they normally have an index and therefore your readers rely on an Index for most every book they read – such as a student community that are in learning contexts, university teachers, librarians;
- Where your book is over 20,000 words and you have only two heading levels.

3.4.3 Why include a Glossary?

A Glossary is a list of key words and concepts upon which your text is built. Without these words or phrases your book would not be written. Your Glossary should tell the entire story of the text in summary form. That is, if you read the Glossary from beginning to end you would have in summary what the text is about. Your Glossary also give readers the history or background as to where those concepts originated and are used.

It is not essential that you include a Glossary in every text you build. There are locations where a Glossary is absolutely essential though. If one or more following situations are true for your text then you should include a Glossary:

- Your text is to be used as a textbook in a school or university;
- Your text is to be read by novices in the area and are needing to learn how to enter this area of thinking or activity and need to therefore know how to think and talk about the topic;
- This book is a definitive rendition of the topic and is likely to be the only place where such is expounded;
- You use words in new ways that very few other people use in this way;
- Your readers are sophisticated readers and are likely to be quite precise in the way they use words and want to see exactly how you use the terms and phrases in comparison to others.

3.4.4 Deciding to include a Reference Page

In the academic world, referencing is absolutely essential to give acknowledgement to the writer's sources. A reference page is absolutely essential in those cases where a publication is designed for academic use.

In most settings where information is to be apprehended in an online environment, it is useful to embed references as hyperlinks to other texts and sites, or even the text itself where it warrant cross-referencing. Where you quote a book, it should be quoted and then references to, at a minimum, a site where the book can be read or purchased, such as a reference to Amazon, which is perhaps one of the most stable listings of books in print, and a location where the book can be purchased online.

However, in other settings a Table of References is useful for the following reasons:

- Where this text is an introductory text to the subject and more detailed renditions are provided elsewhere;
- Where the aim of the book is to expand a person's thinking even beyond your text;
- Should your readership be novices in the area and need a helping hand into the thought processes common to your thinking;
- Where you, or your colleagues, have written other texts and an understanding of this text can only be had by reading those other texts;
- Maybe this is a manual of which there are other versions of the manual designed for other markets that handle more information than in this particular version.

3.4.5 Do you need to add Acknowledgements?

An Acknowledgement page is usually added as one of the front pages of a text. The primary reason for acknowledgements is that if you are reporting on a topic for which you were not the originator of the ideas, and that the ideas have not been published before, that you are collecting ideas from a range of people to whom you must give credit.

In this new world of text chunking, you may also consider adding an Acknowledgement page to acknowledge the use of text that you have written in other texts, and/or where you have express permission by other authors to use their text chunks within the text. This may also be a place where you might display any licenses you have purchased for graphics, or text chunks.

3.4.6 What about Library References?

You are now entering your work into the greater world of textuality. You are building a valid text which can be internationally acknowledged as a book in print, or a series publication, such as a serial of newsletters.

To make your book useful to others, such as librarians who are heavy users of knowledge, and/or academics who must recommend texts to other people as a source of information, you should apply for and obtain an ISBN or an ISSN. The ISBN is a unique machine-readable identification number, which marks any book unmistakably. For 30 years the ISBN has revolutionized the international book-trade. 159 countries and territories are officially ISBN members.

The ISBN (International Standard Book Number) is a 10-digit number that uniquely identifies books and book-like products published internationally. Each number identifies a unique edition of a publication, from one specific publisher, allowing for more efficient marketing of products by booksellers, libraries, universities, wholesalers and distributors.

When you obtain an ISBN for your text you can automatically get listed in the International Books in print. If you are serious about building your text for information sharing and knowledge building you should obtain an ISBN even if you do not intend to sell your text.

ISBN numbers are usually placed on the same page as the Copyright information and also on the back of the book in printed versions.

4. Composing the product

At this point in the composing process we have text chunks that are both common to other texts and some that are uniquely devised for a product yet to be assembled. The assembly process is a relatively quick process using the "IncludeText" field in MS Word, one command for each file to be included.

We also need to consider the separate but also automated processes of building a table of contents, inserting an index and assembling the glossary (if indeed there is necessity of a glossary). This chapter is centrally about preparing the eBook product for which this system was devised. There are however additional products that can be composed now that we have reusable text chunks and everything is housed in the rather liquid Brain environment.

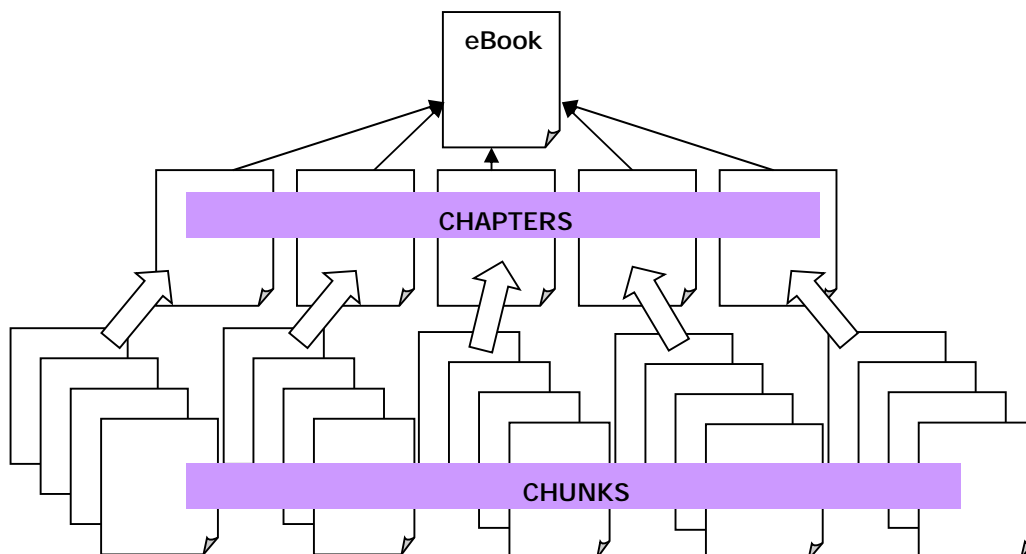
4.1 Assembling the book

The first step is to bring into focus in the plex the "MS Word" document thought which is where we will link the fully assembled version of the eBook. Through "Select Content" and then MS Word, an instance of MS Word is started and a blank .doc file is created with the name of the book (or the thought from which it was created).

There are two methods to achieve assembly of the book. There is the IncludeText Field Method and the Insert File with Link Method. The former is the old way of doing this job in MS Word and is probably what you will need to do if you have oddly named files and they do not appear in your Brain Folder in the sequence they are going to arrive in your final MS Word Document. If you do have a very nicely structured set of file names in your Brain Folder, then the absolutely speedy way of assembling the book is available – about 2 seconds work for you.

4.1.1 Book Assembly Process

To assemble the book, the system needs to provide flexibility in the way the composed text is used. To give the widest range of potential uses, it is best to compose the text so that the composed text chunks are pulled together into another larger unit – chapters – and then those larger units are finally pulled together as an eBook. Particularly if you are going to build a website out of the text you will need separate chapters at a minimum, and build a menu page and a menu to navigate from chapter to chapter. Therefore conceptually assembly needs to be accomplished in the manner as described in the diagram below:



Thus the process is:

1. Select all text chunks that belong to a chapter (treat the Front Pages as the first chapter);
2. Build and link to each Chapter Thought a single MS Word file that contains all the text chunks for that chapter;
3. When all chapter files have been built, then build a single file attached to the MS Word main document thought that uses each of the chapter files to build the final eBook file.

Later when you are building other texts besides your eBook files you will have the chapter separated so that you can build a website, teaser chapters for giveaways and so on.

4.1.2 Using IncludeText Fields

Our job is to essentially insert an "IncludeText" field in this document for each file we have created. This is a task that should be automated using a MS Word Macro. Here is a procedure to insert an "IncludeText" field for each file – which could be more than 90 files if you have broken the document into small enough text chunks and/or your document is about 80,000 words or more.

Process to insert multiple IncludeText fields

1. Open the Brain folder, located at "My Brains" on your drive c:, and select all the documents that are named with the numbering system – you will see it looks like a table of contents almost
2. Copy all of these files to a new subdirectory (do not copy the G files – or Glossary files – this will not really work under this method as they are shared in quite a different manner to the rest of the document);
3. Now set Macro Recording to "on";
4. Manually select "Insert", "Field" and then "IncludeText";
5. Copy the first file name from your copied folder into the file window of the Insert window;
6. Press "OK";
7. Then proceed to delete the filename from the copied folder and turn the Macro Recording to "off";
8. If you know a little programming you can then add a line that simply makes this happen over and over again until there are no more files left, or if you are not adept at programming, then simply run the macro multiple times until there are no files left and all the IncludeText fields are in the document;
9. Choose "Select All" from the "Edit" menu and update fields by pressing the "F9" key and the document is assembled.

Now you can see the rough-cut book for the first time in a near final form. You will see a number of minor things that need to be fixed, but we will get to those in the next few steps.

4.1.3 The Insert Files with Links Method

Essentially what we need to do is assemble the names of each file in a MS Word document so that all these separate files can be displayed as a single document. The benefit of doing this is that the final MS Word document that displays all these files in a book can be automatically updated each time one of the original files is changed.

To achieve assembly using this method you should:

1. Select Insert from the main menu of MS Word;
2. Select File – which brings up a dialog box;

3. In that dialog box you can select the range of all the files that need inserting into your document. Now if you have named them correctly they will already be in order in the dialog box and will be inserted in the order they are listed.
4. Once you have selected all the files to be included, you then need to click on the little arrow on the Button "Insert" and this will give you two ways of inserting the files. The way you want is the second way "Insert as Link"

Your document awaits your perusal!! You are now ready to begin shaping the document further into a product.

4.2 Building the Table of Contents

The focus of what you are doing now has shifted from PersonalBrain to MS Word. You now have a rough cut book and need to bend it into shape. The first task now is to build a table of contents. This is an automated process, but needs to be set up correctly to get the Contents in the space we have provided in the document.

As every text chunk has a heading style, there are already headings in the main text of the book that can be used for the automated contents building process in MS Word. You may, however, wish to alter the heading level of each text chunk and you may also want numbering. So before inserting the Table of Contents, you need to:

- First view your document in MS Word's outline. To achieve this, Select View, Outline from the main menu.
- Now work through each of the headings and see if you need to adjust the heading level of each heading to build a coherent heading presentation. You can choose to see only headings of Level 1, Level 2, and Level 3 – you should not have any other heading styles anyway.
- You may also wish to turn numbering on to have the same or similar numbering to that which you had in your thought structure in Brain. You would choose Format, Bullets and Numbering to achieve this.

Now return your view to Print Layout from the View menu, and locate the page titled "Contents". There should be nothing else on that page. Even if there is something else on the page that will all be pushed down when we create the automatic contents.

Now you can insert your automated contents by:

1. Selecting from the main menu Insert, Reference, Index and Tables;
2. Select the Table of Contents tab at the top;
3. Select "Show only 3 levels" amongst the options in that table;
4. Make any other adjustments you wish including showing Hyperlinks instead of Page Numbers of whatever other selection you may wish to make;
5. Click OK.

After a second or two you should have a table of contents. You may wish to alter the style of each of the three heading levels. With auto format turned on (the default way MS Word works) you should simply be able to select one line of say a Heading 3, change that line and all Heading 3 lines will change.

You now have a Table of Contents. Make sure that at the end of the Table of Contents there is a Page Break to keep other text off the end of that page. International formatting rules for book production suggest that a Table of Contents occupy its own page(s).

4.3 Inserting the Index

In preparation to inserting the index, you have already prepared an Index Concordance by reading your originally brainstormed thoughts and building a list of words and phrases you wish MS Word to search for in the text and place in the Index Table.

Find the Index chapter in your document. There should be nothing else on that page. If there is push it over to the next page. Now to insert the index you should:

1. Select from the main menu in MS Word Insert, Reference, Index and Tables;
2. Click on the Index tab;
3. You then need to select AutoMark – one of the buttons on that window;
4. It will then give you a box to locate the name of the file in which you have your Index Concordance;
5. Select that file from the folder located at "My Brains/BrainNameofYourBook/"
6. Click OK.

All the references will be marked throughout the text when this is completed. Now you have one final step to do, that is to insert that actual index table. This is achieved by selecting Insert, Reference, Index and Tables, (make any selection concerning the format of the index table) and then click on OK.

Your table of contents will be then inserted. To update your Index Table to show the correct page numbers if they are modified, you would simply select the table and use the F9 key to update the field.

4.4 Assembling the Glossary

You have already prepared somewhere near 120 files to be included into the Glossary. There are in your Brain about four files for each entry less those that are shared text chunks.

This is simply a matter of using the IncludeText field, almost as we did for composing the book earlier in this system. You may wish to compose your glossary using a separate MS Word Document and then simply cut and paste that file into the area under the Glossary heading.

The reason we are adding the Glossary after the Index has been created, is that you do not need the Index to locate words in the Glossary. An Index is a table of where those ideas can be found in the text. The Glossary ordering can be used by the reader to identify anything needed in the Glossary.

5. Updating Text and Versioning

You have now built an entire text from brainstorming to ebook. You are now embarking upon the business of publishing your ebook. By publishing we mean that you are going to set your text on a website somewhere where people can download the ebook for free or can obtain that text by paying a fee. There will be multiple copies made through some process.

You have a responsibility to your readers, particularly if they are paying customers, to have up to date information and different versions of your text when changes need to be made. So, before you release your book you need to put into place policies as to how you are going to release your book and to systematize any changes to that book by using the principles outlined in this chapter.

5.1 Version Control

The main ebook file you have created in MS Word is sacred. It represents the writing of a document at a particular time in history. You should now save that document and never from this point forward use the F9 key to update fields. Save the file under a new thought or child thought if you like and put it aside. Now copy that file and link it to the main MS Word thought in your brain and use the copy for any further revision activity.

Name versions

That very first document should be saved using the title of the book and the date of production. The copy you just made should have the title of the book, date of production and if it is on the same day the hour of production.

Changes

Any changes you do should not be made to the main MS Word document file. You have created the document using a system; you should use the system to make updates. By using the system to make updates you then keep your text chunks up to date and therefore making them useful for other texts.

5.2 Spellings, Wordings and Grammar Changes

To make changes in your text chunks it is best not to make changes to simply one text chunk. The chances are that if you have a misspelling and you need to update that you should see how many text chunks are affected. So, do a search using the Find, Files Contain process in PersonalBrain. You will be amazed at the number of times you have made an error. The Find window will then give you a list of text chunks to go and revisit and to make those changes.

When you have made any changes you require, then you go to your main MS Word document that has been saved for this new version and Select All text and use the F9 key to update all fields. Your new document will have all changes made.

5.3 Revisions

The world has changed and you need to revise the entire book thoroughly. Perhaps you need to write a new chapter, or you need to make changes to particular text chunks throughout the book. Then you possibly need to produce a revision of your first text.

It is wise to copy the entire Brain to a new location to do this work, so that your original Brain and all the associated files with the previous version can be maintained. If you need to produce a book from the previous version you always have it.

Using the copy of the original Brain you now need to follow the process through from the beginning. Do some brainstorming there in the "Topic" section of the Brain. Then, follow the process through, building new chapter thoughts, and linking thoughts with them and so on. You will be surprised how a different text can come out of the original and how many of those original text chunks can be re-used.

Though it is tempting, it is not wise to simply write a new chapter and tack that onto the old version. First, you do not give your current readers anything really new except that one or two new chapters. You could have simply given your current readers those two new chapters. Second, adding the new information may change the way some of the other chapters are explained and some of the illustrations and other materials may need changing. Third, you have learnt so much more since writing that original volume, make that learning inform the whole text and not just the two new chapters.

So, even though you are starting with a pre-made Brain, go through and do some more brainstorming, review the old brainstorming, delete the ideas that should not be there anymore and add anything new. Follow the entire process through including generating a new cover and a new Foreword – you have moved on since you wrote the last Foreword, it is time your readers saw what made the difference and brought about this revision.

5.4 New Versions

You may now wish to bring out different versions of the same text for different markets. For example, you might see a need to have a version of your text for women and another for men, or novices and experienced people in your field.

Now that you have reusable text chunks you can set up a new thought under the main "Title" thought "New User Version" and under that create a new set of chapters and include text chunks from the other version. You may need to write some new chapter introductions, and a new Foreword will most certainly be the requirement to let your customers know who this book is for and what it has in there that will be appealing to that new market.

You may also want to add some new text chunks and include those in some of the current chapters, or there are some text chunks that will need to be missed out as the readers are more experienced and they do not need those chunks.

As many versions as you like can be produced by simply creating a new chapter structure and including thoughts, which are linked to text structures. The author has one book with four different versions, each for a different market. When I update the text chunks, I can update all versions and produce updates and revisions to those version through only one set of work – work on my text chunks.

6. Building Multiple Products

So far we have built a Brain and have a MS Word document that represents a complete book or potential book. This is not a useable eProduct – it is useful as a stepping stone to many products but is far too accessible to be sold or given away free. And, in addition, there are some people who do not have MS Word and would have to expend hundreds of dollars to read your book if it was dependent upon your readers having MS Word.

A MS Word document file is extremely useful to now make other products, and with little effort at all, at least six or so products can be made from what you have now built. All these options of building a range of products is especially attractive if the information eBook you have produced may be used by some of your market who will teach from this book, or others who wish to make a presentation to their board or other business group.

6.1 Acrobat Reader Documents

Because Adobe continues to make Acrobat Reader a completely free program, and because the use of Acrobat Reader is so widespread, you should always produce a version of your eBook as an Acrobat Reader Document (in .pdf format). Creating a .pdf from your MS Word document file is very simple.

You can use Fine Print conversion printer to accomplish this. Once you have installed Fine Print, you simply need to print your MS Word document using Fine Print as your printer. It will create a .pdf file of the same name and there is your ebook.

It is wise to make some alteration to the .pdf file – for example, you may wish to limit the ability to change text, or to print your file, or to even read the file without a password. Passwording is useful if you are selling your eBook. Anyone can download the file, but to read it they may have to purchase a password.

6.1.1 Document Setup

In the world of print most books are printed in a portrait format (where the book is longer than it is wide). Screens, where your eBook is most likely going to be presented are formatted where the screen is wider than it is long (Landscape Format). If your book is only ever going to be used on a screen, it is a wise idea to consider that you present your eBook in a landscape format. However, if you suspect that your eBook may be printed on paper at some stage it is wise to provide a print version even if you do produce the book landscape. People are more used to a book that is longer than it is wide.

You can produce both versions if you wish. There is nothing much stopping you from providing both versions. Call the Portrait Format a "Print Version" and make both available to your readers. OR if you do not intend that people print the eBook, then you might choose to prepare it only in Landscape Format, and you may also turn the capability of printing the document off when you format it in Adobe Acrobat.

You may also consider the page size for your book – think about where this book might be printed. If you are ever going to sell only in the USA and Canada, then you may consider that the version you produce will be printed on Letter Paper only. However, if you are intending to sell Internationally (which you should since you are on the Internet and anyone anywhere could really purchase from you) then you should consider the European and Oceania standard of A4.

If you do choose A4, you can make a selection in Adobe Acrobat that should someone print the document on Letter, that the document automatically resize to fit the paper being used. In fact, this is the preferred option making your paper size A4 and allowing a downsizing to fit

onto Letter paper. If you do it the other way, the pages look rather sparse when printing on A4 and people outside USA are very conscious of using paper. If they are going to use paper they want to cram as much as possible on a page.

6.1.2 Fine Print Options

When you select File, Print from the MS Word menu to start printing your eBook using Fine Print v1.6 or later, you can choose "Options" from the main print box which will then reveal to you the options for formatting your eBook in Fine Print. These options provide some important decisions to make a book attractive to your potential market.

You can reduce the size of the file housing your eBook by selecting not to embed any fonts in your book. On the other hand, your book may look quite different on other people's computers if you do not select to embed fonts. The lightest weight file is obtained by using Arial fonts for headings and Times New Roman font for the main text of the book. Do not embed fonts and the chances are that your book will look the same on anyone's computer as these are the most common fonts across all computers. However, if you want a specific look to your product and size of file is not really important (that is, all of your customers are likely to be internal to your company, and/or you are sure that your customers are on broadband) then, select font very particularly and embed those fonts in your Fine Print options.

Make sure that you also enter the Author's name, the company and importantly keywords. If you want this eBook to be lodged as a page on the Internet (even as a .pdf) and you want people to find the eBook by searching on Google or other search engine, then ensure that you embed keywords in your .pdf document. These are used by Google, and other search engines, to store in its database.

6.1.3 Securing your eBook

Now that you have made selections in Fine Print, go ahead and print a copy to your Brain. Make sure you know the title of the book you printed in your Brain as you will want to attach this document to your thought titled "Adobe Acrobat Document".

To further refine your product, it is good to open the .pdf file using Adobe Acrobat. When opened there are a number of things you can do in Adobe Acrobat 5.0.5 that you cannot do elsewhere:

1. Set document security options – to accomplish this when you have opened your document in Adobe Acrobat, select File, Document Security – you will then be given two options to build security into your document. The most common option is to set "Acrobat Standard Security". This will allow you to choose to set a password for opening the document, or set a password that limits Printing, Changing, Copying and/or Extraction of Text. This latter form of security setting is the most common when supplying an eBook to customers. In general, I would allow a customer to print the eBook (as some people just cannot read from a screen yet) but disallow any other type of action.
2. Set reader options – you can limit who the book is read by through setting reader options. However, if you are publishing this book, you may have to register each reader and save a copy of the book with this reader's name included in the range of the readers.

6.1.4 Storing your eBook

When you are ready to save your final version of the eBook, make sure you save a copy of the final file to your Brain and to connect that file with a shortcut so that you can locate the final file from within Brain. This will ensure that you have all copies of every text you have created within your Brain.

By storing the final version in Brain you have a permanent record of the eBook you create that will not only be available for you when you come to update it, but also it will be text searchable and will also provide a record of what you have produced for your customers.

When you work through and create a new version, through using the system again, be sure to store a new version of your eBook and do not write over the old version. If you change your book in the new version by 20% or more, you will need to obtain a new ISBN for that new version.

6.2 Website

Creating a website book out of your current MS Word file is very simple. All you have to do is to save the entire book in .html format – one of the options in MS Word. You may even wish to save each chapter as a separate .html page and then alter the table of contents to provide links to each of the chapter-pages.

When creating the website from your MS Word document file, it is wise to make as little change as possible to the website format as when you update the MS Word document you will also wish to re-save your website version. Fully document how you turned the MS Word document into the website version so that you can follow exactly the same process when you update the MS Word document to obtain the new website version.

6.3 Brain

You can now turn your eMaterial into a new and highly profitable format, particularly if the information you have in your Brain and in your eBook is useful for teaching and other reference type activities. You can license your entire Brain so that other people can produce texts from your material.

You may wish to sell a university or school a copy of your Brain so that teachers can produce texts using the basics of your information but with added information for the particular country, school or type of students they have. That license may be a license to produce a certain number of texts, or to make changes to only 20% of the Brain/eBook and so on.

If you are selling your eBook for say \$29, then you might license your Brain of the same name to be limited to producing 500 copies with no more than 20% of the text chunks altered for say \$5,990.

To produce your Brain there are some little things you might consider to retain the rights to the eMaterial:

- Lock each .rtf and .doc file in the Brain so that they cannot be edited – they can be searched, copied, printed, added as Includes into other documents – but the text chunks cannot be edited;
- Lock each document file that contains the full document so that it needs a password to open the file to do anything;
- You may choose to provide your customers with updates to the Brain they have purchased by downloading a new copy of the Brain from a website.

There are many other options that you could choose by knowing Brain, MS Word, Acrobat and how security options can be used in combination for restricting the use of the entire Brain.

6.4 PowerPoint Presentations

You have an MS Word document – so you can also have a PowerPoint Presentation built from that same file. Simple take a copy of the MS Word document and convert it into a PowerPoint

Outline. Then you may have to drastically cut the text into summary form or you can simply delete all text and use the outline to form the basis of the presentation.

Whatever you do, choose the simplest way of completing this task so that when updates are made you can very simply re-produce your presentation.

Selling an eBook (Acrobat Reader .pdf), PowerPoint Presentation and maybe even a Brain could be valuable for your market – and so little work for you now that you have the information systematized.

6.5 Text Chunk Library

This product may be a product that only you use, or a product that can be given to your staff to use, or there may even be an application where you release your entire text as text chunks in a text chunk library.

The main purpose of this text chunk library into the future is to save you writing time. Build a new Brain in PersonalBrain that houses all the Brains you have composed for each book. Merge the entire set of book Brains together to form a text chunk library. Now when you are at the stage of pulling text chunks together to quickly fill in the details of your next book you simply switch to the Text Chunk Library and complete a "Find", "Files Contain" search.

You can then locate a number of text chunks that you can use in your new book Brain. To add the text chunks into your current text, do not move the file from the Text Chunk Library. Follow the procedure:

1. Note the name of the file in the Text Chunk Brain Library;
2. Switch to your new Brain;
3. Locate the thought to which you need the text chunk linked;
4. Right mouse click over the thought;
5. Select "Create Shortcut to File"

This will link your current thought to that file in the Text Chunk Library. As you are going to merge this new book Brain into the Text Chunk Library in the future, eventually all text chunks are kept in the Text Chunk Library and are not exclusive to the new book Brain.

Think of the powerful collection of Text Chunks you will eventually have if you compose a number of manuals, books or other materials. All of your writing will be available for use in other texts.