

2 MORE ON WORD PROCESSING

Working with larger documents

LEARNING OUTCOMES

In the first word processing tutorial you learned how to create and save a new document (the Conference Call letter). You practiced moving around the page on the screen. You carried out simple formatting and updating: adjusting margins, adding, deleting, and changing text. You learned to use the spelling checker. You also learned about making backups. Finally, you used the printer to produce a version of your document on paper.

You should be beginning to think of the computer as a tool for processing data of all kinds in much the same way as sculptors or wood carvers think of a hammer and chisel as tools for creating forms out of stone or wood. *Word* has many functions that are designed to help you mold your writing into a work of art.

In this tutorial you will be introduced to functions of the *Word* word processor that are especially valuable when working with longer documents. Amongst these are the following:

- formatting text
- finding and changing text
- moving text within a document
- copying text within a document

- setting off a section in a box
- using the spelling checker
- printing the document
- making a backup copy

A caveat before you begin: You'll find it easiest to use the tutorial if you follow the directions carefully. On computers there are always other ways of doing things, but if you wander off on your own be sure you know your way back!

2.1 GETTING STARTED

This tutorial is designed to give you practice working with a longer document since this presents problems that do not arise when dealing with documents that are no more than a page or two in length. Rather than have you type in a long paper of your own, the WorkDisk disk comes with a file prepared for the exercises in this tutorial.

Setting up for the tutorial

Open **Word** if you have not already done so, then put your **WorkDisk** in the floppy disk drive

In the **File** menu select **Close** to close the **new empty document** that is always opened when you first open the *Word* program

The name of the file you will be working with is TermPapr. You will find this file in the Practice folder on your WorkDisk. Here are the steps to open it.

From the **File** menu select **Open**

In the **Open** dialog box, select the floppy disk drive (the **A: drive**)

There are four folders on the WorkDisk: MergeDocs, Other, Practice, and Tmplates. The file you are going to use now is in the Practice folder.

Double click on the **Practice** folder to see the files it contains, then double click on the file **TermPapr.doc** to open it

Now wait while *Word* adds the file to the desktop. You are ready to begin work.

Adjusting the location of the *Word* toolbars for ease of use

Depending on how your version of *Word* is set up on your computer, you may have the two default *Word* toolbars (the Standard and Formatting toolbars) on the same row at the top of your document window (just above the ruler at the top of the page). The Standard toolbar has tool icons for opening a new document, saving a document,

printing a document, and so forth. The Formatting toolbar has tools for changing fonts and text size and style and so forth. You can drag them apart so each of these toolbars is on a row of its own. This will allow room for *Word* to show more of the tools in each toolbar, which will save you having to go look for them when you need them. Here are the steps to do this.

Slide your mouse along the **Standard** toolbar to the **small bar** (the Formatting toolbar handle) to the **immediate left** of the **font selection tool** (Fig. 2.1)

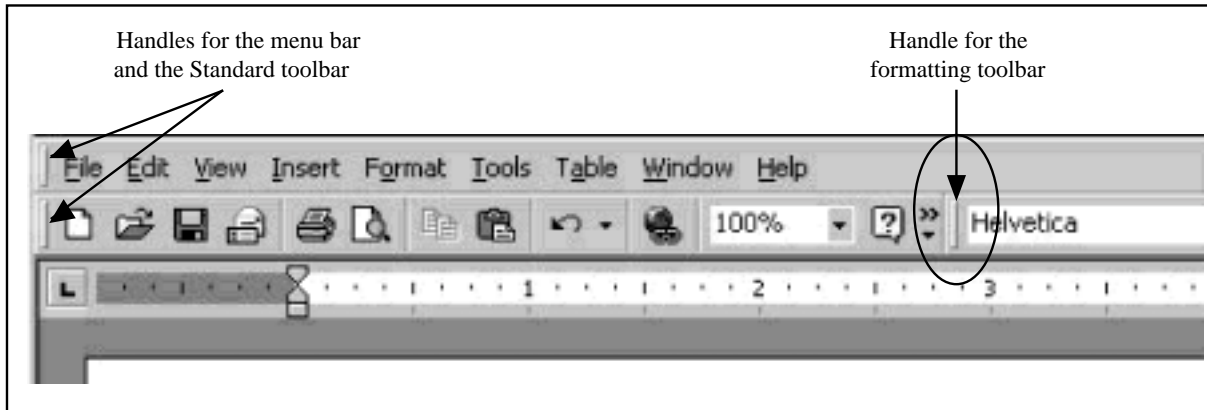


Fig. 2.1 The handle for the Formatting toolbar

Your mouse **cursor** will become a **crosshair** with **four arrowheads** when it is resting on top of the toolbar handle

Grab the handle with the mouse (using the **left** button) and drag the whole toolbar **down** just a little.

You'll see *Word* make room for the separate toolbar on a new row or line.

Once you have the **Formatting toolbar** on a row by itself you can drag it over to the left and line it up with the **Standard toolbar** which is right above it now

If you wanted to, you could slide the whole toolbar elsewhere on the screen and drop it wherever was convenient to you, like moving your tools around in the garage at home when you're working on a project.

Inserting Page Numbers

It would be useful to start by inserting page numbers for easier reference as you work your way through the remainder of this tutorial. You can insert page numbers in either the header or the footer of your document. *Word* takes care of keeping the numbers sequenced if your pagination changes or if you want to start page numbering at some number other than 1.

From the **Insert** menu select **Page Numbers...**

This will bring up the Page Numbers dialog box (Fig. 2.2).

In the dialog box, from the **Position** pop up menu select **Top of page (Header)**, and in the **Alignment** pop up menu select **Right**

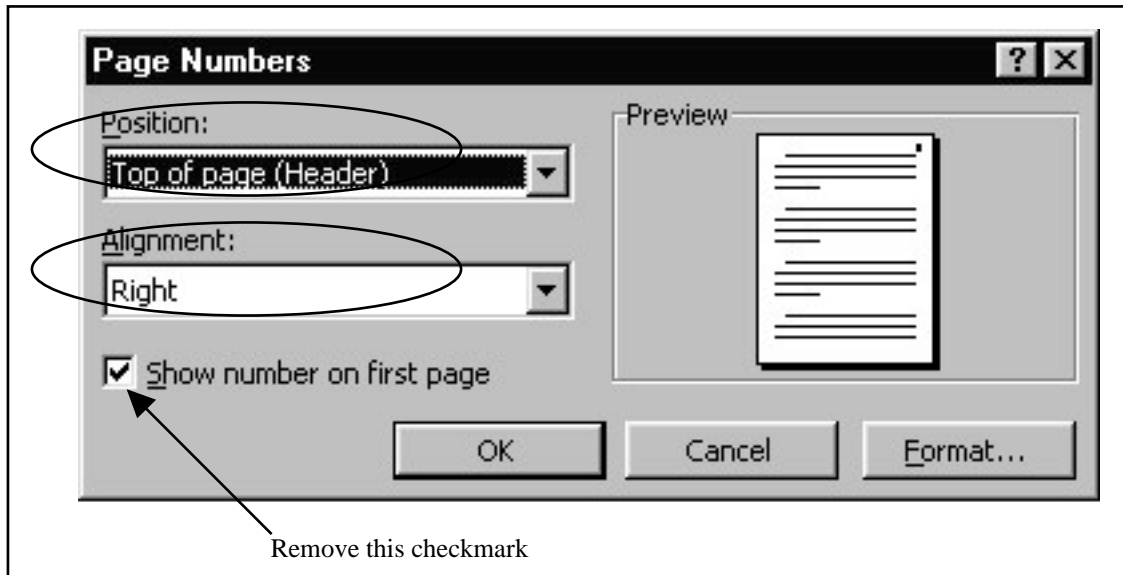


Fig. 2.2 The Page Numbers dialog box

Often you don't want to show the number on the first page of a document.

Click to **remove** the **check mark** in the box next to **Show number on first page**, then click on **OK**

If you wanted to start a document at some page number other than 1 you would click on the **Format...** button (lower right in the dialog box), type the number you want for the **Start at** page and click on **OK**. Simple as that!

2.2 FORMATTING TEXT

A word about default settings

As you may recall from the first word processing tutorial, your installation of *Word* has default settings for the typical printed page. The top margin is perhaps set at 1", and the right and left margins at 7/8" or 1½". The default spacing between lines is single spaced. The default alignment is left (the text is aligned to the left margin).

The font selected for the Termppr document is Times New Roman (because that is how it was saved on your **WorkDisk** --the default font in *Word* is Times New Roman). The size of the characters is 10 point (the default size in *Word*). The style is normal (no underlining, boldface, and so forth), and the color of the text is black.

In general there is no point changing the default settings unless they are unsatisfactory. But should you decide to format the page in your own particular way,

you can reset the **Format** options to meet your needs. The exercises that follow will give you the opportunity to practice doing this now as you format the Termpaper document.

A word about WYSIWYG

WYSIWYG (computerese pronounced "wizzywig") is an acronym for "**What You See Is What You Get.**" It is used to describe computer systems such as the one you are using where the appearance of a document on the screen is what you get on paper when you print it out. As you make formatting changes to your document, they will show on the screen so that you can visually check the effect of the changes before printing the text on paper.

Setting the margins

The easiest way to change any of the four margins on a page is in the Page Setup dialog box (Fig. 2.3).

In the **File** menu select **Page Setup...**

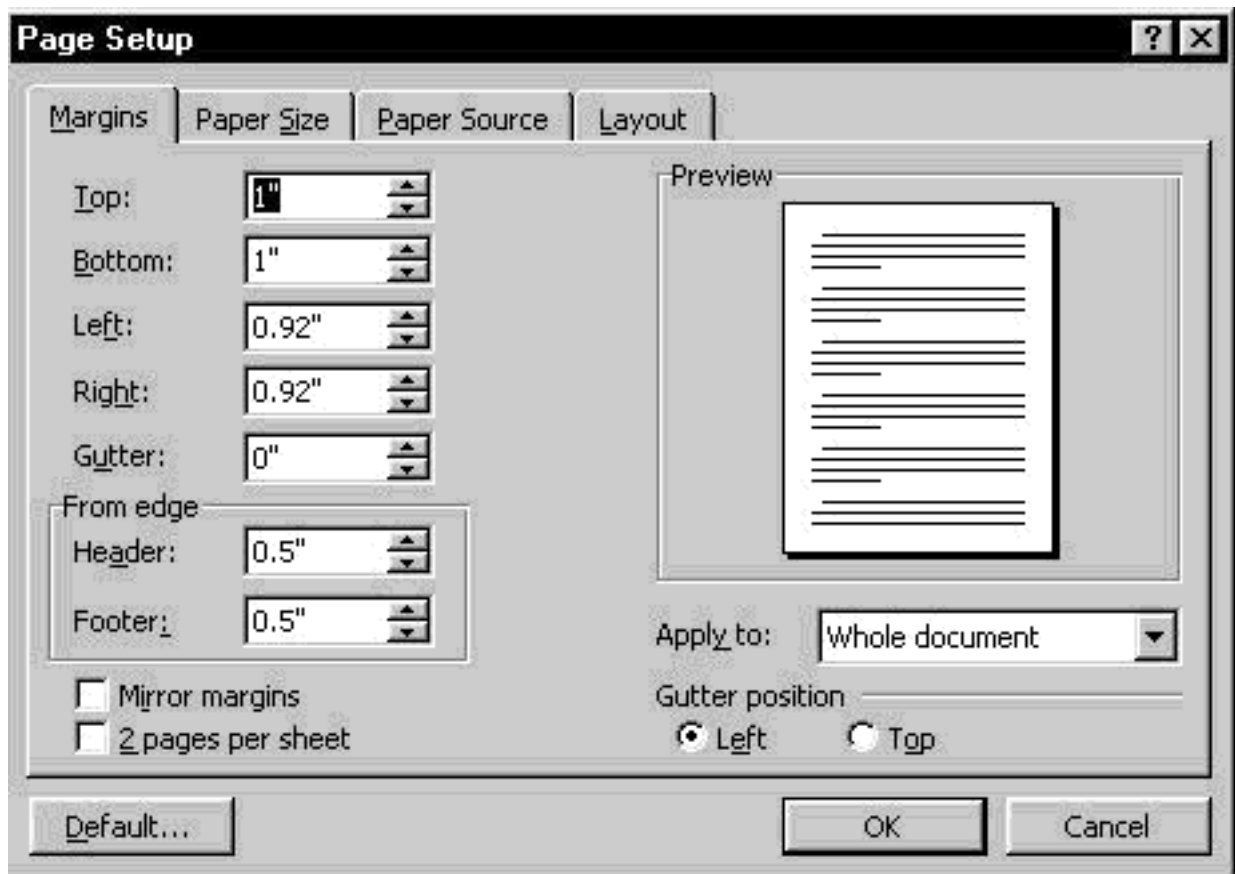


Fig. 2.3 The Page Setup dialog box

As you can see, the default margins are 1" top and bottom, and 0.92" (7/8") left and right. These settings are fine for the purposes of this tutorial, so we'll leave them as

they are. But remember that you can use the Page Setup dialog box to change any of the margins on your printed page.

Aligning text

Alignment involves aligning your text either to the left margin, the right margin, or on both margins of the page (this latter format is often called "justified" text). Alignment also includes the option to center text. The *Termpaper* document is already left aligned throughout. The following exercises will show you how to Align text and Center text.

Aligned on both margins

When you align text on both margins, both sides of your text run flush with the right and left margins. Seeing is believing, so carry out the steps that follow to see the effect of this option.

On the Formatting toolbar are several icons (Fig. 2.4).

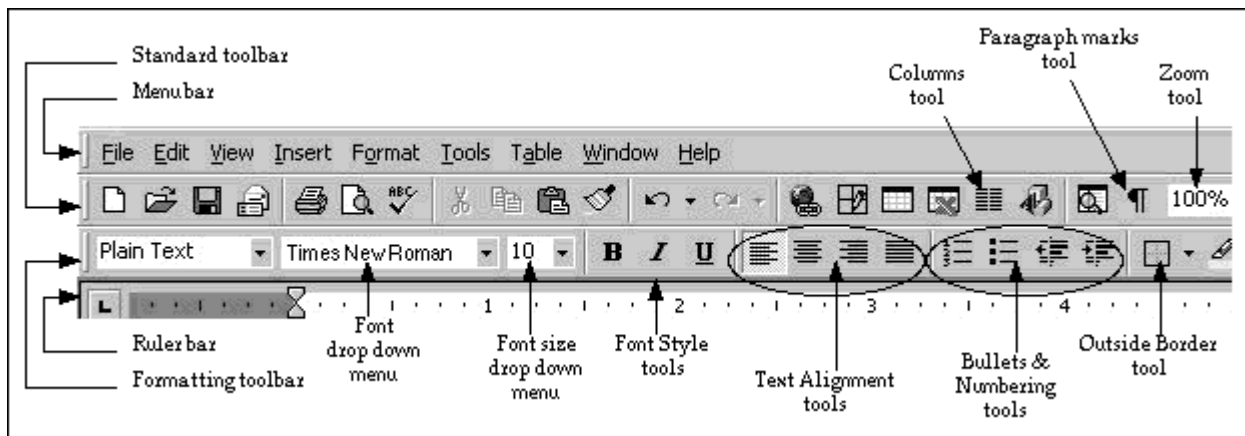


Fig. 2.4 The annotated *Word* toolbars

The first alignment icon highlighted in Fig. 2.4 indicates *left* alignment, the second indicates *center* alignment, the third indicates *right* alignment, and the fourth indicates *aligned on both margins*. Let's see how they affect the appearance of your work.

Choose **Select All** from the **Edit** menu to highlight the entire **Termpaper** document (Remember, if you do something you didn't want to do, you can **undo** what you did by selecting **Undo...** from the **Edit** menu)

Click on *each Text Alignment rectangle* in turn so you can see how your text is aligned differently each time

End this exercise by clicking on the icon for text **aligned on both margins** (the last of the four alignment icons highlighted in the **Formatting** toolbar)

Now click anywhere in the background to deselect the highlighted text

This is how you want the final version of the document to look. Notice that the margins on both sides of the screen are now aligned to the left and right margins except lines that do not reach all the way across the pages (such as the title lines and some of the lines at the end of paragraphs).

Centered text

Centered text stands out, and is often used for titles. The following exercise steps you through the process of centering the titles on the first page of the Termpr document.

Select **all 3 Title lines on the first page** (down to and including the author's name)

Select the **Center Alignment** icon in the **ruler bar**

Click anywhere in the text of the document when you have centered the title lines, then save your work in progress (**Ctrl-S**)

Choosing fonts

Fonts come in all shapes and sizes, and you probably have at least half a dozen available on your Windows computer. Times New Roman font comes standard with all Windows computers, so the text displayed on your screen is almost certainly in this font since the Termpr document was saved using this font.

Check this for yourself in the **Formatting toolbar** (see Fig. 2.4 above)

Times New Roman is a *serifs* font, which means it has *serifs*.¹ Serifs are the small marks (flourishes) used to complete a letter (Fig. 2.5).

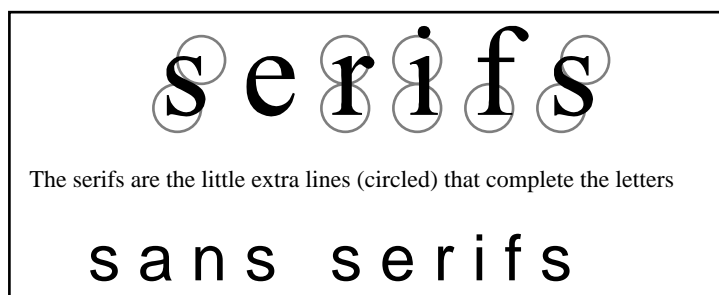


Fig. 2.5 Serif (Times) and sans serifs (Helvetica) fonts

A *sans serifs* font doesn't have these flourishes, as you can see if you look closely at a font such as Helvetica.

In general, serifs improve readability by increasing the definition of letters. You are going to practice changing the font of the Termpr document to any one of those you have available on your Windows computer. Here are the steps to do this.

From the **Edit** menu choose **Select All** to highlight the entire **Termpr** document

Select one of the fonts from the **Font** menu, then click anywhere in the text to remove the highlighting

Try this for several different fonts. Each time, check the letters carefully to see what type of font you chose. Is the font you chose *serif* or *sans serifs*? The object of the exercise

¹ *Sans* is French for "without."

is to learn how to change fonts. For the sake of this tutorial, however, you need to return to Times New Roman font when you are done because there may be variations in pagination caused by the relative size of fonts, and this may affect the directions for the rest of the tutorial.

Repeat the steps just above to return the document to the **Times New Roman** font

Changing the point size of text

The size of fonts is measured in points.

9 point is quite small;

12 point is standard;

36 point is quite large.

The smallest font size is a point size of 4; the largest possible font size is 255. On your computer system, however, you may find you have a narrower range of font sizes. The font size for the body of the Term paper document can be left in the default point size for your computer (probably 10 or 12 point). But it would be interesting to use a larger point size for the Title lines.

Go to the beginning of the **Term paper** document

Highlight the **first Title line** on the first page: **FIRST THINGS FIRST**

Under the **Size** menu, select **36**

There's a headline for you! Complete this exercise by changing the size of the remaining Title lines as follows:

Make the second line of the title **24 pt**, and make the author's name **18 pt**

Inserting Page Breaks

It is often the practice to keep an Abstract on a page by itself. So for this exercise you need to set a page break at the end of the Abstract.

Position the insertion point cursor at the start of the title line for the section titled "**ISTE Foundational skills and concepts**" (two thirds of the way down page 1 after the Abstract section)

In the **Insert** menu select **Break...**

Page Break is selected by default in the Break dialog box. This is all you're concerned with right now.

Click on the **OK** button to insert the **Page Break**

In the **View** menu select **Print Layout** to best see the effect of the Page break

Notice that *Word* moves the text to a new page following the Abstract. Thus the Abstract will now print on page 1 by itself, following the title lines.

Practice makes perfect

Position the cursor just over half way down the second page of the document at the beginning of the line which reads “**It will be useful to examine...**” (that’s the line that follows the caption “**Table 1 ISTE Foundational teacher skills and concepts**”)

Insert a **Page Break** here too

There are a couple more changes to be made to the table so that it looks like Fig. 2.6.

| Skill or Concept |
|--|
| Demonstrate ability to operate a computer system in order to successfully utilize software. |
| Evaluate and use computers and related technologies to support the instructional process. |
| Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies. |
| Explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation. |
| Demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision making. |
| Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations. |
| Evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and/or grade levels. |
| Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction. |
| Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities. |
| Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors. |
| Identify resources for staying current in applications of computing and related technologies in education. |
| Use computer-based technologies to access information to enhance personal and professional productivity. |
| Apply computers and related technologies to facilitate emerging roles of the learner and the educator. |

Table 1 ISTE Foundational teacher skills and concepts

Fig. 2.6 Updated ISTE table

Scroll back to **page 2** if necessary, then highlight the **title (Skill or Concept)** at the top of the table (drag across it or triple click on it)

Click on the **center alignment** icon in the Formatting tool bar, make **14** the point size of the **Title**, and click on the **Bold** icon (that’s the icon that looks like a big ‘**B**’) in the **Formatting** tool bar

Now highlight the caption at the end of the table (**Table 1 ISTE Foundational teacher skills and concepts**), **center** it and change its point size to **9**

Assuming everything is OK, press **Ctrl-S** again to save the changes you have made

Indenting text

Adjusting (moving) the Indent Markers

Indenting refers to the situation where one line or several lines of a paragraph are set in from the rest of the paragraph. This is accomplished in *Word* using the Indent Markers on the ruler at the top of the screen (Fig. 2.7).

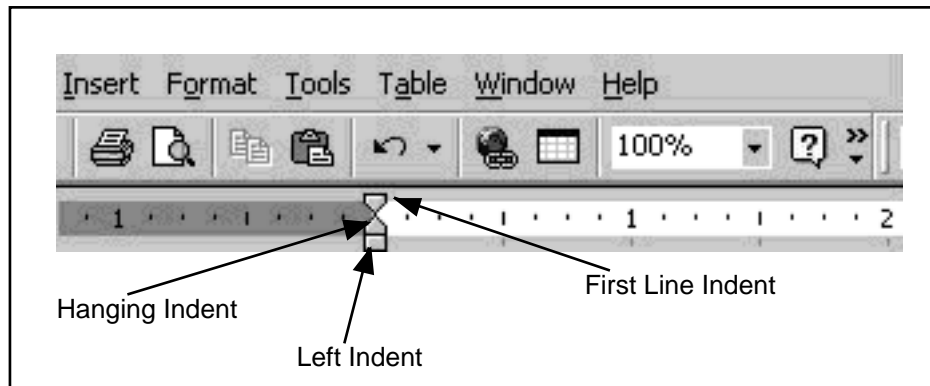


Fig. 2.7 The indent markers in the ruler bar

You learned about these markers in Lesson 1 when you adjusted the left margin for the address and the conclusion of the Conference Call letter.

You may also recall that there are three indent markers (the First Line Indent marker on top, the Hanging Indent marker in the middle, and the Left Indent marker below--the small box on which the other margin markers sit). When you drag on the small box (the Left Indent marker) all the markers move together. Right now the markers are all set at the same 0" hash mark on the left edge of the ruler.

You are going to change the left and right margins for the Table of ISTE Foundational teacher skills and concepts so that the table looks like that illustrated in Fig. 2.6 above

Click to put the cursor right before the word **Demonstrate** at the start of the first item in the table

Now hold down the **Shift key** while you click at the **end** of the table, after the word **educator**.

The whole table should now be selected (not including the title "Skill or Concept" or the caption at the bottom of the table).

Carefully point the mouse so the **tip** is on the **Left Indent** marker and drag it across to the **right** till it's on the **3/4"** hash mark (that's **2** hash marks before **1"**)

Next, use the mouse to grab the **Right Indent** marker and slide it to the **left** to the **6"** hash mark on the ruler

Last, click anywhere **outside** the table to remove the highlighting (deselect it)

We'll do some more work on the table later in the tutorial. For now, let's concentrate further on these indent markers.

Hanging Indents

The indent markers can also be set independently to achieve two types of indents. First, there is the traditional indentation commonly used for the first line of paragraphs--where you set the margin for the first line *in* a few spaces from the rest of the paragraph (Fig. 2.8A).

Second, there is the indentation for lists such as bibliographies or itemized data--where you set the margin for the first line *back* a few spaces from the rest of the paragraph. *Word* refers to these indents as "hanging indents," because the lines that follow look as if they are hanging off the first line (Fig. 2.8B).

The Termpr document that you have on the screen would benefit from the use of both types of indent markers.

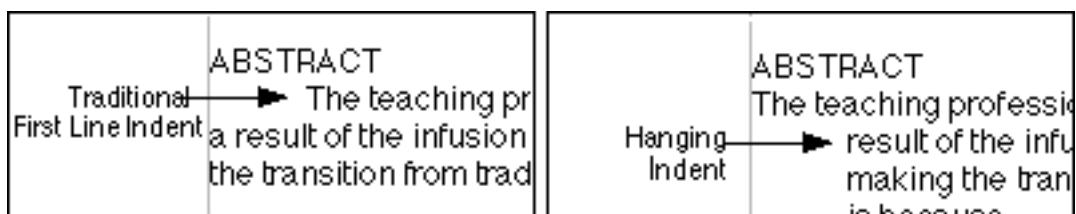


Fig. 2.8a First Line Indent

Fig. 2.8b Hanging Indent

Indenting the first line of paragraphs

Right now in the Termpr document it is difficult to tell where one paragraph ends and another begins. Let's indent the first line of the paragraphs in the Abstract so you can see what a difference this simple change makes.

Click at the beginning of the first line of the first paragraph of the **Abstract** (on the next line after the Abstract header) on page 1, hold down the **Shift key** and click again **at the end** of the Abstract (to highlight all the Abstract text)

Now position the tip of the mouse arrow on the **First Line Indent marker** (the upper marker) on the ruler at the top of the screen (Fig. 2.7 above)

Hold down the mouse button and drag this **First Line Indent marker** across half an inch (to the 1/2" hash mark)

When you let go of the mouse button notice how *Word* indents only the first line of the paragraphs, and adjusts the rest of the paragraphs in the Abstract to accommodate the first line indentation. This makes it easier to tell where one paragraph begins and another ends.

Practice now by changing the **First Line Indent** for all the paragraphs on pages 3 through 5 of the **Termpr** document--NOT including the *numbered* one or two-line skills or concepts that start each of the 13 sections on these pages)

This task won't take you long, though you are probably thinking to yourself that it would have been a good idea to set the First Line Indent marker *before* the document was typed in the first place!

It's time to save the work you've done to this point (**ctrl-S**)

Hanging Indents again

There are many occasions when it is useful to indent parts of your text using hanging indents. You may want to make a list of points with a "bullet" at the beginning of each one, like this:

- Don't sign up to use the computer until you have carefully planned what you want to do!

or like this:

- >> Don't forget to clean your teeth and make your bed after you've had your breakfast every morning!

Hanging Indents are also used when you write a paper and include a list of sources cited. Let's practice using hanging indents now.

Scroll down to the end of the **Term**papr document

Notice that indentation has *not* been used for the References section, which makes it a little difficult to determine where one reference ends and another begins. So your next task is to tell *Word* to use hanging indents to indent this section of the paper.

Highlight all the references by clicking at the beginning of the **first reference** (not the References header), then hold down the **Shift key** and click again after the **last reference**

Position the tip of the mouse arrow on the **Hanging Indent marker** (the lower of the two triangular-shaped markers), and drag this **Hanging Indent marker** across half an inch to the **right**, then let go of the mouse button

When you let go of the mouse button the References section will be adjusted and should now look like Fig. 2.8B. Notice how the references are nicely indented after the first line. That's just the way it should be.

For reinforcement, work your way now through pages **3 through 5**, putting a **Hanging Indent** for each of the thirteen numbered items (just the one or two line sentences that begin with a number 1-13)--make the indent **1/4"** (just **two** hash marks)

Spacing paragraphs

Now scroll back to the **Table of ISTE Foundational Skills and Concepts** on page 2 of the document

Sometimes it's easier to read a list of items if they are slightly separated one from another by what is called white space (the parts of a page where there is no text). Let's do this next.

Once again, use the mouse and the **Shift** key to select (highlight) all 13 items in the table (from **Demonstrate ability...** to **Apply computers ...**)

Now from the **Format** menu select **Paragraph...**, and in the dialog box that pops up on the screen (Fig. 2.9) change the **Before:** spacing to **6 pt**, then click on **OK**

While you still have the table highlighted, change the point size of the text to a point size of **9**, then use the mouse to drag the **Right margin marker** on the right side of the ruler just **2** hash marks to the **left** (a 1/4" only)

Click anywhere in the text to remove the highlighting, then check the effect of the changes you have just made

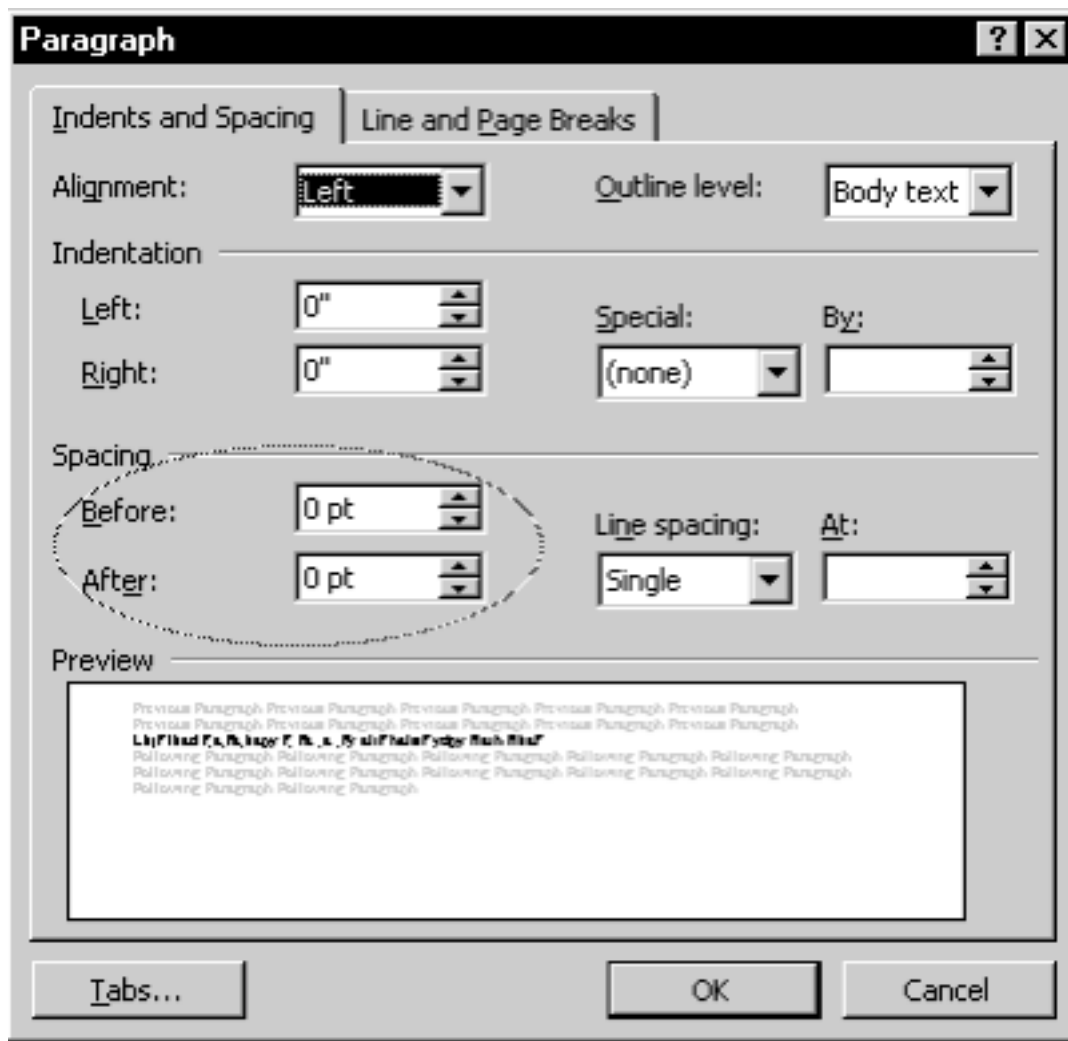


Fig. 2.9 Paragraph Format dialog box

In a while you will use the drawing tools to put a box around the table, so this extra 1/4" of space on the far right side of the table will come in handy. Before proceeding, you'd better save your work up to this point (ctrl-S).

Using tabs

Inserting Tab stops

Tabs are very useful for aligning text in columns, as illustrated in Fig. 2.10.

| | | | |
|--------|-----------|----|--------|
| John | Freshman | 18 | 50.00 |
| Mary | Senior | 21 | 45.50 |
| Gerard | Sophomore | 20 | 100.00 |

Fig. 2.10 Typical columnar organization of data

If you have never used Tab stops before, you may find them confusing. The exercise that follows will help you understand what tabs are all about.

Double click on the **File** menu to show all the available options in the menu, then select **New...**, and click on **OK** to open a new blank document (or just click on the **New** icon in the **Standard** toolbar)

Notice the Tab icon button in the Ruler bar towards the top left corner of the screen (Fig. 2.11).

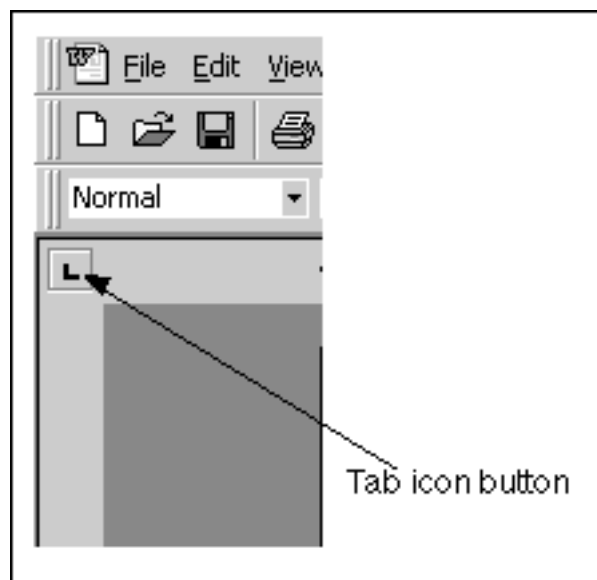


Fig. 2.11 The Tab icons in the ruler bar

The Tab icon is set by default for **left alignment**. So if you click anywhere on the small hash marks along the ruler while this tab icon is selected, a left tab stop will be set at the spot. Then if you use the Tab key on the keyboard to tab across to that tab, you will be left aligned on it. You'll see how this works in a moment when you complete an exercise.

If you click once on the Tab icon button in the top left corner of the screen, you'll see the icon change to the icon for **centering** text on the Tab stop (it looks like an upside down 'T').

Click again on the Tab icon button and you'll see the icon for **right alignment** on the Tab stop (this tab stop looks like a backwards 'L').

The fourth Tab icon is for **aligning numbers on a decimal point**. The Tab stops for the table illustrated in Fig. 2.10 are shown in Fig. 2.12.

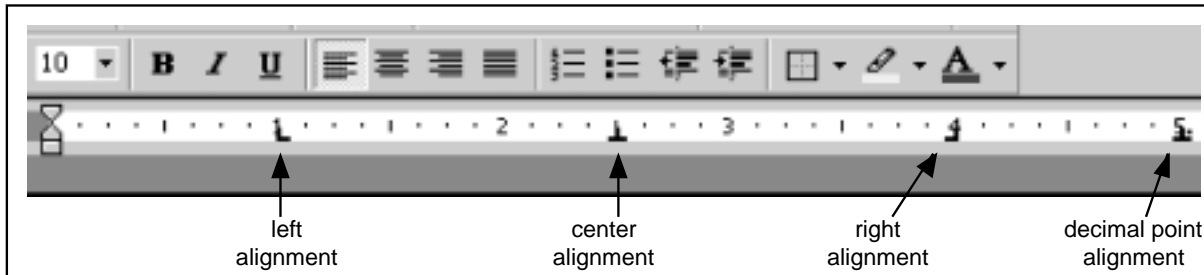


Fig. 2.12 Tab settings for the table in Fig. 2.10

Your task is to reproduce the table illustrated in Fig. 2.10. You'll need to begin by setting the four Tab stops as they are illustrated in Fig. 2.12.

Click on the **Tab icon** to select each tab in turn (left, then center, then right, then the decimal alignment tab) and click on the ruler at the appropriate hash mark (1", 2.5", 4", 5") to put the tab there as per Fig. 2.12 above

Now, with the Tab stops in place, hit the **Tab key** to move the cursor across to the first tab, and enter the first **name** in the table

Hit the **Tab key** again, and enter the **class** that goes with the first name (notice how it is centered on the Tab stop as you type it)

Hit the **Tab key** again, and enter the **age** that goes with the first name (notice how it is right aligned on the Tab stop)

Hit the **Tab key** again, and enter the **donation** that goes with the first name (notice how the dollar amount is aligned on the decimal point)

Continue in the same way until you have entered **all three lines of data** in the table

By the time you are done entering all the data you should have a good idea how the Tab stops work.

Removing Tab stops

To remove a Tab stop, just use the mouse to drag the Tab stop down off the ruler. When you release the mouse button the Tab stop will be gone.

Try this for yourself by dragging one or two of the tab stops down off the ruler, then **Close** the document and **Don't Save** it; you no longer need it

Paragraph Styles

For the next exercise you are going to use the *Word* Paragraph Styles to number each of the items in the Table of ISTE Foundational Teacher Skills and Concepts on page 2.

Begin by once again selecting (highlighting) the **entire ISTE table** on page 2, **not** including the centered **Table Title** (Skill or Concept) at the top or the centered **caption** (Table 1 ISTE....) at the bottom

Now click on the **Numbering** button in the **Formatting** tool bar (Fig. 2.13)

Word numbers each item in the table and uses a hanging indent so that the numbers are easy to see. You can use any of several other numbering and bullet styles. You can also start the numbering from a number other than 1. Here's how you do this.

From the **Format** menu select **Bullets and Numbering...** (Fig. 2.14)

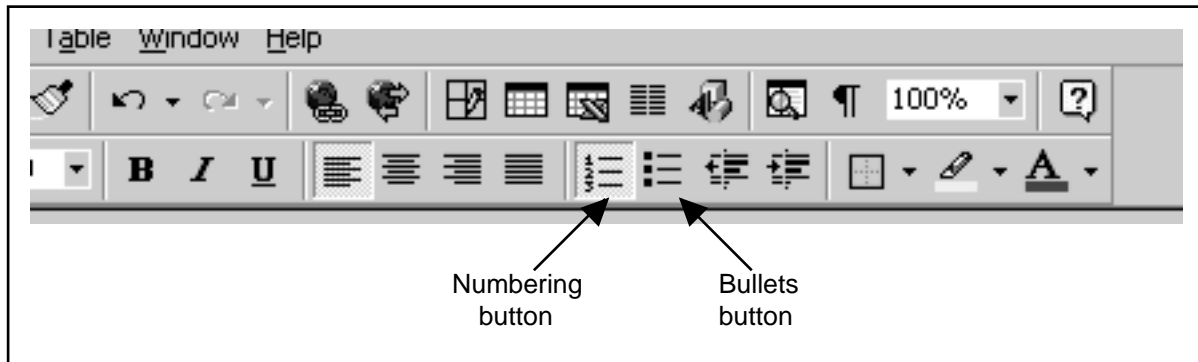


Fig. 2.13 The Numbering and Bullets buttons in the Formatting tool bar

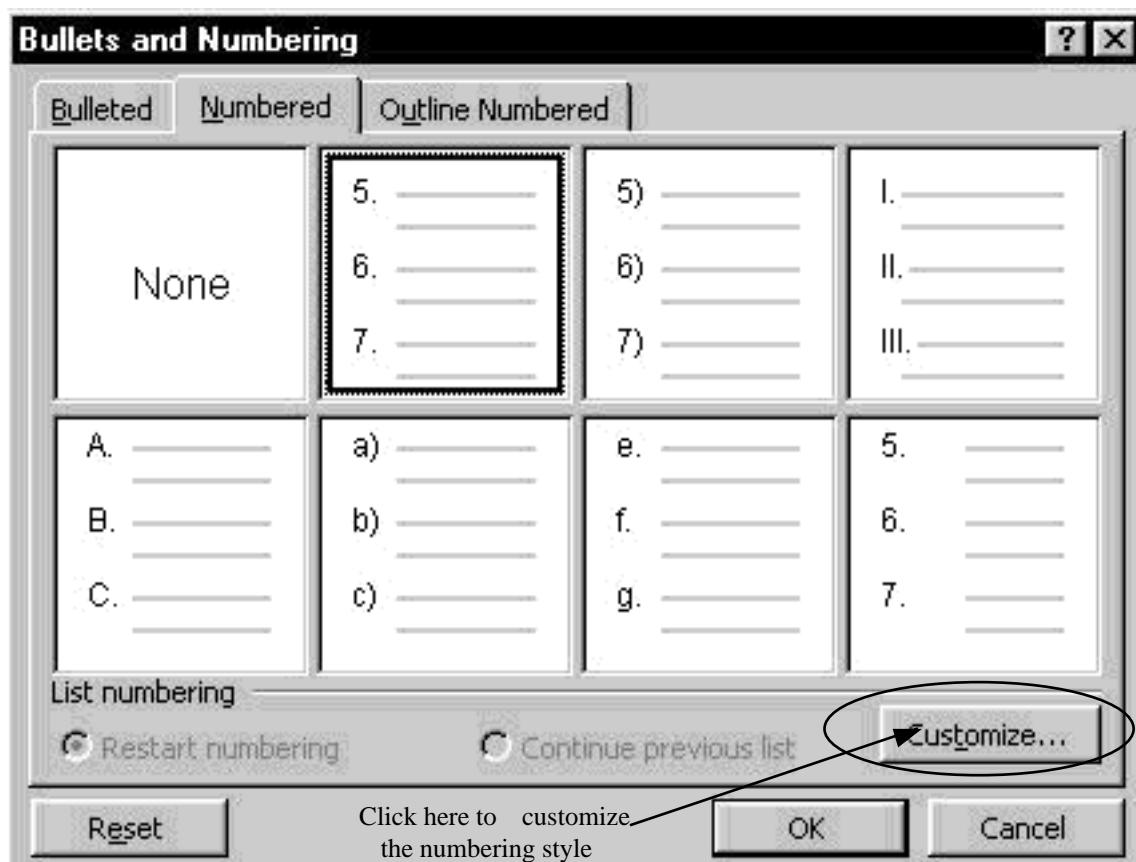


Fig. 2.14 Bullets and Numbering dialog box

In the dialog box click on the Number tab at the top of the box, then click on the button to **Customize...** a Numbered List

This will bring up a new dialog box (Fig. 2.15) so you can make changes to the list settings. If you wanted a different style of numbering, or if you wanted bullets instead of numbers, or an outline style, you'd select Bullets and Numbering... from the Format menu, and click on whatever style you wanted. Simple! In the dialog box, you can select either the Numbered tab, the Bulleted tab, or the Outline tab to choose from a variety of different styles for your layout of listed items.

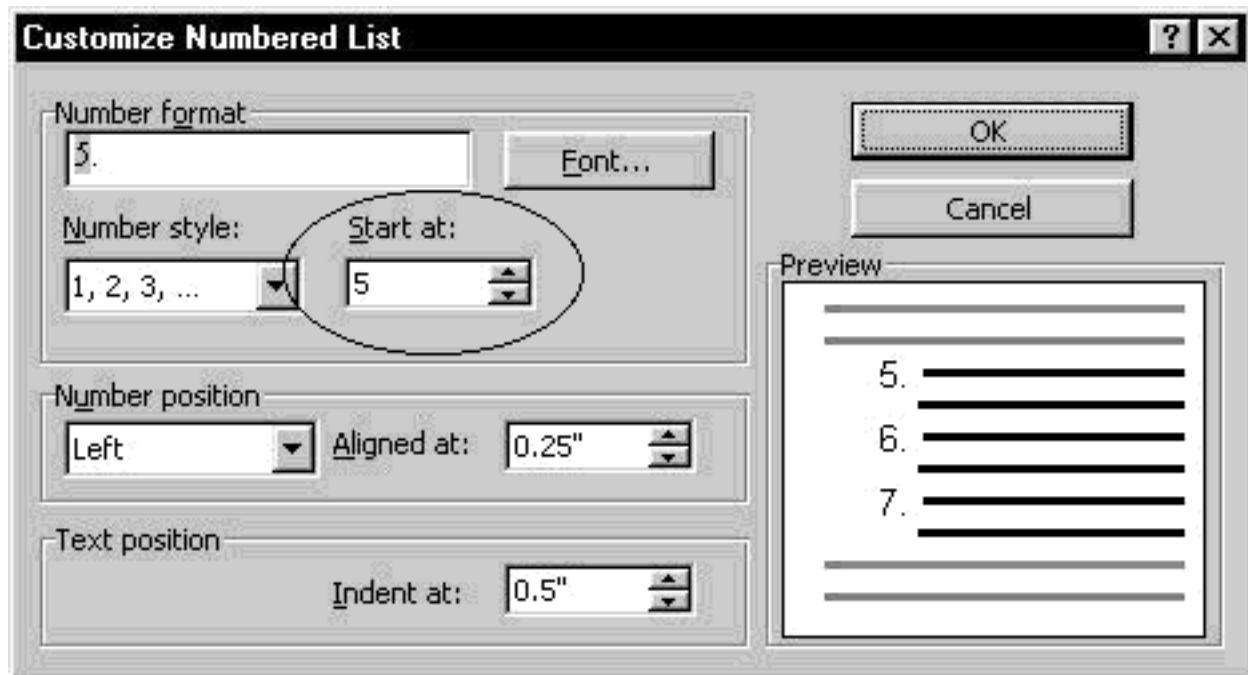


Fig. 2.15 Customizing the list settings

OK. The ISTE Table should now be starting to look more like a table! Later, in Section 2.6, you'll put a border around the table so it sets off nicely from the rest of the text.

Selecting the style of text

When writing, it is often important to draw attention to certain words or phrases by adding emphasis to them. This can be accomplished by **boldfacing**, *italicizing*, or underlining the text. These options are available from the appropriate icons in the Formatting tool bar.

Boldface

Titles should stand out on a page. Increasing the size certainly helps. Using all capital (uppercase) letters can also add emphasis and draw the eye of the reader. You have applied both of these techniques to the Titles at the top of the first page. The three section headers that run through the paper (Abstract, ISTE Foundational Skills and Concepts, and References) could do with further enhancement.

Take each section header one by one, starting with **Abstract**, and apply boldfacing to each of them. Here are the steps to boldface the word **Abstract**. Once you are done with that, you can boldface the rest of the section headers as an exercise.

Locate the section header **Abstract** (just the one word that is the title for the section) and highlight it (by double clicking on the word), then click on the **Boldface** button in the **Formatting** tool bar

There is also a keyboard short cut for applying boldface which you might like to use to boldface the other section headers. The command is **Ctrl-B**.

Now apply boldface to the two other section headers (**ISTE Foundational Skills & Concepts** on page 2 and **References** on page 5)

Underline

On page 2 of the Term paper document (the page after the **Abstract**) there is the table of the 13 ISTE Foundational teacher skills and concepts. Following this table, on pages 3 through 5, each skill or concept is taken one by one for further explanation.

Your task is to underline just the skill or concept at the beginning of each of the sections on pages 3 through 5 ahead of where that skill or concept is explained. Here is a step-by-step explanation of how to do the first one, then you can complete the rest by yourself.

Scroll down to the beginning of page 3 and put the cursor immediately before the word "**Teachers...**" (after the number "1.")

Now hold down the **Shift key** and click at the end of the next line after the words "...utilize software."

Click on the **Underline** button in the **Formatting** tool bar (or just press **Ctrl-U**)

That's all there is to it. Go ahead now and underline the other 12 skill or concept section titles after you adjust the indent so it's a Hanging Indent.

Italics

Your next task is to italicize the author's name on the first page. You can probably figure this out for yourself, but just in case you need help, here are the steps.

Select the **author's name** under the title on the first page and click on the **Italics** button in the **Formatting** tool bar (or press **Ctrl-I**)

Setting the spacing between lines

Papers may be printed with variable spacing between lines. The following steps show you how to do this in *Word*.

From the **Edit** menu choose **Select All** (or press **Ctrl-A**)

From the **Format** menu select **Paragraph...** to bring up the **Paragraph** dialog box (Fig. 2.16)

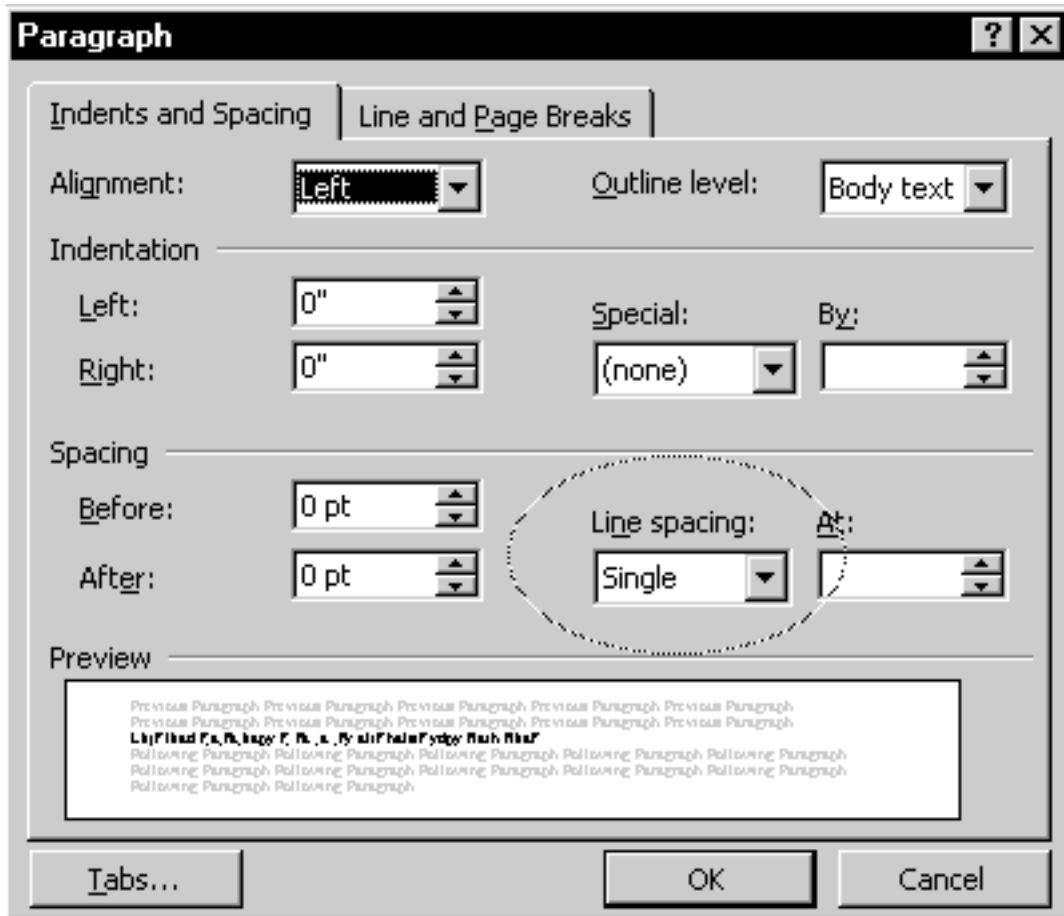


Fig. 2.16 Line Spacing in the Paragraph dialog box

In the box for **line spacing** select **Double**

Notice how the small window at the bottom of the dialog box shows the effect of your change, so you can verify it looks OK before committing to it for your paper.

Notice, too, how the line spacing increases by degrees. Your document was set in single spacing when you loaded it from the floppy disk. Double spacing is required for many word processing documents and now you know how to do this using *Word*.

For the sake of this exercise return the document to single spacing so that there are not too many pages to print out at the end of the tutorial

Now press **Ctrl-S** to save your work to date

Creating sections and columns of text

Columns are often useful for class newsletters. Reducing the width of lines of text can make for easier reading. In the exercise that follows you will create a two column section within the Termpr document.

Position the **insertion point cursor** at the top of page 3

From the **Insert** menu select **Break...** to show the dialog box (Fig. 2.17)

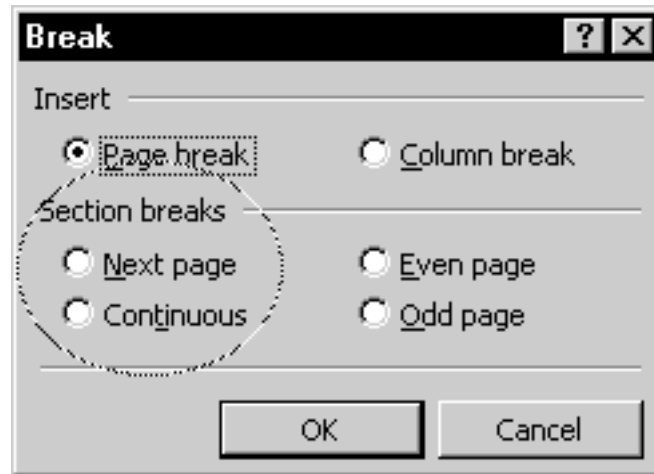


Fig. 2.17 Inserting a section break

The default in *Word* for a Break is to start a new page, which we don't want here. We want 2 (two) columns for a new section of the paper, and we don't want to start a new page. So you have to make a couple of adjustments.

First, in the **Break** dialog box, click on the **Continuous** button to tell *Word* to stay on the same page for the new section, then click on **OK**

Next, from the Standard tool bar select the **Columns** icon (Fig. 2.18)

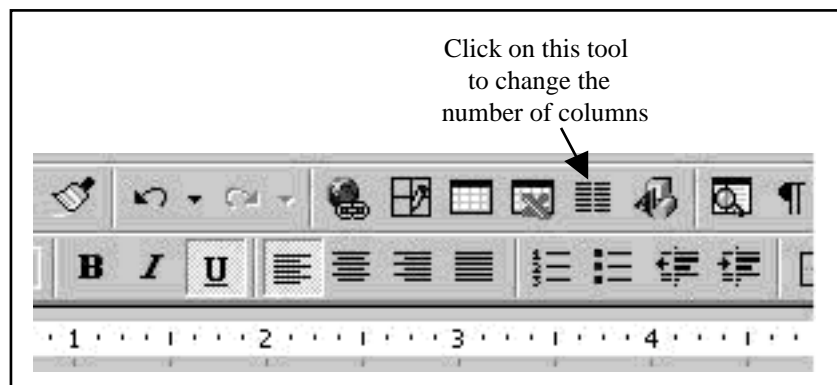


Fig. 2.18 The Columns tool in the Standard toolbar

Drag the mouse to select **2 columns** from the pop up menu in the tool bar

Scroll down to take a look at the difference this makes

Notice that everything after the ISTE table is now in 2 column format. If you had not used the section break, your whole document (Titles and all) would have been in

two column format. The section break thus allows you to specify exactly which sections of text you want adjusted in which way. If you needed different formatting for various parts of a document you would do so by inserting a section break before AND after each of the sections involved.

2.3 FINDING AND CHANGING TEXT

It is surprising how often this Find and Replace function comes in handy when you are working with large documents. You want to find each place in the document where a certain word or phrase is used. Or you want to jump quickly to a certain page because you have to rewrite something or insert a sentence. You could scan through visually, and you would eventually find what you want. However, this takes time and there is always the possibility that you might miss the text in question on a first or second pass. The *Word* Find function will swiftly and unerringly locate anything you are looking for.

Finding a text string

A point to ponder before you proceed

When you are using computers, a **character** is anything that you type at the keyboard (including numbers, spaces, and punctuation marks). A **sequence of characters** is often referred to as a "**string**" in computerese. In this sense a **word** is no different from a **phrase** as far as a computer is concerned; both are **strings**--sequences of characters.

You are going to add a sentence to the Term paper document. The proposed new sentence is as follows:

This is so important if teachers are to succeed in the technology-integrated classroom of tomorrow.

The new sentence is to go immediately after the phrase: "**...teach in the modern computerized classroom.**"

Here are the steps to quickly add this sentence in the specified location in the document. It is often easiest to start a search at the beginning of the document if you are not absolutely sure where the text you want to find occurs.

In case you are not already there, use the **scroll bar** to scroll to the **top of the first page of the paper**

Place the **insertion point cursor** immediately ahead of the title **FIRST THINGS FIRST** at the **top of the paper**

Press **Ctrl-F** to activate the **Find** function (or in the **Edit** menu select **Find...**)

Word now displays the Find and Replace dialog box on the screen (Fig. 2.19).

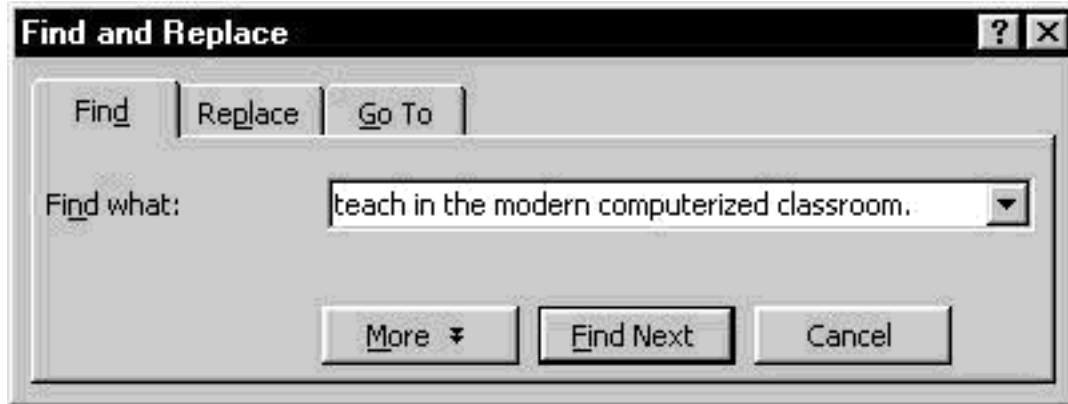


Fig. 2.19 Find and Replace function dialog box

Before selecting and entering the string of text for a search, you should take a moment to think. The phrase that marks the point of insertion ("...**teach in the modern computerized classroom.**") begins with a small letter, so you want the search to be **case sensitive** (more computerese!). In other words, you want to tell *Word* to match upper and lower case letters exactly.

In the **Find and Replace** dialog box, click on the **More** button

This will reveal the expanded set of options for the Find and Replace function (Fig. 2.20).

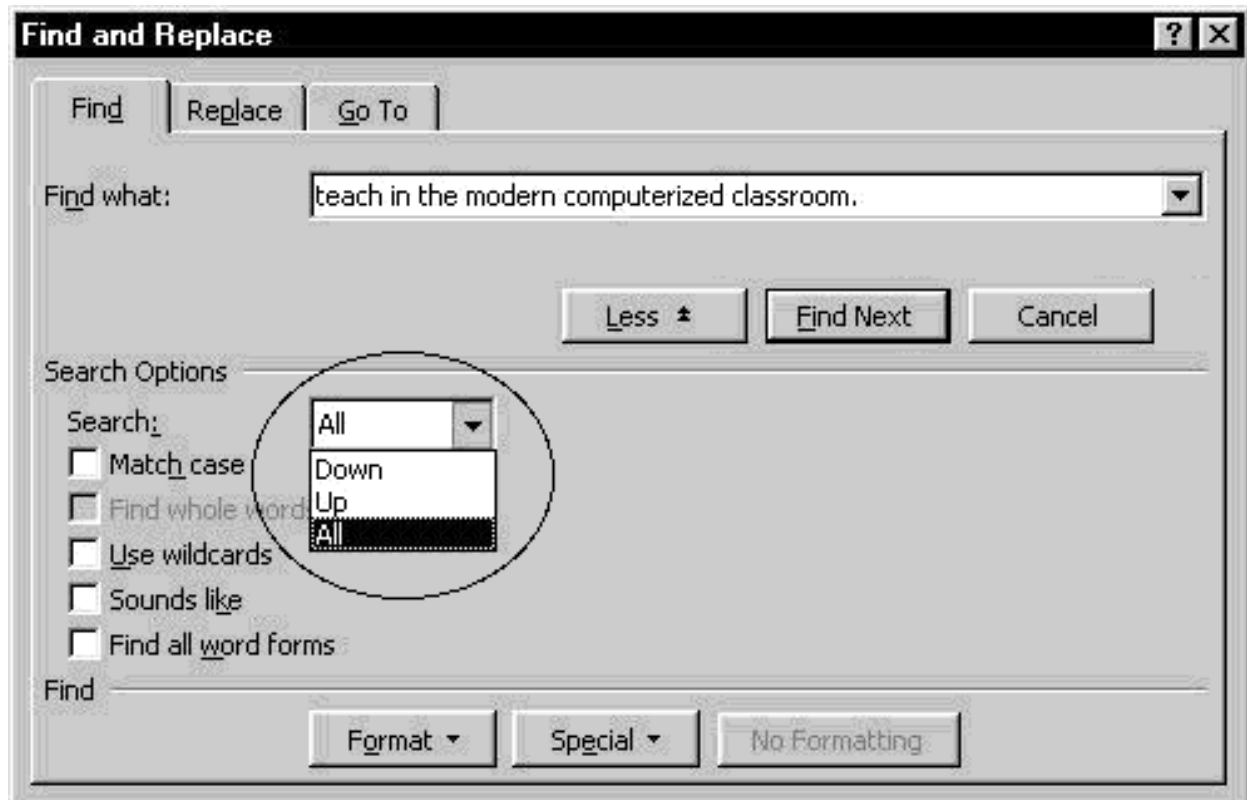


Fig. 2.20 The expanded Find and Replace dialog box

Now select the box next to **Match case**

Notice the options in the pop up menu for the direction of the search (Fig. 2.20).

Select **All** in the pop up menu to tell *Word* to search the whole document for the text string

Word is now waiting for you to enter the text for the search.

You want to be sure to find the point of insertion as quickly as possible, so you should try to give *Word* sufficient text on which to base the search such that the insertion point will be located immediately. In other words, you ideally want the string of characters that make up the text to be *unique*.

This is the most important part of using the Find and Replace function. The word "**teach**" may occur several times in the paper. To make sure the phrase is unique, you had better type "**teach in the modern computerized classroom.**" as your search text, though you might get away with a shorter string, such as "teach in the modern".

Type **teach in the modern computerized classroom.** (including the period) in the data entry box at the bottom of the screen, then click on **Find Next**

Immediately *Word* scans the text and stops when it finds the string of characters that matches the text you specified for the search. This string of characters is highlighted on the screen.

If you mis-typed the search text so that *Word* is unable to find it, the search will conclude with a warning beep. A new dialog box (Fig. 2.21) will indicate that the text was "not found".



Fig. 2.21 Dialog box for an unsuccessful search

If this happens to you, click on the **OK** button to try again

Once the search is successful, click on the **Cancel** button because you do not want to change the search text in order to insert a new sentence. All you want to do is locate the place where the new sentence is to go.

Notice that the text you have been looking for is still selected (highlighted). You want to insert the new sentence immediately after the highlighted text string that *Word* has found for you.

Click immediately after the highlighted text (after the period)

This will put the insertion point at the end of "**...teach in the modern computerized classroom.**"

Press the space bar **twice** in order to space after the period, then type the new sentence: **Teachers cannot be expected to use computer-based learning systems effectively unless they acquire these skills and assimilate these concepts.**

Read it over to check for errors, then select **Save** from the **File** menu to save the changes you have made so far

Replacing a single occurrence of a text string

For example, suppose you have just finished typing the Term paper into the word processor and saved it on your data disk. You run off a draft copy on the printer so that you can review it before producing a finished version. You read through the paper. Amongst other edits, you decide to change the phrase "skills and concepts," which occurs throughout the paper, with the words "concepts and skills."

You could use the arrow keys, and your eyes, to visually scan through the text on the screen until you find each occurrence of "skills and concepts" and, each time you find it, change the phrase to "concepts and skills." But this might take some time, and you will be likely to miss some of the changes.

Alternatively, you could use the Replace option to locate each occurrence of "skills and concepts" and change it to "concepts and skills." Follow these steps to use this function now.

Scroll to the top of the document and position the cursor at the beginning of the first line

Press **Ctrl-H** or, from the **Edit** menu, select **Replace...** (you'll need to click on the down arrows just below **Find...** to see the **Replace...** menu item)

Word presents the Find and Replace dialog box with the Replace tab selected in the set of index options (Fig. 2.22).

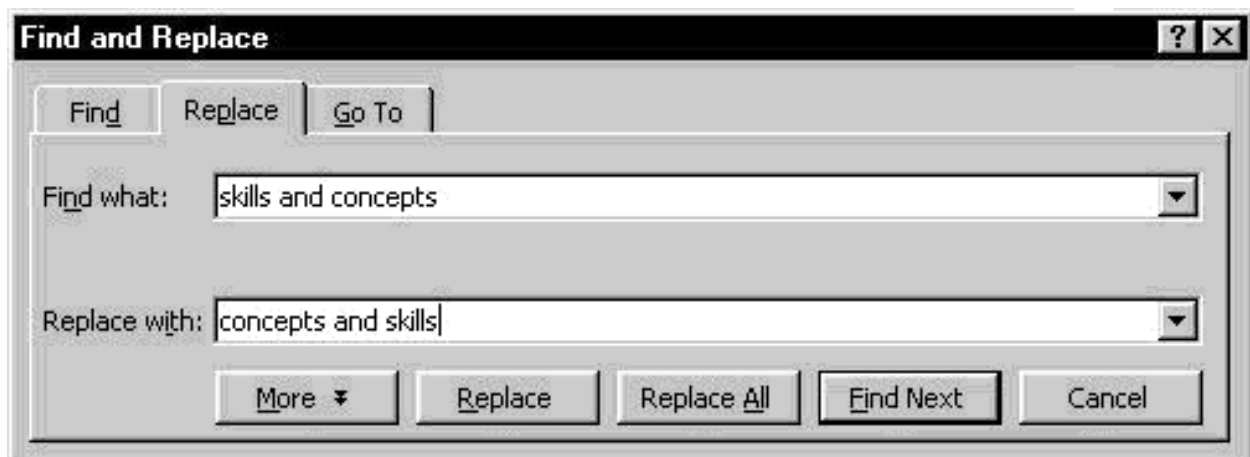


Fig. 2.22 Replace options in the Find and Replace dialog box

Type **skills and concepts** in the **Find what:** box, and **concepts and skills** in the **Replace with:** box, then click on **Find Next**

Word goes to work and highlights the first occurrence of "skills and concepts". If you cannot see this highlighted phrase on your screen, it may be because the Find and Replace window is covering it. You can move the window around on the screen by dragging on the name bar at the top of the window (the dark blue bar at the top of the dialog box).

Try this now to make sure you can see the highlighted phrase you are looking for

The basic options available to you in the Find and Replace dialog box are as follows. You can:

- *Replace All* occurrences of the search text in the entire document;
- *Replace* only that occurrence of the search text;
- or, simply *Find* the *Next* occurrence of the search string without changing anything.

As you can see, you can select more options by clicking on the **More** button in the lower right corner of the dialog box.

Click on the **More** button now, then for the **Search** option check to see that **All** (the default) is indeed selected

Something to think about before you proceed

As a rule of thumb, you should be wary of telling *Word* to Replace All occurrences unless you are *absolutely* sure you know what you are doing. It is surprising how easy it is to specify a string of characters that turns out to be imprecise. Telling *Word* to replace all occurrences might result in your document being peppered with unwanted changes. So be careful!

Suppose, for example, you told *Word* to correct a misspelling where you spelled receive with the "i" before the "e" ("recieve"). You specify "ie" as the search text, and innocently tell *Word* to replace all occurrences of "ie" with "ei". Well, in the Term paper the character sequence "ie" occurs many times in all kinds of innocent words (technologies, belief, etc.)!

Should they *all* be replaced with "ei"? Clearly not.

So you have to be careful to specify the search text that will get you the result you want. In our hypothetical case you would type the whole incorrectly spelled word "recieve." Then you could safely tell *Word* to replace all occurrences of it with the correctly spelled version.

In our example, the search string (skills and concepts) is sufficiently unique for you to go ahead and Replace All occurrences.

Click on the **Replace All** button

Word may take a few seconds to make the changes, depending on how fast your Windows computer is. At the end of the processing you will see a window telling you

how many occurrences of the search string were replaced. How many were there? There should have been 8.

Close the **Find and Replace** dialog box then press **Ctrl-S** to save the changes you have made

In the course of completing this exercise you may have noticed a few errors in the text. Later you will use the Spelling and Grammar feature to clean up the document. The more you use the word processor, the more you will appreciate the power of simple functions such as those you have just learned. The best, however, is yet to come.

2.4 MOVING TEXT WITHIN A DOCUMENT

In Lesson 1 you learned to appreciate the power of a word processor as a tool for writing because of the ease with which you can edit your work. Now you will learn how to move sections of text from one place to another within a document.

The ability to move text is crucial to the process of successful writing. Using a traditional typewriter, you would be lucky if you could get away with doing this by using a pair of scissors and literally cutting and pasting your document onto new sheets of paper in the sequence that you required. More often than not you might have to re-type the whole document.

The word processor, on the other hand, makes moving text simple and fast. You can manipulate the text at will, trying ideas on the fly, and saving different versions until you home in on the one best version that makes the desired impact.

As with all the functions of *Word*, the steps involved in moving text within a document are simple enough. In the *Tempapr* paper you are going to move a paragraph from one place to another in the document. Here are the steps to do this.

Once again, make sure the cursor is positioned **at the top of** the paper

Use the **Find** function (**Ctrl-F**) to locate the phrase: **Training is thus important**, then click in the close box of the **Find and Replace** dialog box

The next step can be tricky for beginners, so don't be surprised if you have to try it a couple of times before you get it right.

Click to position the insertion point cursor **immediately before** the word "**Training**"

Scroll down if necessary so you can see the rest of the paragraph, then hold down the **Shift Key**, and keep it down, while you click at the end of the paragraph

This will highlight all dozen or so lines of the paragraph. Now that the passage is selected (highlighted) you must **cut** it to the **clipboard**.¹

Press **Ctrl-X** (or from the **Edit** menu select **Cut**)

¹ Recall that if you click on the right mouse button, *Word* will bring up a working menu which will allow you to conveniently access the cut and paste functions.

Cutting text removes the selected text from the document and transfers it to the clipboard. Once it is on the clipboard you can move it anywhere you want, either within the same document, or to some other document altogether.

You want to paste the "**Training is thus...**" paragraph (currently on the clipboard) right at the very end of the paper, immediately after the last paragraph, and before the References section.

Scroll to the end of the document and locate the phrase: **References**

Click to position the insertion point cursor on the blank line immediately above the word **References**

Press **Ctrl-V** (or from the **Edit** menu select **Paste**), then hit the **Enter** key once to space down before the **References** section

Word completes the paste process in no time at all by pasting the section from the clipboard back into the document at the insertion point. Now you have a strong concluding statement before your References are listed. You have just one small task before moving on with the tutorial. You need to indent the first line of the paragraph you just moved.

Indent the first line of this moved paragraph **1/2"**

Use the vertical scroll bar to scan back through the relevant sections of the paper to make sure that the move was correctly carried out. Did you successfully move the *entire* paragraph? If you are satisfied that all is well, press **Ctrl-S** again to save the changes you have made thus far.

2.5 COPYING TEXT WITHIN A DOCUMENT

The process of copying text is almost identical to that of moving text. You select the section of text you want to copy in the same way as you did when you cut text in the previous exercise. But now you will have *Word* paste a *duplicate* of it somewhere else in the document, leaving the original text where it is.

For example, let us say you want to copy the title lines of the paper so that they occur not only at the top of the first page but also at the top of the second page (after the Abstract). The title lines include the two title lines followed by the author's name. Follow these steps to place a copy of the title lines at the top of page two

Position the **insertion point** at the top of the paper

Hold down the **Shift key** while you click on the blank line after the author's name

Press **Ctrl-C** to copy the selected text to the clipboard

Notice that the original text is still in place--you haven't *cut* it from the document. All you have done is transfer a copy of the text to the clipboard.

Now scroll if necessary to the top of the second page of the document and click to position the cursor at the top of this second page

This is the beginning of the first section of the paper proper.

Press **Ctrl-V** to paste the **title lines** from the clipboard

Word instantly makes a copy of the titles where the insertion point cursor is located.

Press **Enter 3 times** to space down after the title lines

Use the scroll bar, if necessary, to quickly check that the copy operation was successfully carried out

2.6 PUTTING A BORDER AROUND TEXT

Sometimes, for emphasis or effect, it looks professional to set off a section of a document with a border or a box. You are going to do this to the Table of ISTE Foundational Teacher Concepts and Skills on the second page of the document. It will end up looking like Fig. 2.23.

Skill or Concept

| | |
|-----|--|
| 1. | Demonstrate ability to operate a computer system in order to successfully utilize software. |
| 2. | Evaluate and use computers and related technologies to support the instructional process. |
| 3. | Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies. |
| 4. | Explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation. |
| 5. | Demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision making. |
| 6. | Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations. |
| 7. | Evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and/or grade levels. |
| 8. | Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction. |
| 9. | Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities. |
| 10. | Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors. |
| 11. | Identify resources for staying current in applications of computing and related technologies in education. |
| 12. | Use computer-based technologies to access information to enhance personal and professional productivity. |
| 13. | Apply computers and related technologies to facilitate emerging roles of the learner and the educator. |

Table 1 ISTE Foundational teacher skills and concepts

Fig. 2.23 The boxed ISTE Table

Start by making room for the box to go around the table. You already adjusted the right margin by moving the margin marker in 2 hash marks. The same thing happened on the left when you made the table a Numbered List. So all you have to do now is push the caption at the bottom of the table down a tad.

Click to put the cursor at the beginning of the caption (before the word **Table**) and press **Enter**

Now you have room to put the box around the table.

First, click immediately before the word "**Demonstrate...**" in item #1 in the Table, then hold down the **shift** key and click at the end of the **last item** in the table in order to select **all 13** items

Fig. 2.24 shows the Outside Border tool in the Formatting toolbar for putting a border around selected text. You are going to put a box around the ISTE table which is already selected on your screen.

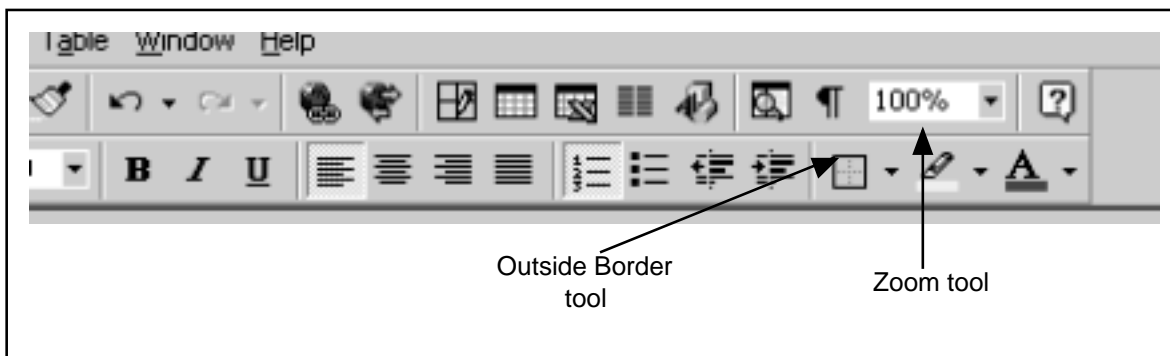


Fig. 2.24 The Outside Border tool in the Formatting toolbar

Click on the **Outline Border** tool to put the box around the selected ISTE table

Now you have a box surrounding the thirteen items of the "Skill or Concept" table. Neat, huh?

Better save that work again (**Ctrl-S**)

2.7 USING THE SPELLING CHECKER

Now would be a good time to check the document for spelling errors and other typos. This will be reinforcement of what you have learned in Lessons 1 and 2.

As you may have noticed already, there are a few errors that have been purposely (of course!) introduced into the document you have been working on. Before you begin checking for errors, remember that a spelling checker is

1. only as good as the person using it;

2. unable to pick up grammar or word choice errors (where the word "to" may have been typed, when "too" or "two" was intended);
3. may find a misspelling when there is none (such as an abbreviation it doesn't recognize, or two words run together and a space is needed).

You may already have had the experience where you have corrected a student's spelling only to have the student retort: "But I ran it through the spelling checker!!" Be sure, of course, that you know how to spell the word in question yourself. Then, assuming you are right, take advantage of the situation to tell your student that a computer is just a dumb machine--depending on *us* for its *intelligent* use.

Since the Spelling Checker is only as good as you are, you would be wise to always have a good dictionary at hand, as every good teacher knows. Get into the habit of always looking up words that you come across in reading and that are new to you.

This will be the case when you are checking the spelling of the Termpaper document. There are quite a few important technical terms in the document that you may not have come across before. Some of them may not be in the *Word* dictionary. Does this mean you can't check them? Of course not. Look them up in your personal dictionary or in a text book so as to extend your word power. Make this a lifelong task.

Go ahead now and run the document through the Spelling Checker.

First put the cursor at the beginning of the Termpaper document

In the **Tools** menu select **Spelling and Grammar...**

For each word *Word* highlights, choose whether to **Ignore** (the suggested error), **Ignore All** (further occurrences of the same word), **Add** (the word to the dictionary), **Change** (the word to a suggested alternative or to the correctly spelled version), or **Change All** (including further occurrences of the same word)

Press **Ctrl-S** to save the corrected document after you have completed the spelling check

2.8 PRINTING THE DOCUMENT

When you are ready¹, print out a draft copy of the entire document. If you are using a dot matrix printer or an inkjet or bubble printer, this will mean setting up the printer to print in draft mode. If you are using a laser printer you don't have to worry about draft mode.

¹ It may not be convenient to run off a copy of the document during a lab session when other students in your class may be waiting in line for the printer.

Carefully proofread the printed copy of the paper. Have a dictionary handy. Any words you don't understand, look them up; extend your vocabulary. Use a pen with some color other than black to correct any errors you spot that were not picked up by the spelling checker. Go back to the *Word* document, correct any errors you find, save the document again, and print a final letter-quality ("Best") version to present to your instructor.

2.9 MAKING A BACKUP COPY

Your last task before completing this session at the computer is to make a backup of your document on another disk. The *Termprpr* is still on the Desktop. It is also saved on your *WorkDisk*, which is in the disk drive.

Close the **Word** word processing program

Close or **minimize** any other windows that may be open on your desktop to make it easier for you to see what you're doing

Double click to open the **My Computer** icon, then double click on **3 1/2 floppy A:**

Open the **Practice** folder on your **WorkDisk** and drag the **Termprpr** document from your **WorkDisk** disk to the Desktop and drop it there

Watch while Windows makes a copy of your file on to the desktop, then close the Window on your **WorkDisk**

Remove your **WorkDisk** from the disk drive, replace it with your **WorkDiskBkp** disk and double click on **3 1/2 floppy A:**

Now open the **Practice** folder and drag the **Termprpr** document from the desktop to the **Practice** folder on your **WorkDiskBkp** disk

LOOKING BACK

You have practiced using several new features of the *Word* word processor. The functions to Find and Replace, Cut and Copy text extend the range of tools at your disposal as you go about the process of creating written documents. You also learned how to format your text, taking advantage of all the features that enhance the appearance of your documents, features that are so easy to implement.

The document *Termprpr* now looks quite professional. The important awareness you should get from this tutorial is that you have a tool in *Word* which can greatly enhance your ability to produce quality documents of all kinds--flyers, correspondence, papers, newspapers, ditto masters, and on and on.

Think of the effect on your students, too. A major objective for you as a teacher is to create and sustain an environment in which your students will be motivated to learn. A

piece of software such as *Word* on a computer such as the Windows computer or an Intel-based computer can surely help you in this task.

Many users of word processors are content to use the computer like a glorified typewriter. To some extent this is understandable since, inevitably, there is a learning curve involved in mastering more advanced skills. Now that you have completed this tutorial, however, remember where you learned each of these new functions. Practice them whenever you use the word processor. Practice makes perfect, and in no time at all you will be able to set these tutorials aside. Then you can enjoy the thrill of teaching these skills to your students, thus putting into their hands the tools to grow as creative writers. Then, indeed, as in so many other ways, you will "touch their future," because good communication skills are absolutely the key to success in this Information Age.

LOOKING FORWARD

Lesson 5 will give you the opportunity to further practice your word processing skills by integrating them with other *Office* components. In Lesson 3, however, you will move on to learn about the Spreadsheet component of *Office*.

You should be starting to feel reasonably comfortable using the computer. No doubt you find some of the work tedious, especially that process of backing up all your data. This is because you are learning the computing skills. When you become proficient with the hardware and software, you will find that you can complete your work quickly and be more productive with regard to many of the activities of your profession. You should indeed by now be striking out on your own, already using *Word* to support your work in the classroom.

As a teacher you have a responsibility to establish the best possible learning environment for your students. The best teachers lead by example. If you have worked your way through the first two of these tutorials you have increased the chances that your students will benefit from an enhanced learning environment, because your increased facility with, and enthusiasm for, the computer as a mind tool will inevitably overflow into your classroom. Well done!

SKILL CONSOLIDATION

Complete as many exercises as you can so as to reinforce what you have learned in Lesson 2.

1. Make a list of all the templates you can think of that come into use in the school environment.
2. An interesting project would be for you to team up with a group of other students/teachers and use *Word* to create an electronic version of all the templates you use. Save them on disk. Once there, they can be quickly recalled when needed, filled with relevant data (data, perhaps, cut and pasted from a data base or spreadsheet), and printed out.
3. Load the file *Termprpr* onto the Desktop.

- Use the Find and Replace function to locate the words "electronic bulletin board"
 - Use the Find and Replace function to replace every occurrence of "conferences" with "meetings"
 - Boldface the title lines at the top of the first page (before the Abstract)
 - Move a complete section of your choice so that it follows the section it currently precedes.
4. Underline the word "computer" wherever it appears in the document Termpr. then adjust the line spacing to 1 1/2 for the entire Termpr document.
 5. Open up a new word processor file. Call the file "Format Options." Type in a list of at least ten words, and select a different option for each one: normal, italics, boldface, font size of 14, font size of 20, centered, underlined, and any combination of these you want. Proof read it, correct any errors, then print out the document.