

# 2 MORE ON WORD PROCESSING

## Working with larger documents

### LEARNING OUTCOMES

In Lesson 1, you learned how to create, edit, 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 hard copy (printed) 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 review what you learned in Lesson 1. Then you will be introduced to functions of *Word* that are especially valuable when working with longer documents. Amongst these are the following:

- tools for formatting text
- customizing bullets and numbered lists
- indenting text
- creating sections and columns of text
- finding and replacing text
- moving and copying text within a document
- setting off a block of text with a border
- wrapping text around a picture

**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

### Showing the Full menus and organizing the Toolbars

Recall from Lesson 1 that when using any of the *Office* programs, it is best to be able to see the full menus at all times. Unless you set the Customize options to show the full menus, you will only see a few of the items in each menu at the top of the *Word* window. So let's start out by setting the Option in *Word* to "Always show full menus."

Open *Word*

In the **Tools** menu, select **Customize...**, then in the dialog box that pops up, select the **Options** tab (Fig. 2.1)

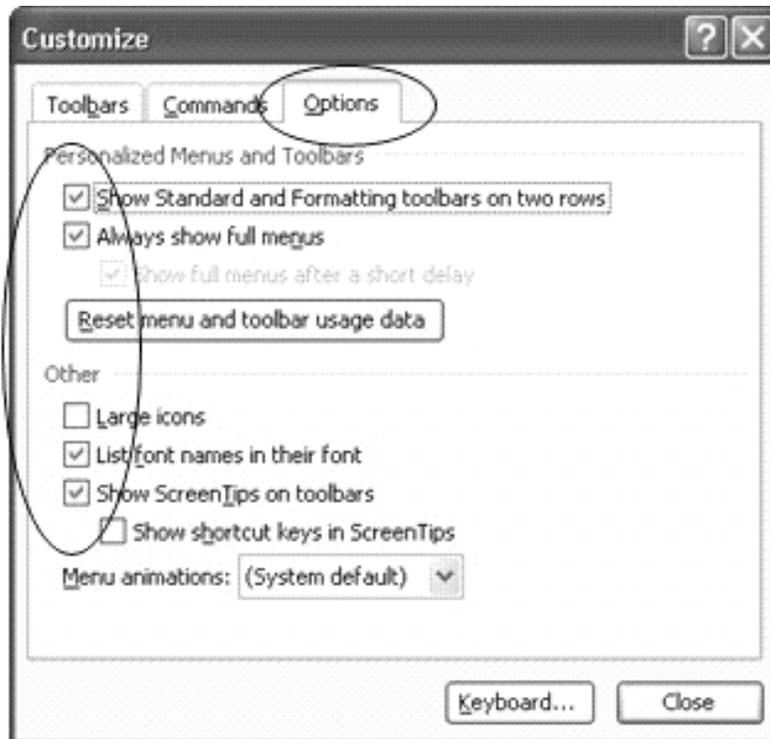


Fig. 2.1 The Customize dialog box

Make sure there is a **check mark** next to the item to **Always show full menus**

While you're at it, check the box next to **Show Standard and Formatting toolbars on two rows**, **List font names in their font**, and **Show ScreenTips on toolbars**

Click the **Close** button when you're ready

### Setting up for the tutorial

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 Work Disk comes with a document prepared for the exercises in this tutorial.

Put your **Work Files for Office 2003 Tutorials Disk** in the disk drive

In the **View** menu make sure the option for the **Task Pane** is **de-selected** (no check mark) since you won't be needing it for this lesson

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

The name of the document you will be working with is *Term Paper*. You will find this document in the Practice folder on your Work Disk. Here are the steps to open it.

From the **File** menu select **Open**, then in the **Open** dialog box, select the disk drive that holds your **Work Files for Office 2003 Tutorials disk**

Double click to open the **Work Files** folder

There are five folders in the Work Files folder: Alphabet, Merge Documents, Other, Practice, and Templates. The document you are going to use now is in the Practice folder.

Double click on the **Practice** folder, then double click on the document **Term Paper** and wait while *Word* opens it

You are ready to begin work.

### Inserting Page Numbers

It would be useful to insert page numbers in the Term Paper 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 page numbering 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).

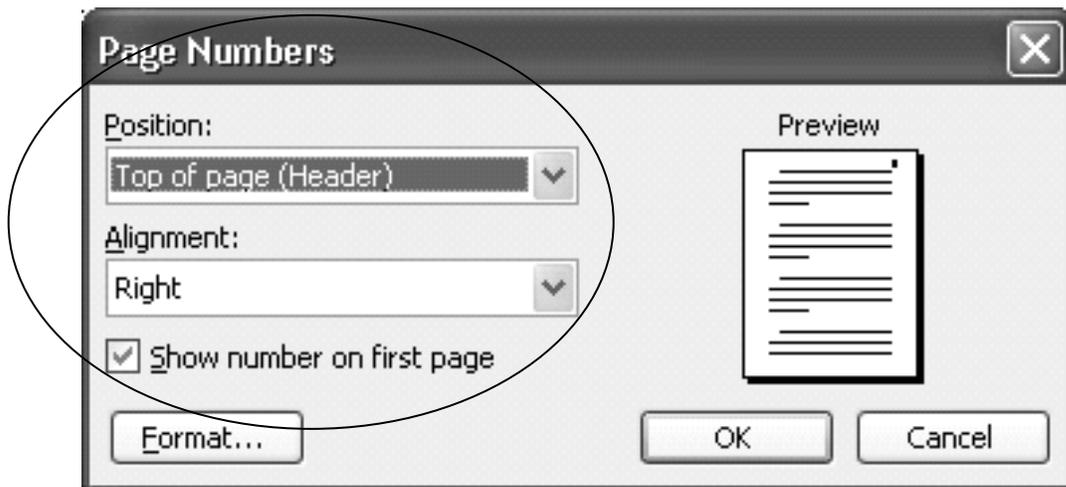


Fig. 2.2 The Page Numbers dialog box

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

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 left in the dialog box), type the number you want for the **Start at** page and click on **OK**. Simple as that!

## 2.2 MORE TOOLS FOR FORMATTING TEXT

### A word about default settings

Your installation of *Word* has default settings for the typical printed page. The margins are set at 1". The default spacing between lines is single spaced. The default alignment is left (the text is aligned to the left margin). The default style is normal (no underlining, boldface, and so forth), and the color of the text is black.

The font selected for the Term Paper document is Times New Roman (because that is how it was saved on the disk). The size of the characters is 10 point.

In general there is no point changing default settings unless they are unsatisfactory. But 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 reformat the Term Paper 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 will 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 it out.

### Setting the margins

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

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

As you can see (Fig. 2.3), the default margins are 1" top and bottom and 1.25" left and right.

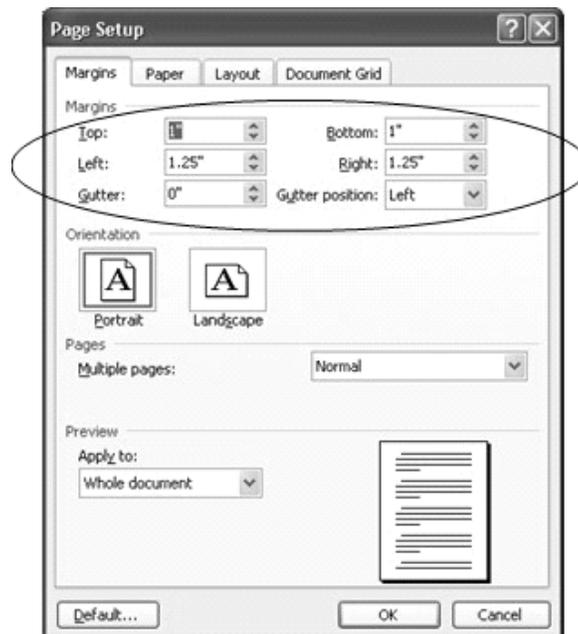


Fig. 2.3 The Page Setup dialog box

These settings are fine for the purposes of this tutorial, so we'll leave them as they are. If your settings are different than these, change them so they are the same as those illustrated in Fig. 2.3. Either way, remember that you can use the Page Setup dialog box to change any of the margins on your printed page.

Click **OK** to close the **Page Setup...** dialog

### Aligning text

Alignment involves adjusting the margins of your text so they are lined up 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 Term Paper document is currently left aligned throughout.

### Justified text

When you align text on both margins, called justified text, 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 Text Alignment tools (Fig. 2.4).

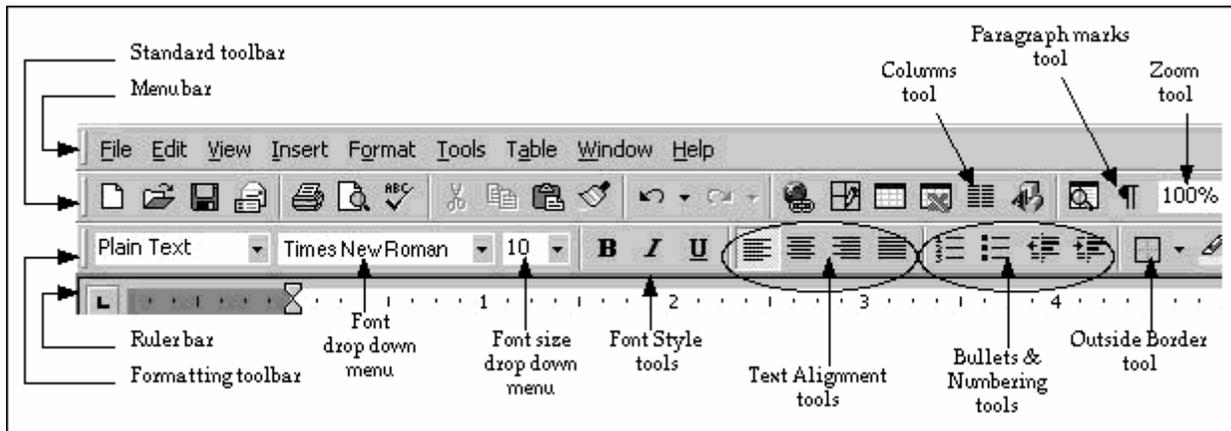


Fig. 2.4 The annotated *Word* toolbars

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 *justified* alignment. Let's see how the different alignment options affect the appearance of your work.

Choose **Select All** from the **Edit** menu to highlight the entire **Term Paper** 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 or hit **Ctrl+z**)

Click on *each* **Text Alignment rectangle** in turn and scroll up and down in the document so you can see how your text looks each time you change the alignment

You want the final version of the document to be justified, so end this exercise by clicking on the icon for **Justified** 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

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 on a page and is often used for titles. The following exercise steps you through the process of centering the titles on the first page of the Term Paper 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 a couple of 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 Term Paper document was saved in this way.

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

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

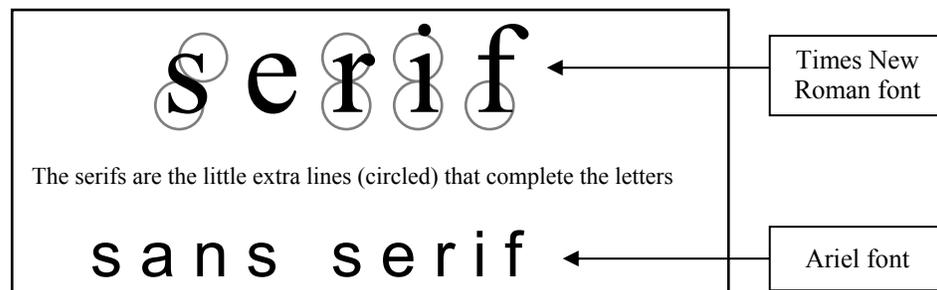


Fig. 2.5 Serif (Times) and sans serif (Arial) fonts

A *sans serif* font doesn't have these flourishes, as you can see if you look closely at a font such as Arial (Fig. 2.5).

In general, serifs improve readability by increasing the definition of letters. With larger fonts, however, this is not so critical, and sometimes you may need to set off one font against another (as in these tutorials) so sans serif fonts such as Arial and Comic Sans MS will often come in handy.

It will be useful for you to practice changing fonts. The object of the exercise is for you to learn how to change fonts and to give you the opportunity to discover the wide variety of fonts you can use. Complete the following exercise for practice.

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

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

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<sup>1</sup> *Sans* is French for "without."

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

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

Repeat the steps above (**Select All** and choose the **Times New Roman** font) to return the document to the **Times New Roman** font

You are going to change the font for the table on page 2 of the Term Paper document.

Click anywhere in the document to deselect any highlighted text

Use the **mouse** and the **Shift** key to select (highlight) all the items in the body of the table **on page 2** (from **Demonstrate ability...** to **Apply computers and related technologies ...**)

Now select **Arial** as the font for the items in the table and save your work (**Ctrl+s**)

### 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. The font size for the body of the Term Paper document can be left at 10 pt. But it would be interesting to use a larger point size for the Title lines.

Go to the beginning of the **Term Paper** document and highlight the **first Title line** on the first page: **FIRST THINGS FIRST**

In the **Formatting** toolbar, use the **Font Size** tool to select **36 pt**

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 (the sub-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 cursor at the start of the title line for the section immediately following the Abstract titled "**ISTE Foundational skills and concepts**" (two thirds of the way down page 1) and in the **Insert** menu select **Break...**

As you can see, Page Break is selected by default in the Break dialog box. This is what you want right now.

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

In the **View** menu make sure **Print Layout** is selected so you can see the effect of the Page Break

Notice that *Word* moves the “ISTE Foundational skills and concepts” section 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 page 2** 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 some formatting changes you need to make to the table. When you are done it will look like Fig. 2.6.

<b>Skill or Concept</b>
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 ISTE table after first set of updates

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

Click on the **center alignment** icon in the Formatting toolbar, 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** toolbar

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

### Spacing before and after paragraphs

Make sure you can see all of the **Table of ISTE Foundational Skills and Concepts** on **page 2** of the document

Sometimes it is easier to read a list of items if they are slightly separated one from the other 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 the items in the body of the table (from **Demonstrate ability...** to **Apply computers and related technologies ...**)

Now from the **Format** menu select **Paragraph...**, and in the dialog box that pops up on the screen (Fig. 2.7) change the **Spacing > Before:** to **6 pt**, then click on **OK**

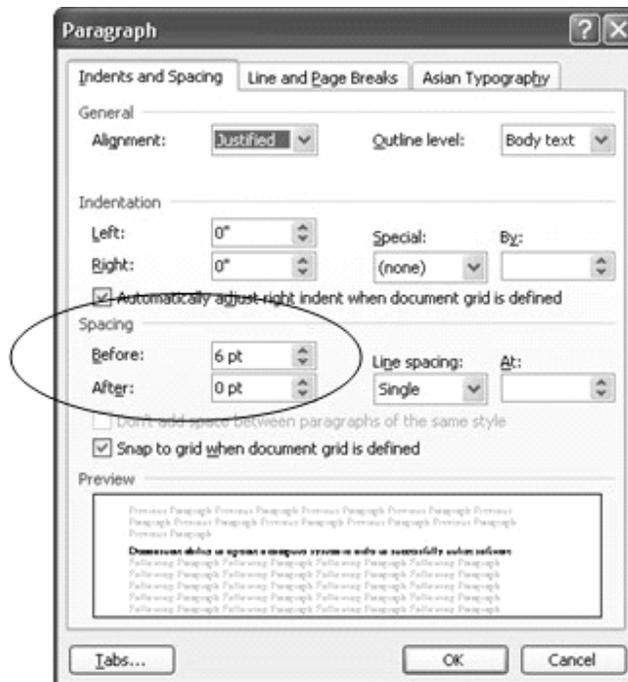


Fig. 2.7 Paragraph Format dialog box

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

Before proceeding, you'd better save your work up to this point (**Ctrl+s**)

### Using tabs

#### Inserting Tab stops

Tabs are very useful for lining up text in columns, as illustrated in Fig. 2.8.

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

Fig. 2.8 Typical columnar organization of data

In the table in Fig. 2.8 the first column has a list of names aligned *left*. The second column has a list of academic year designations which are *centered* on the column. The third column has whole numbers which are usually aligned *right*. Finally there is a column of decimal numbers which are aligned *around the decimal point*.

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 and how they work.

From the **File** menu select **New...**, then in the **Task Pane** click on **New Blank Document** (or just click on the **New** icon in the **Standard** toolbar)

Notice the Tab icons immediately to the left of the Ruler bar towards the top left corner of the window (Fig. 2.9).

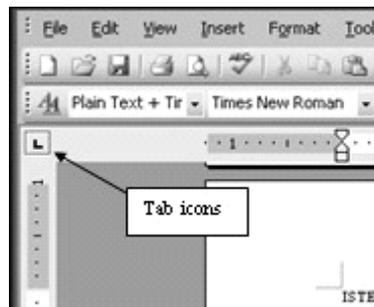


Fig. 2.9 The Tab icons to the left of the ruler bar

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 that spot. Then if you use the keyboard Tab key to tab across to that tab stop, you will be left aligned on it. You'll see how this works as you complete the following exercises.

Click **once** on the **Tab icon button** in the top left corner of the screen, and 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 (second time) 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')

Click again (third time) on the **Tab icon button** and you'll see the icon for **decimal alignment** on the Tab stop (this tab stop looks like an upside down 'T' with a dot to denote the decimal point)

If you continue clicking on the tab icon button, you'll see other tab stops and indent markers. You won't need these for this exercise. The Tab stops you should end up with for the table illustrated in Fig. 2.8 above are shown in Fig. 2.10 on the next page.

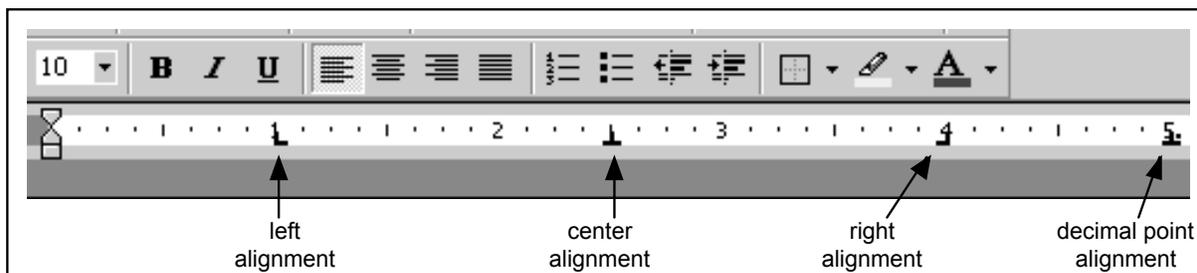


Fig. 2.10 Tab settings for the table in Fig. 2.8

Your task is to reproduce the table illustrated in Fig. 2.8. You'll need to begin by setting the four Tab stops as they are illustrated in Fig. 2.10.

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. 2.10 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 this 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, you must position the *tip* of the mouse pointer on the Tab stop marker and 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 and release the mouse button to throw it away, then **Close** the document and **Don't Save** it; you only needed it to practice how to use Tabs

#### **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 toolbar.

#### **Boldface**

Titles and sub-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 visibility of the three section headers in the paper (Abstract, ISTE Foundational Skills and Concepts, and References) could be improved.

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 other two section headers to complete the 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** toolbar

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 section on pages 3 through 5—that's the one line or two immediately ahead of where that skill or concept is further explained. Here is a step-by-step explanation of how to do the first one.

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 period at the end of the words "...software."

Click on the **Underline** button in the **Formatting** toolbar (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.

## *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 of the Term Paper and click on the **Italics** button in the **Formatting** toolbar (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. 2.11)



Fig. 2.11 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 check that 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, however, return the document to **single spacing** so that there are not too many pages to print out if your instructor requires that you do so at the end of the tutorial

Now press **Ctrl+s** to save your work to date

## 2.3 CUSTOMIZING BULLETS AND NUMBERED LISTS

### Numbered lists

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

You can use any of several numbering and bullet styles. You can also start the numbering from a number other than 1. You would need to know how to do this, for example, if you broke up a numbered list into two sections with unnumbered text in between. Here's how you make sure to start the numbers for a numbered list with the number you want.

From the **Format** menu select **Bullets and Numbering...** (Fig. 2.12 on the next page)

In the **Bullets and Numbering** dialog box, click on the **Numbered** tab at the top of the box, make sure one of the numbering options is selected (Fig. 2.12) then click on the button to **Customize...** a Numbered List

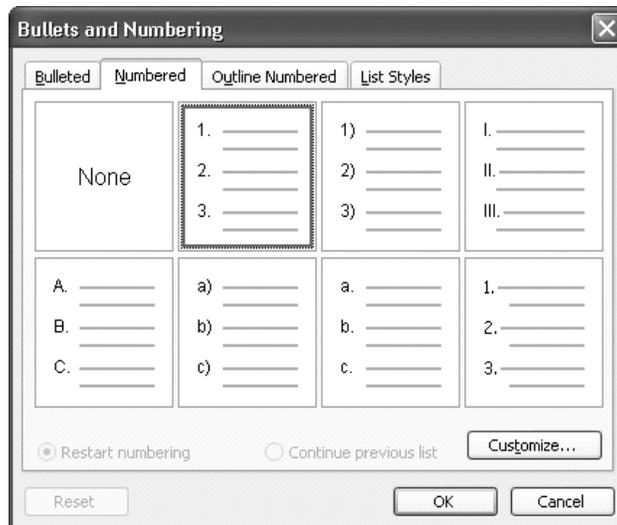


Fig. 2.12 Bullets and Numbering dialog box

This will bring up a new dialog box (Fig. 2.13) where you can make any changes you want to the numbered list settings.

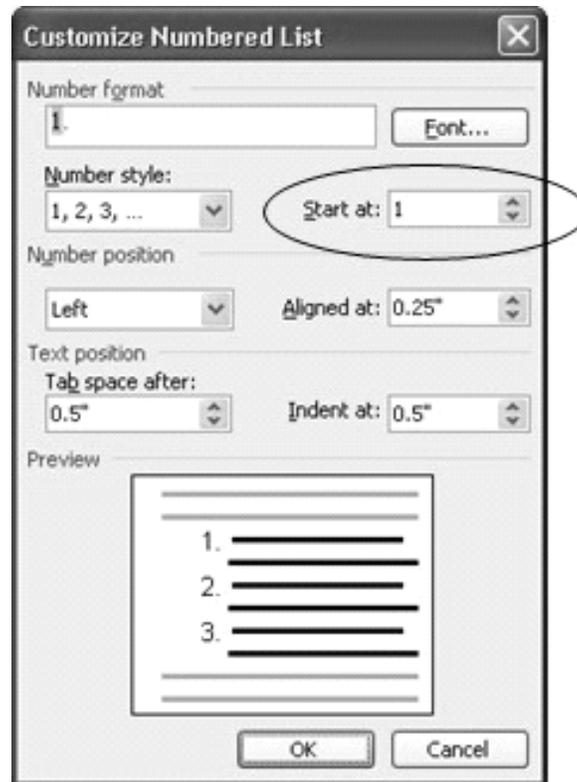


Fig. 2.13 Settings for Customizing a Numbered List

If you wanted to start numbering from a number other than 1, here is where you would do that by setting the **Start at:** number (Fig. 2.13 above) at the value you needed.

For our purposes, however, we want to start at 1, so simply click on **OK**

Select (highlight) the **contents** of the **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** icon in the **Formatting** toolbar (Fig. 2.14)

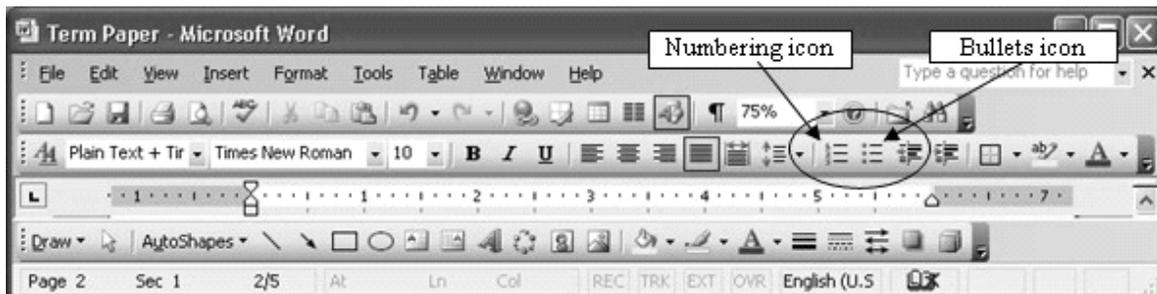


Fig. 2.14 Bullets and Numbering buttons in the Formatting toolbar

*Word* immediately numbers each item in the table and uses a hanging indent so that the numbers stand out and are easy to see.

### Bulleted lists

If you wanted a different style of numbering, or if you wanted bullets instead of numbers, or even an outline numbering style, you would select Bullets and Numbering... from the Format

menu, and click on whatever style you wanted. In the Bullets and Numbering dialog box (Fig. 2.12 on the previous page), you can select either a *Bulleted* list, a *Numbered* list, an *Outline Numbered* list, or the *List Styles* tab to choose from a variety of different styles for your layout of listed items.

### *Designing your own bullets*

You can even design your own bullets! Here's how you do this.

Make sure the 13 items of the **ISTE table** (not the title or the caption) on **page 2** of the Term Paper document are still selected/highlighted

From the **Format** menu select **Bullets and Numbering...**

Click on the **Bulleted** tab, then click to select one of the bullet styles (Fig. 2.15)

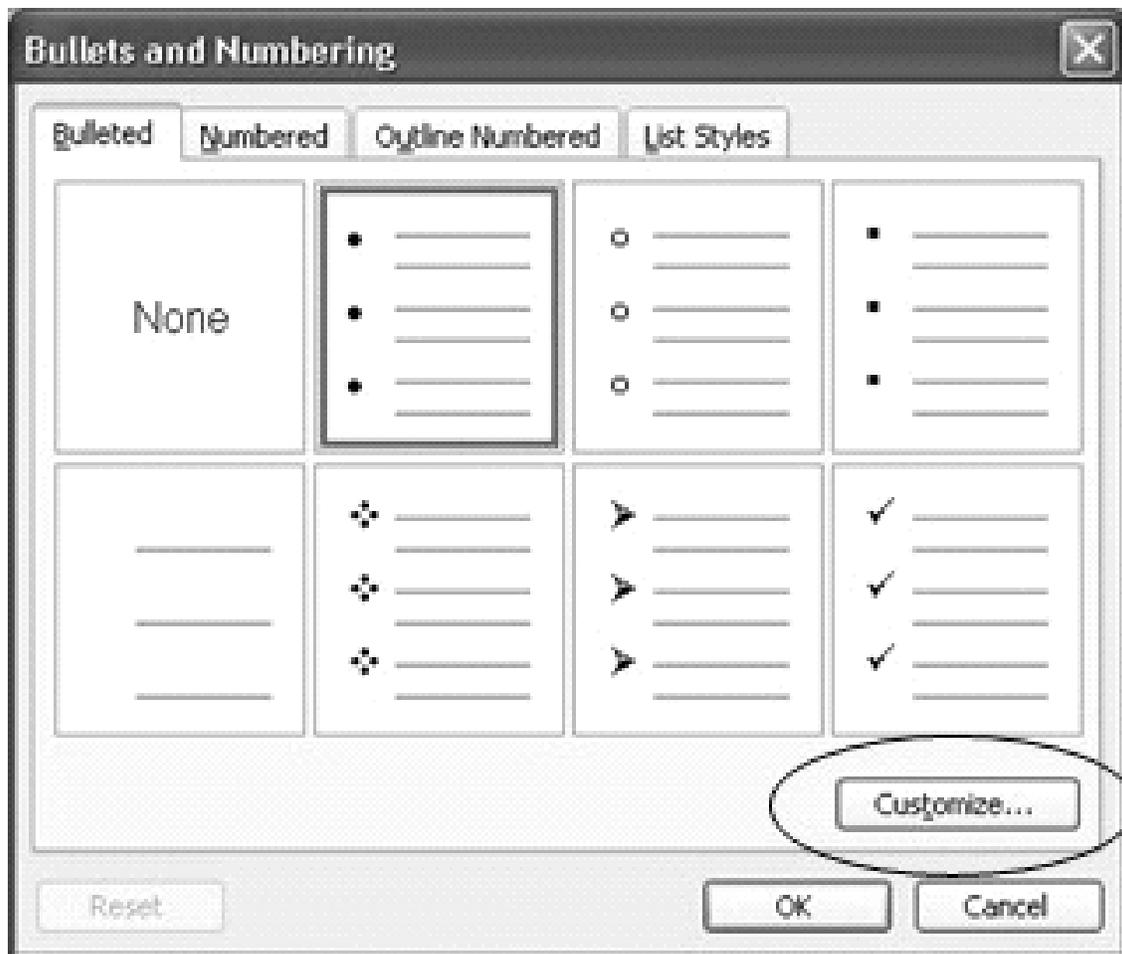


Fig. 2.15 Bulleted option dialog box

Click on the **Customize...** button in the dialog box (Fig. 2.15)

This brings up the Customize Bulleted List dialog box (Fig. 2.16).

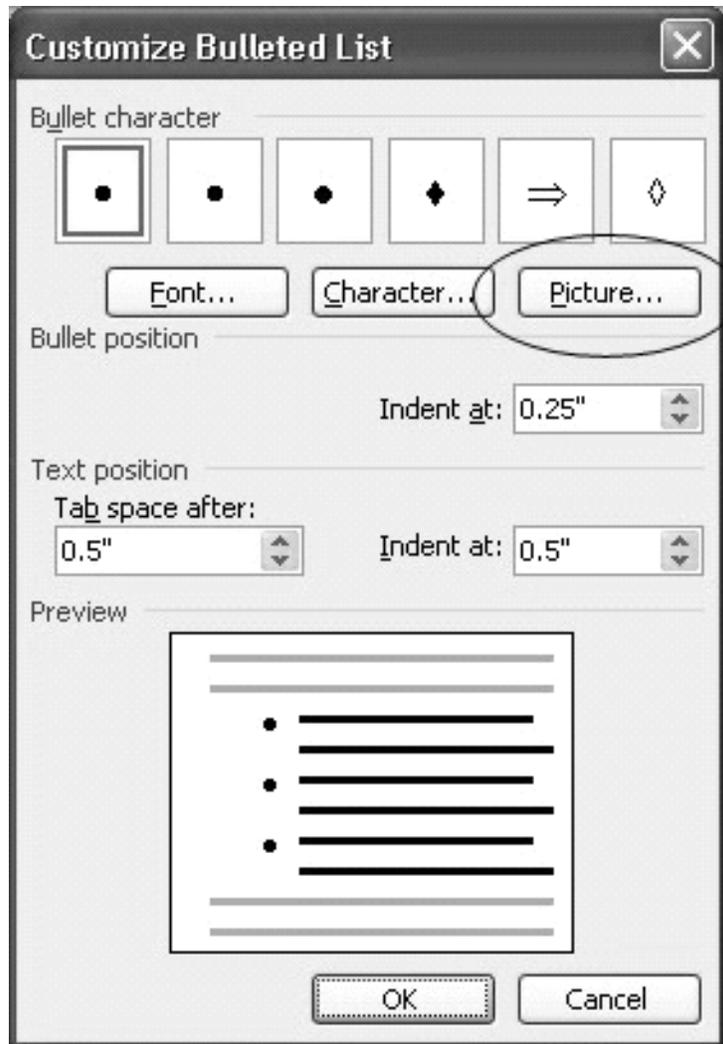


Fig. 2.16 Customize Bulleted List dialog box

As you can see, you can select different fonts and characters for a bullet, or you can customize bullets with pictures of your own. Let's check this out.

Click on the **Font...** button and check out the options for **fonts, styles, size, color,** and so forth, then click on **OK** when you're done

You also can select from a large set of characters for your bullets.

Click on the **Character...** button to check out this option, then click on **OK**

Finally, you can use any picture of your choice for a bulleted list.

Click on the **Picture...** button to bring up the **Picture Bullet** dialog (Fig. 2.17 on the next page)

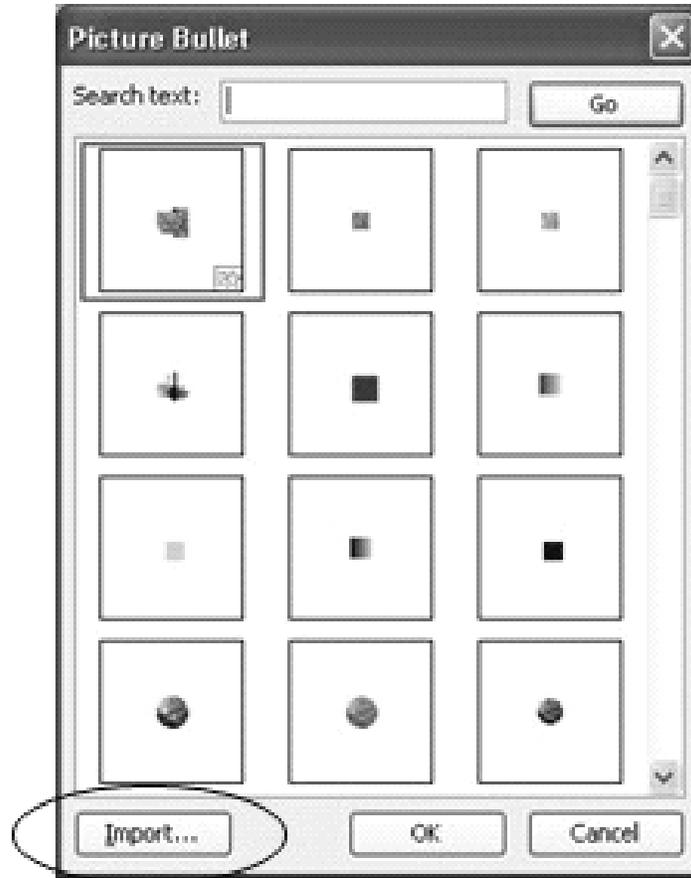


Fig. 2.17 Picture Bullet dialog box

Scroll down and check out the large selection of pre-designed bullets

If you wanted to design your own bullets by using a picture, you would need to have a picture already saved on your disk. In other words, you can make a bullet out of *any* picture you have saved on a disk.

For this exercise you'll use a picture that you'll find in the Work Files on your *Work Files for Office 2003 Tutorials* disk, which should already be in the disk drive.

Click on the **Import...** button at the bottom left of the **Picture Bullet** dialog box (Fig. 2.17 above)

Now you are prompted in the dialog box to locate the picture you want to use.

On your **Work Files for Office 2003 Tutorials** disk open the **Work Files** folder and, from the **Practice** folder open the file named **Teacher bullet**

Notice that the teacher bullet picture is right away added to the set of custom picture bullets from which you can select the one you want for use in any list.

**Double click** on the **Teacher bullet** picture to select it as the one you want to use, then click on **OK**

You can add as many custom bullets as you want. For example, if you were teaching a lesson about amphibians, you might use a picture of a frog or a crocodile as bullets on a handout. Be

sure to show your students how to do this, too. You know how much fun they would have adding bullets like this to their papers and projects!

The only limit on what you can do with today's word processor is your creative imagination. Lesson 3 will give you the opportunity to learn how to use the *Office* Drawing Tools. These tools are invaluable for creating images of all kinds and for any purpose, such as creating customized bullets such as this. Enjoy!

## 2.4 SETTING OFF A BLOCK OF TEXT WITH A BORDER

The ISTE Table should now be starting to look more like a table! Let's make one more update to set off the table as a separate item from the running text of the Term Paper.

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. It will end up looking like Fig. 2.18.

### Skill or Concept

<ul style="list-style-type: none"><li>☛ Demonstrate ability to operate a computer system in order to successfully utilize software.</li><li>☛ Evaluate and use computers and related technologies to support the instructional process.</li><li>☛ Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.</li><li>☛ Explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation.</li><li>☛ Demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision making.</li><li>☛ Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.</li><li>☛ Evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and/or grade levels.</li><li>☛ Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.</li><li>☛ Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.</li><li>☛ Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors.</li><li>☛ Identify resources for staying current in applications of computing and related technologies in education.</li><li>☛ Use computer-based technologies to access information to enhance personal and professional productivity.</li><li>☛ Apply computers and related technologies to facilitate emerging roles of the learner and the educator.</li></ul>
---

Table 1 ISTE Foundational teacher skills and concepts

Fig. 2.18 ISTE Table after second set of updates

Highlight the contents of the body of the Table once again (**not** including the centered **Table Title** (Skill or Concept) at the top, or the centered **caption** (Table 1 ISTE, etc.) at the bottom)

Change the point size of the text to a point size of **12**, then use the mouse to drag the **Right margin indent marker** just **2** hash marks to the **left** (a  $\frac{1}{4}$ " only—Fig. 2.19)

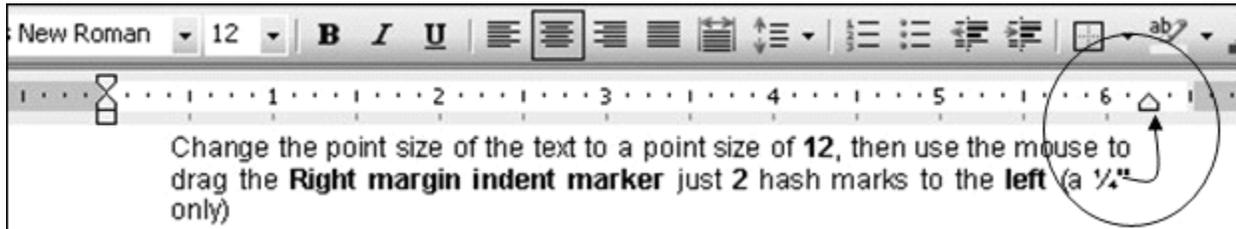


Fig. 2.19 The Right margin indent marker

The extra  $\frac{1}{4}$ " of space on the right side of the table will come in handy shortly when you put the border around it. First you need to push the caption at the bottom of the table down a tad to allow for a border.

Click to put the cursor at the beginning of the table's caption (before **Table 1 ISTE Foundational...**) and use **Format > Paragraph...** to increase the **Spacing > Before:** the caption to **6 pt**

Now you have room to put the border 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 in the table

Now, in the **Format** toolbar, click on the **Outside Border** tool (Fig. 2.20) to put the box around the highlighted section of the ISTE table

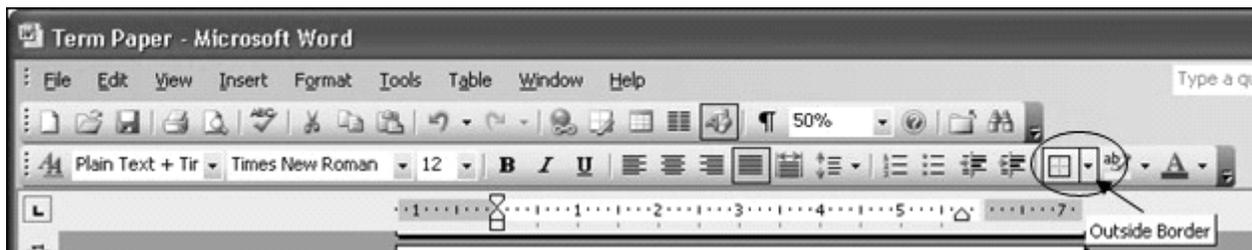


Fig. 2.20 The Outside Border tool in the Formatting toolbar

Click anywhere in the document to remove the highlighting so you can see the effect of the changes you have made to the ISTE Table

Save your work again before you proceed to the next section of the tutorial (**Ctrl+S**)

## 2.5 INDENTING TEXT

### *Adjusting (moving) the Indent Markers*

An indent is applied either to the first line of a paragraph (called a First line Indent) or all the lines *after* the first line in a paragraph (called a Hanging Indent). An indent is where text is set in from the rest of a paragraph. This is best accomplished in *Word* using the indent markers on the ruler bar at the top of the screen (Fig. 2.18).

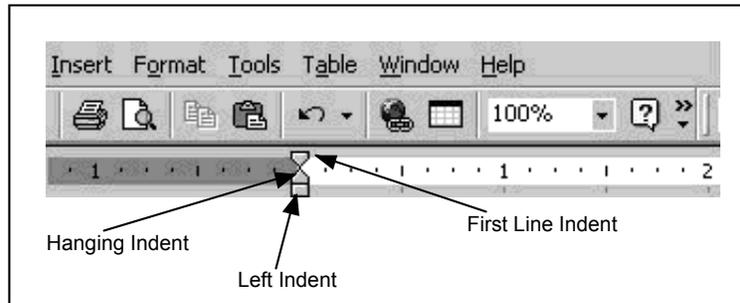


Fig. 2.18 The indent markers in the ruler bar

You were introduced to these indent markers in Lesson 1 when you adjusted the left margin for the address and for the conclusion of the Conference Call letter.

You also may recall that there are three indent markers on the left side of the ruler bar, one above the other, as illustrated in Fig. 2.18 above. The First Line Indent marker is on top, the Hanging Indent marker is in the middle, and the Left Indent marker is on the bottom—the small box on which the other indent markers sit.

Carefully examine Fig. 2.18 to clearly identify each indent marker before proceeding with the tutorial

**Tip #1: Remember that the *tip* of the mouse arrow is the *hot spot*. Moving the small indent markers is a precise task, so be sure to position the *tip* of the mouse arrow on the indent marker you want to move.**

**Tip #2: When you drag on the small rectangular marker (the Left Indent marker—see Fig. 2.18 above) all three of the markers move together.**

The left indent markers can be set independently for two types of indents. First, there is the traditional indent (the First line indent) commonly used for the first line of paragraphs—where the margin is set *in* a few spaces from the rest of the paragraph (Fig. 2.19A).

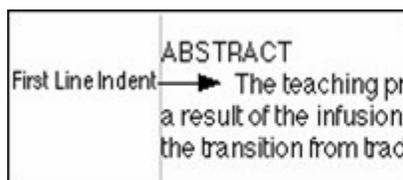


Fig. 2.19A: First line indent

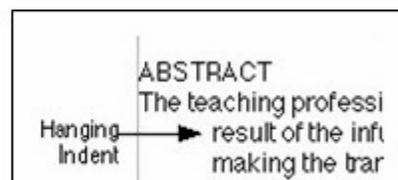


Fig. 2.19B: Hanging indent

Then there is the indent for a list such as a bibliography 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 this latter indent as a "hanging indent" because the lines that follow look as if they are hanging off the first line (Fig. 2.19B).

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

### *Indenting the first line of paragraphs*

Right now in the Term Paper 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 left side of the ruler (Fig. 2.18 above)

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

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

Pages 3 through 5 of the Term Paper document have 13 numbered sections which further discuss each of the skills or concepts in the Table on page 2. In the next exercise, you are going to indent the first line of all the paragraphs on pages 3 through 5, except the *numbered* one or two-line skills or concepts that start each of the 13 sections on these pages.

Let's do the first numbered section together, so you see what is required.

Position the cursor **immediately before** the sentence that begins: "**The use of computer-based systems....**", hold down the **Shift key**, and click **immediately before** the number "**2**" that starts the second section

This selects all the commentary in the first numbered section on page 3.

Now, in the ruler bar, drag the First Line Indent marker over to the right half an inch (to the  $\frac{1}{2}$ " hash mark), just as you did for the Abstract on page 2

Now continue in the same way and change the **First Line Indent** for the remaining paragraphs in **sections 2 through 13** on **pages 3, 4, and 5** of the **Term Paper** document (but do not indent the numbered lines that begin each section)

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!

When you are done with this exercise, save the work completed to this point (**Ctrl+s**)

### *Hanging indents*

There are many occasions when it is useful to indent parts of your text using hanging indents. This is where the second and subsequent lines of a paragraph of text are indented. For example, 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!

Bulleted and numbered text, as you have already learned in this lesson, is easy to do these days because of the bulleting and numbering tools built into the software. Hanging indents also are used when you write a paper that includes a list of sources cited (Fig. 2.20).

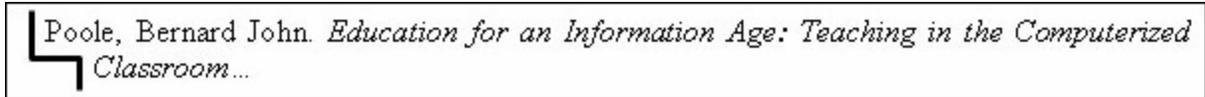


Fig. 2.20 An example of a Hanging indent

So it is good to know how to use the indent markers to create hanging indents. Let's practice this.

Scroll down to the end of the **Term Paper** 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. 2.19B. Notice how the references are nicely indented after the first line. That's just the way it should be.

For reinforcement, you are now going to work your way once again through pages 3 through 5, creating a Hanging Indent for each of the thirteen numbered and underlined sentences, making the indent  $\frac{1}{4}$ ". Let's do the first one together so you can see what is required.

Position the cursor **immediately before the section number "1."** at the top of page 3

Use the tip of the mouse pointer to **drag the Hanging Indent marker** over to the **right just 2 hash marks ( $\frac{1}{4}$ "**)

That's all there is to it. Notice how the hanging indent improves the appearances of those numbered underlined sentences.

Complete the same task for the remaining 12 numbered items on pages 3 through 5

## 2.6 CREATING SECTIONS AND COLUMNS OF TEXT

Columns are often useful for documents such as 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 Term Paper document.

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

From the **Insert** menu select **Break...** to show the dialog box (Fig. 2.21)

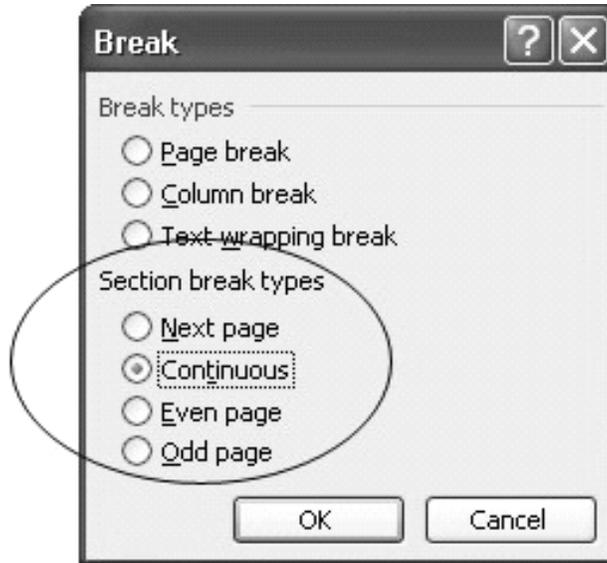


Fig. 2.21 Inserting a Continuous section break

The default in *Word* is for a Page break, which we don't want here since we already inserted a page break at this point in the document. We want to insert a Section break so that we can start a whole new section of the paper without the need to go to a new page. This is called a Continuous Section break.

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

Next, from the **Standard toolbar**, click on the **Columns** icon (Fig. 2.22) and drag the mouse to select and click on **2 columns** from the columns pop up dialog

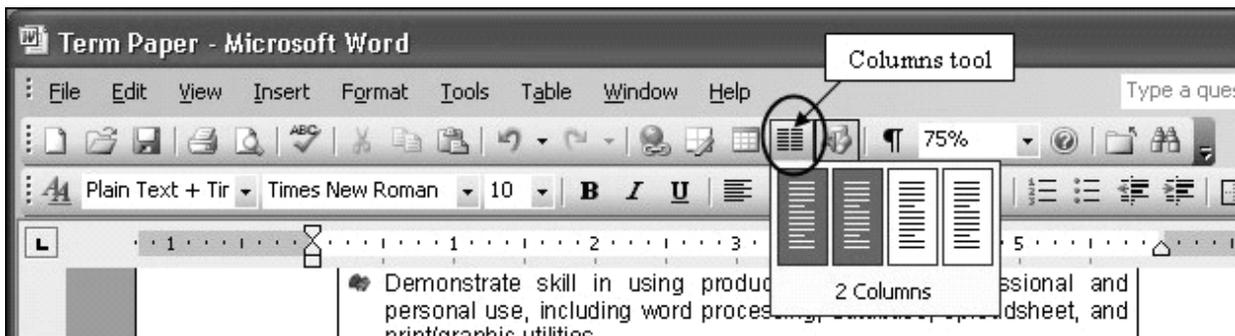


Fig. 2.22 The Columns tool in the Standard toolbar

Scroll down through the document to take a look at the difference this makes

Notice that everything from page 3 on is now in 2 column format. If you had not used the section break, your whole document (including the Title lines, the Abstract, and the ISTE Table) would have been in two column format. The section break allows you to control exactly which sections of text you want adjusted in certain ways.

If you needed different formatting for different parts of a document, you would do so by inserting a section break before AND after each of the sections involved.

The Skill Consolidation exercises at the end of this lesson will provide you with an opportunity to practice this and other more advanced word processing features. But for now, let's apply a second Section Break like this in the Term Paper document to help you get the hang of it.

Scroll all the way to the **end** of the Term Paper document (page 5)

Position the cursor immediately before the **References** section header and hit the **Enter** key to put an **empty line** ahead of the References section

**Insert > Break... > Section Break > Continuous**

**Format toolbar > Columns tool > single column**

Now save the document once again

## 2.7 FINDING AND REPLACING TEXT

It is surprising how often the *Word Find* and *Replace* function comes in handy when you are working with larger documents. You may want to find each place in a document where a certain word or phrase is used. Or you may want to jump quickly to a certain page because you have to rewrite something or insert a sentence. You could scroll through a document looking for what you want, and you might even eventually find it! But I wouldn't count on it. In any case, 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, on the other hand, 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 than 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 classrooms of tomorrow.**

The new sentence is to go immediately after the sentence that begins: "**These concepts and skills...**" 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 (Fig. 2.23).

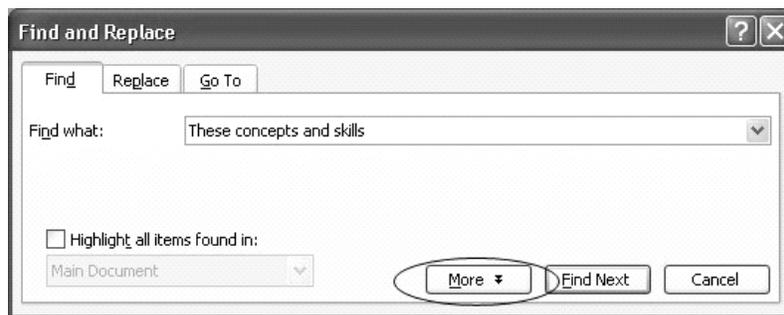


Fig. 2.23 Find and Replace dialog box

Before selecting and entering the string of text for a search, you should take a moment to think about what the string of text should be. The phrase that marks the point in the document you are trying to find ("These concepts and skills...") begins with an uppercase 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 (Fig. 2.23 above)

This will reveal the expanded set of options for the Find and Replace function (Fig. 2.24).

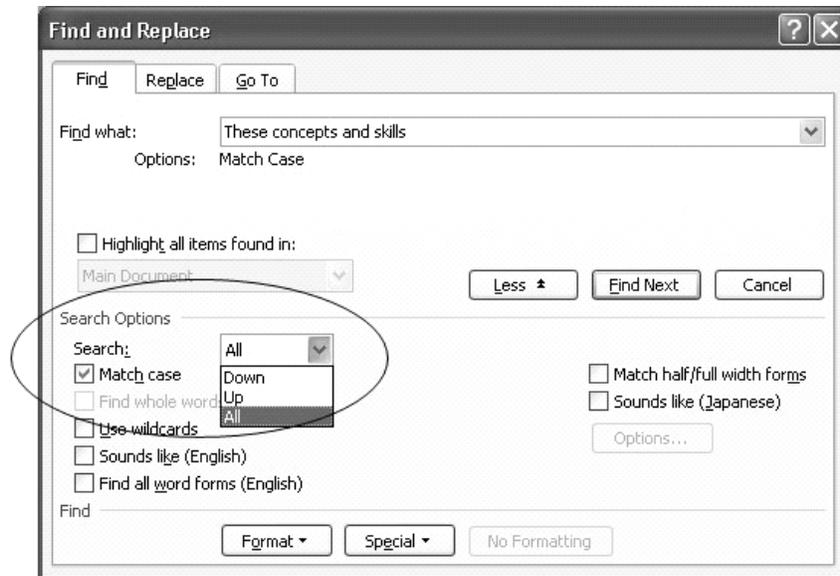


Fig. 2.24 The expanded Find and Replace dialog box

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

Notice the options for the direction of the search if you click on the arrow in the pop-up menu next to Match Case (Fig. 2.23).

Click on the option **All** to tell *Word* to search the **whole document** for the text string you are looking for

*Word* prompts 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, ideally you want the set of characters that make up the search string to be *unique*.

This is the most important part of using the Find and Replace function. The word "**concepts**" or the word "**skills**" may occur several times in the paper. To make sure the phrase is unique, you had better type "**These concepts and skills**" as your search text.

Type **These concepts and skills** (including the uppercase "T") in the **Find what:** data entry box, 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. 2.25) will indicate that the text was "not found".

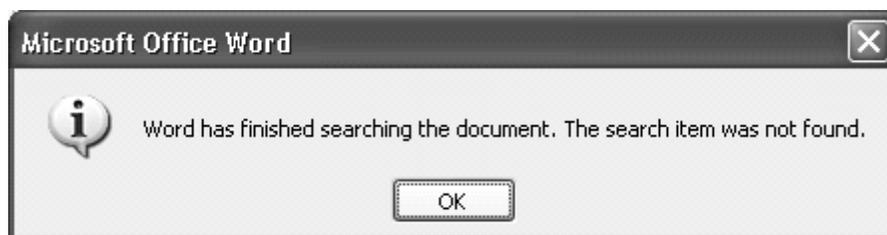


Fig. 2.25 Dialog box for an unsuccessful search

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 find another example of the same phrase. All you want to do is locate the place where a 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 sentence that *Word* has found for you.

Click after the period at the end of the sentence

This puts the insertion point after the phrase "**...teach in the modern computerized classroom.**"

Press the space bar to put a 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 **Save** the changes you have made

### **Replacing a single occurrence of a text string**

Suppose you have just finished typing the Term Paper into *Word* and saved it on your disk. You print a draft copy so that you can read it over before producing a finished copy. Amongst other edits, you decide to change the phrase "skills and concepts," which is a phrase that occurs throughout the paper, with the words "concepts and skills."

Again, you could use 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 would take some time and, anyway, you will be likely to miss some of the changes.

Alternatively, you can use the Find and 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.

Position the cursor at the **beginning of the Title** at the top of the document

Press **Ctrl+h** or, from the **Edit** menu, select **Replace...**

*Word* presents the Find and Replace dialog box with the Replace tab selected in the set of index options (Fig. 2.26).

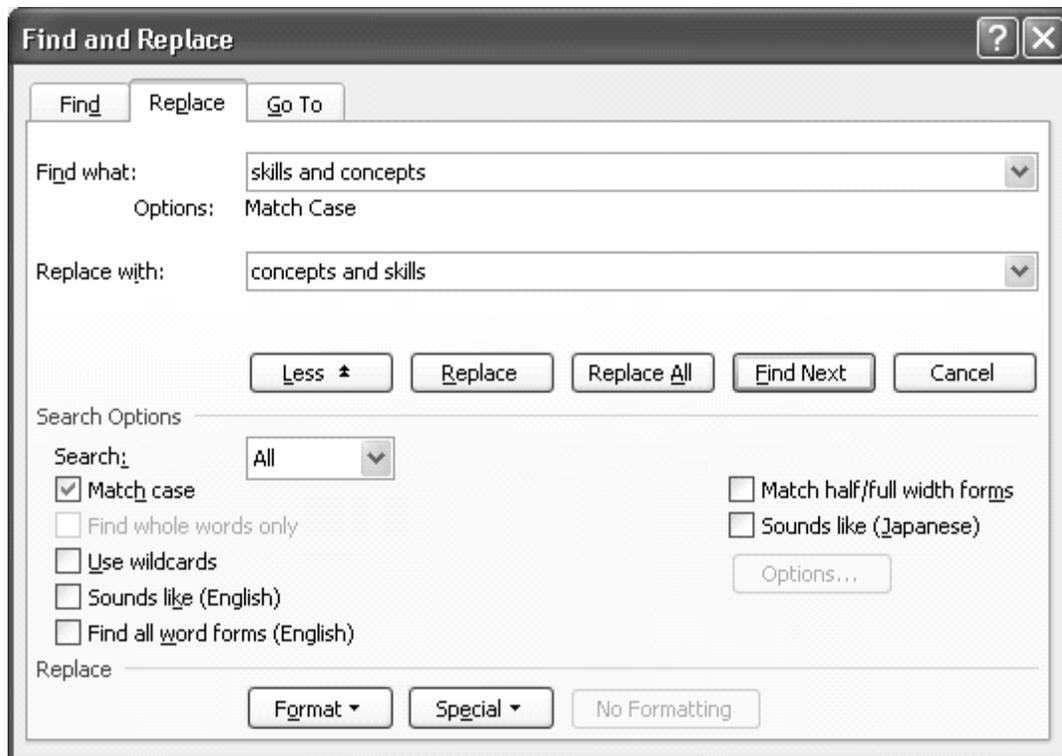


Fig. 2.26 Replace options in the Find and Replace dialog box

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

*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 dialog box 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 blue bar at the top of the dialog box).

Try this now so 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:

- Click on the button to **Replace All** occurrences of the search text in the entire document;
- click on the button to **Replace** only **the one occurrence** of the search string;
- or, you can simply click on the button to **Find** the **Next** occurrence of the search string without changing anything.

As a rule of thumb, you should be wary of telling *Word* to Replace All occurrences of a piece of text 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 not quite what you had in mind. By telling *Word* to Replace All occurrences of a string of text you 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" (because you want to correct the misspelling of

“receive.” Well, as it happens, in the Term Paper document the character sequence "ie" occurs many times (about 50 times!) in all kinds of innocent words (technologies, belief, etc.)!

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

Even “cie” occurs 8 times in the Term Paper, and so on. So you have to be careful to specify the search text that will get you right away 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 word “receive.”

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

So click on the **Replace All** button

*Word* may take a few seconds to make the changes, depending on how fast your Windows computer is. Soon you will see a window telling you how many occurrences of the search string were replaced.

So... How many were there? There should have been 8. Is that how many you got?

Click on **OK**, then close the **Find and Replace** dialog box and press **Ctrl+s** to save the changes you have made

In the course of completing this exercise you may have noticed some spelling and typo errors in the text. Later in this lesson 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 the simple word processing tools such as the ones you have just learned. The best, however, is yet to come.

## 2.8 MOVING AND COPYING 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.

### Moving text within a document

As with all the functions of *Word*, the steps involved in moving text within a document are simple enough. In the Term Paper document 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**.<sup>1</sup>

Press **Ctrl+x** (or from the **Edit** menu select **Cut**)

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 word: **References**

Click to position the insertion point cursor immediately before the "**R**" of 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 may need to indent the first line of the paragraph you just moved.

Indent the **first line** of this moved paragraph ½" if necessary

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.

### **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

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<sup>1</sup> 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.

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

### **Checking the document for spelling and other errors**

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

As you may have noticed already, there are a few errors that have been intentionally 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 Term Paper 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.

Time to go ahead and run the document through the Spelling Checker.

First put the cursor at the **beginning** of the Term Paper document

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

For each word that is highlighted, 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

## 2.9 WRAPPING TEXT AROUND A PICTURE OR IMAGE

For publications such as class news bulletins or magazines, you will often want to include pictures or images in amongst the text—maybe photos of students, or examples of their art work, or photos of activities the students have been engaged in, or photos or charts they've made themselves as part of a project. You also may want to "wrap" the text around the images. The following is an exercise which will show you how to do this.

Position the cursor at the **beginning** of the first line of the **Abstract** on **page 1** of the Term Paper document (immediately before the "**The teaching profession....**") and hit the **Backspace** key to **remove** the **First Line Indent**

Now hit the **Del(ete)** key to remove the **first letter** of the sentence (the "**T**")

From the **Insert** menu, select **Picture > From File...**

In the **Insert Picture** dialog box, make sure you have the **Work Files for Office 2003 Tutorials** disk selected and open your **Work Files** folder

From the **Alphabet** folder, **double click** on the picture file for the letter "**T**"

You should now see the picture of a "**T**" at the beginning of the first paragraph of the Abstract. But it still needs to have the text wrapped around it. This is easy enough to do.

Click on the **picture** of the "**T**" to select it

From the pop up **Picture toolbar**, click on the icon for **Text Wrapping** (Fig. 2.27—if you don't see a Picture toolbar on your screen, right click on the picture of the "**T**" and select **Show Picture toolbar** from the pop up menu)

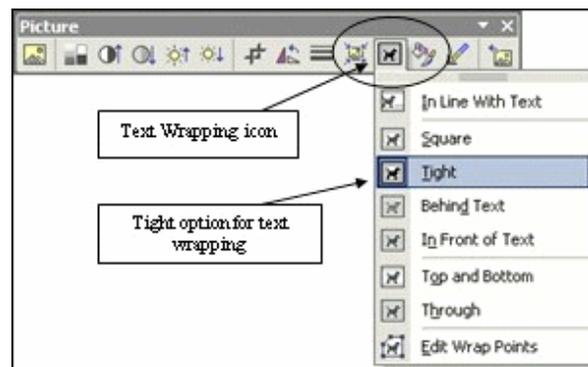


Fig. 2.27 The Text Wrapping tool in the Picture toolbar

Click on the **Text Wrapping** icon and, from the drop-down menu of options, select the **Tight** option (Fig. 2.27 above)

That's all there is to it! The first letter of the first sentence of the Abstract should be neatly wrapped around by the text, adding a touch of visual interest to the page.

Now it's your turn. Fig. 2.28 shows you what this next exercise entails.

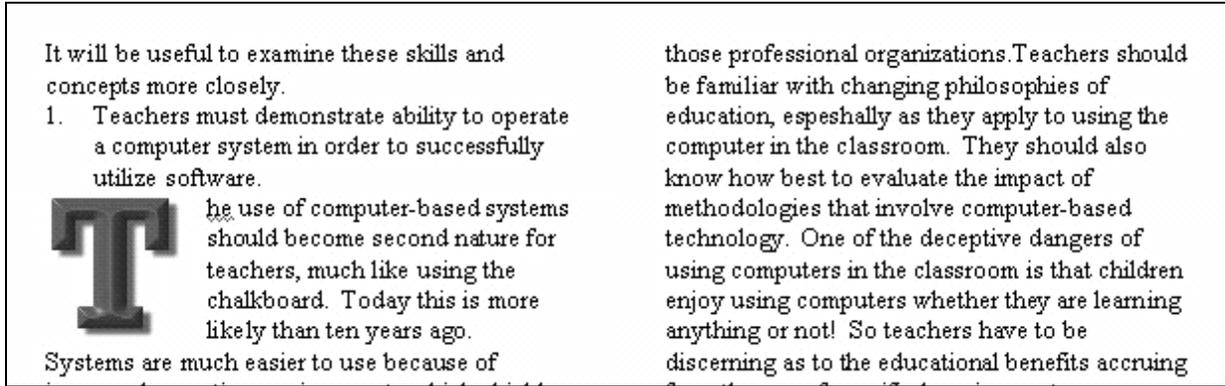


Fig. 2.28 Text wrapped around a graphic

Remove the **First line indent** from the **first paragraph**—*NOT the numbered lines*—of each of the sections on **pages 3 through 5** that discuss the 13 ISTE Teacher Skills and Concepts (see example in Fig. 2.28)

Replace the capital letter at the **beginning** of the **first paragraph** of each of the 13 sections on **pages 3 through 5** with a **Text Wrapped picture** of the appropriate **letter of the alphabet** from the **Alphabet** folder (see Fig. 2.28)

### Printing the document

When you are ready<sup>1</sup>, print out a draft copy of the entire Term Paper 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.

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.

## 2.10 MAKING A BACKUP COPY

Your last task before completing this session at the computer is to make a backup of your document on the backup disk. The Term Paper is still open in *Word*. It is also saved on your *Work Files for Office 2003 Tutorials Disk*, which is in the disk drive.

Take out your **Work Files for Office 2003 Tutorials** disk and in its place insert your **Backup Work Files for Office 2003 Tutorials** disk

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<sup>1</sup> 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.

From the **File** menu select **Save As...** and in the **Save As...** dialog box select the disk drive that holds your **Backup Work Files for Office 2003 Tutorials** disk

Double click to open the **Work Files** folder, double click again to open the **Practice** folder, and click on the **Save** button

Wait while the file is being saved, then close **Word**

## LOOKING BACK

You have practiced using several new features of *Word*. 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 Term Paper 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 6 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 more about the *Office* drawing tools.

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. Load the document Term Paper 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.
2. Underline the word "computer" wherever it appears in the document Term Paper, then adjust the line spacing to 1½ for the entire Term Paper document.
3. Open up a new word processor document. Call the document "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.
4. Work your way through the tutorial on pp. 69-71 which will help you create the Courseware Evaluation Template illustrated in Fig. 2.29A and 2.29B on pages 68 and 69.

Reviewer Name: \_\_\_\_\_

**Full Name of School or School District**  
**COURSEWARE EVALUATION FORM**

Courseware Title: \_\_\_\_\_  
\_\_\_\_\_

Product Number: \_\_\_\_\_

Cost (if known): \$ \_\_\_\_\_

Publisher: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

**System Requirements:**

Computer (Mac, PC, other): \_\_\_\_\_

Memory (RAM) needed: \_\_\_\_\_

Standalone: \_\_\_\_ Networkable: \_\_\_\_

Disk Type:

Magnetic disk: \_\_\_\_ CD-ROM: \_\_\_\_

Operating system: \_\_\_\_\_

Other system data (if any): \_\_\_\_\_

**For administrative use only**

Vendor: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

P.O. #: \_\_\_\_\_

**Recommendation (please check):**

Highly recommend purchase \_\_\_\_\_

Recommend purchase \_\_\_\_\_

Do not recommend purchase \_\_\_\_\_

**Rating Criteria:**

Number of stars from back \_\_\_\_\_

**Product Application:**

This product is application to the following planned course(s) (please specify by course, unit, and objective):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Following signatures are required:**

Reviewer(s): \_\_\_\_\_

Date: \_\_\_\_\_

Department Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

Fig. 2.29A Page 1 of the Courseware Evaluation Template

**Directions:** The items listed below should be present to ensure an effective courseware application. When evaluating courseware, review all **general** guidelines first, then review **specific category** guidelines. Mark + (the plus sign) for each item present and adequate. Thank you.

**General Guidelines**

- \_\_\_\_\_ 1. Documentation:
  - \_\_\_ Clear instructions
  - \_\_\_ Manual included
  - \_\_\_ Clear goals and specific objectives
- \_\_\_\_\_ 2. Program meets stated goals and objectives
- \_\_\_\_\_ 3. Easy to use
- \_\_\_\_\_ 4. Visually appealing
- \_\_\_\_\_ 5. Can control sound
- \_\_\_\_\_ 6. Can enter or exit at any state of program
- \_\_\_\_\_ 7. Versatile (able to enter specific data related to curriculum)
- \_\_\_\_\_ 8. Accurate information
- \_\_\_\_\_ 9. Instructional objectives clearly stated
- \_\_\_\_\_ 10. Easily used in existing curriculum

**Specific Courseware Categories**

**Drill and Practice:**

- \_\_\_\_\_ 1. Personalized (relates to user)
- \_\_\_\_\_ 2. Reinforces/rewards user
- \_\_\_\_\_ 3. Student-controlled pace
- \_\_\_\_\_ 4. Interest maintained
- \_\_\_\_\_ 5. Level of difficulty
  - \_\_\_ Student choice
  - \_\_\_ Continuum (easy to hard)
- \_\_\_\_\_ 6. Cumulative score presented

**Tutorial:**

- \_\_\_\_\_ 1. Introduction of material is complete and understandable
- \_\_\_\_\_ 2. Includes Pretest for placement
- \_\_\_\_\_ 3. Frequent testing
- \_\_\_\_\_ 4. Limited number of retries on error
- \_\_\_\_\_ 5. Re-teaches when established number of errors accumulates
- \_\_\_\_\_ 6. Properly sequenced tasks
- \_\_\_\_\_ 7. Program can branch

**Simulation:**

- \_\_\_\_\_ 1. Directions clear
- \_\_\_\_\_ 2. Interest maintained
- \_\_\_\_\_ 3. Realistic
- \_\_\_\_\_ 4. Graphics:
  - \_\_\_ Present
  - \_\_\_ Appropriate
- \_\_\_\_\_ 5. Level of difficulty:
  - \_\_\_ Student choice
  - \_\_\_ Continuum (easy to hard)

**Management tools:**

- \_\_\_\_\_ 1. Help commands on page/screen
- \_\_\_\_\_ 2. Flexible entry and retrieval
- \_\_\_\_\_ 3. Adequate storage
- \_\_\_\_\_ 4. Security measures adequate
- \_\_\_\_\_ 5. User prompts given
- \_\_\_\_\_ 6. Performance speed
- \_\_\_\_\_ 7. Flexible report formatting

**Rating Criteria:** Count the number of + (plus) signs for both general and specific category guidelines. Mark the box on the front of the form with the number of stars corresponding to the criteria legend as follows:

15 + signs or more:	****
12 - 14 + signs:	***
9 - 11 + signs:	**
8 or fewer + signs:	*

**Comments:**

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Fig. 2.29B Page 2 of the Courseware Evaluation Template

Open a new blank document in *Word*, then select **Save As** and save the new file with the name **Courseware Template** on your **Data disk**

Sometimes, *MS Word's* autoformat / autocorrect features are more a hindrance than a help when you're word processing. So let's turn off this feature for this exercise. You might want to do this on your home computer, too, so remember what you're doing here. Also, **if you're working in the lab, you'll have to turn off the autoformat stuff every time**, since the defaults are all restored when you logoff. Here's how you take care of this.

- From the **Tools** menu select **Autocorrect...**, then in the dialog box click on the tab for **AutoFormat As You Type**
- Click to remove the checkmark next to **all** the autoformat options.
- Next click on the tab for **AutoFormat** and again remove the checkmarks next to **all** the autoformat options.

## Page One

Now you're ready to begin creating the Courseware template.

- Type your **first and last name** in the new document Type your **name** at the top of the page, put a **left tab** at 4" on the ruler, hit **Tab**, then select **Date and Time...** from the **Insert** menu and click on a **date format** of your choice
- Hit **enter** twice, click on the **Center** icon in the toolbar, click on **Bold**, change the font size to **12**, and
- From the **Format** menu select **Paragraph...**, and in the dialog box select **1.5 lines** for the **spacing**
- Type **University of Pittsburgh at Johnstown**, hit **enter**, choose **Caps Lock** (the green light for this in the top right corner of the keyboard should be on) then type **COURSEWARE EVALUATION FORM**, and hit **enter**, then click on the **Align Left** icon in the toolbar, and turn off caps lock

- From the **Insert** menu select **Break...**, and under **Section break types** click in the button next to **Continuous** and click on **OK**
- Locate the **Columns** icon in the toolbar, click on it **once**, then **drag and click** to select **2 columns** (Word now changes you to the **Page Layout** view so you'll see how the columns will look as you type the data)
- **Warning!!**: Word sometimes wants to make you use borders (grrrr...). If you see a **bold line** appear across the column or page, just go to the **Edit** menu and select **Undo autoformat** to fix this problem.
- From now on, wherever you see a line for entering info, hold down the **Shift** key and use the **underscore** character (that's the key just to the left of the + (plus) sign on the keyboard). **BE SURE TO HIT ENTER AT THE END OF EVERY LINE OF UNDERSCORES!!**
- Type **Program Title:** and hit **enter**, type **Product Number:** hit **enter**, type **Cost (if known):** \$, hit **enter**, type **Publisher:** and hit **enter** again
- Move the **Left Indent** marker to the right one hash mark (all the other markers will go along, too) then change the **font size** to **10 pt** and turn off **bold**
- Type **Address:** hit **enter**, type **Phone:** and hit **enter** again
- Move the **Left Indent** marker back to **0"** on the ruler, change the **font size** back to **12 pt**, turn **bold** back on, then type **System Requirements:**, and hit **enter**
- Move the **left indent** marker over **one hash mark** to the **right**, change the **font size** to **10 pt**, turn off **Bold**, and type **Computer:**
- Now continue down the column under **System Requirements**, adjusting the **Left Indent** marker where necessary as per the handout in front of you, until you have typed the line that begins **Magnetic disk...**
- Be sure to hit **enter** twice after you type the line that begins **Magnetic disk...**, then from the **Insert** menu select **Break...**, in the **Section break types** click on the button next to **Continuous**, and click on **OK**

Word now shows you how the page looks with 2 columns. Yikes! The data is divided up oddly between the columns, but don't

worry about this for now. Everything will get squared away shortly.

- Leave the cursor where it is (beneath the line that begins **Magnetic Disk...**, locate the **Columns** icon in the toolbar, click on it **once**, then **drag and click** to go back to **single column** format
- Now look over to the right of the page where you see the second column of text. Click just under the line that begins **Magnetic Disk...**, move the **Left Indent** marker back to 0" in the ruler bar, click on **bold**, and change the font size to **12 pt**.
- Now click on the **Center** icon for the alignment, then type **For administrative use only**, hit the **enter** key, click on **Align Left**, and type **Vendor:**, hit **enter** again, and type **Address:**, then put in the underscores as usual. Finally, type **Phone:** and hit the **enter** key **twice**.
- Type **Recommendation**, **turn off bold**, change the font size to **10**, then type **(please check):** and hit **enter**
- Move the **Left Indent** marker over **one hash mark** to the right, and type **Highly Recommend purchase**, then hit **enter** and type in the next line. Hit **enter** and type the next line in the same way.
- Now hit **enter twice**, move the **Left Indent** marker back **one hash mark** to 0" on the ruler, select **bold**, **12 pt**, then type **Rating Criteria:**, **turn off bold**, **10 pt**, hit **enter**, Move the **Left Indent** marker over **one hash mark** to the right, type **Number of stars from back**, and hit **enter**
- One last little job to get the second column squared away. The title "**For administrative use only**" probably isn't at the top of the second column where it's supposed to be (check the original I gave you), so just hit the **Enter** key with the cursor still at the bottom of the column until the title has moved up to the top of the column.

Phew! Now you should have all the two columns of text correctly entered and showing on the screen.

- Save your document (same name --- **Courseware Template**). Now click at least an **inch** or so below the first column of text so as to put the cursor at the beginning of the next section which you created a few minutes ago.

- Now type the next two lines on the original, starting with the line that begins "**Operating system:**", typing in the text as it appears on your handout.
- For the rest of the first page, move the **left indent** marker back **1 hash mark**. Notice that the **indent markers** are all set at 0" from **Product Application** on down to the bottom of the page.
- After you type the line **Product Application**, change the font size to **9 pt**, type the line that begins "**This product application...**" and then put the font size back to **12 pt**.
- The last three lines on the page (with the Date) will be **10 pt**. Before typing **Date:** on the last 3 lines, put a **left tab stop** at **5"** on the ruler so you can tab across
- Finally, insert a **page break** before starting to enter the text on the second page of the template.

## Page Two

OK, now for the second page of the template.

- From the **Format** menu select **paragraph...**, and in the dialog box select **single** for the **spacing**
- Change the font size to **9 pt**, then type the three lines of **Directions** at the top of the page, **Underline** and **bold** where indicated.
- Hit **enter twice** after **Thank you.**, then select **center alignment**, font size of **12**, and **bold**, and type **General Guidelines**. Hit **enter twice** again. Change the font size back to **9 pt**, **turn off bold** and go back to **left align**.
- You need to set **three tab stops** now, so be careful and follow these next directions exactly.
- Locate the **Tab Stop** selector icon at the far left edge of the ruler bar. It looks like a little gray box with a black **L** in it. You want a **decimal tab** first, so click **three times** on the **Tab Stop selector** over on the left next to the ruler till you see what looks like an upside down **T** with a little dot next to it.
- Now click at the **½"** hash mark on the ruler. This will put a **decimal alignment tab** right there.
- Go back to the **Tab Stop** selector icon and click **one more time** to select the **Left Align** tab stop (it looks like a simple **L**).

- Now click at the  $\frac{3}{4}$ " hash mark on the ruler (that's two hash marks before 1"), and click again at the  $1\frac{3}{4}$ " hash mark (two hash marks after 1"). This will put tab stops at these two places.
- Type **5** underscores, hit the tab key, and type **1**. Then hit the tab key again and type **Documentation:** hit enter
- The period after the 1 will make the number align on the period (.) as you work your way down the list you're going to type next.
- Hit the tab key **3** times and type **Clear Instructions** and hit enter
- Use the **underscore** character for the little lines and carry on typing in the rest of the items down to **#10**. When you're done typing in item **#10**, hit enter twice.
- Click on the **Center** align icon, choose a **font size of 12**, and **bold**, then type **Specific Courseware Categories**, and hit enter twice, then click on the **Align Left** icon.
- As you can see on the original, you need to start a **new section with 2 columns**. Here are the steps to do this if you can't remember from doing it on the first page of the template.
- From the **Insert** menu select **Break...**, and in the **Section break types** click in the button next to **Continuous** and click on **OK**
- Locate the **Columns** icon in the toolbar, click on it **once**, then **drag and click** to select **2 columns** (Word now changes you to the **Page Layout** view so you can see how the columns will look as you type the data)
- Type **Drill and Practice:** and hit enter twice, hit the Tab key, type **1.**, hit Tab again
- Now you need to go back to **single column**. So you need another section break. Here again are the steps to do this.
- From the **Insert** menu select **Break...**, and in the **Section break types** click in the button next to **Continuous** and click on **OK**.
- Locate the **Columns** icon in the toolbar, click on it **once**, then **drag and click** to go back to **1 column**. Word now shows you how the 2 columns for the **Specific Courseware Categories** look.
- Use the mouse to put the cursor **immediately under Flexible report formatting** at the bottom of the second column of the previous section and hit Enter maybe a couple of times to move the text up in the column so the header **Tutorial** is at the top of the column (see the original).

Now all you have to do is type the **Rating Criteria** section as it appears in your handout.

- Use the **left and right indent markers** to **Center the boxed data about the ratings** as you see on the original, then type **Comments:** in **12 pt, bold**, and save your template one last time.

Your final task is to use the drawing tools to put boxes around the three sections as shown in your handout. This is simple.

- Drag to select **only the text** you want to put a box around (**don't go beyond the end of the text**). Now click on the **Outside Border** tool from the **standard formatting toolbar** at the top of the window (you may have to click on the arrow at the far right edge of the toolbar to see this tool).

Save your work one last time when you're done. I hope you had fun (and not too much aggravation) doing this exercise, and that it successfully reinforced your word processing skills.

Now work your way down both the columns, typing in the data (and the underscores) and, where necessary according to the original, hit enter twice and change font size (from 12 pt to 9 pt and back again) and bold, etc. Keep typing in the second column (**Tutorial...**) as if it was the same column as the first, until you get all the way down to **item #7 of Management Tools:**.

- Hit enter twice at the end of **item #7 (Flexible report formatting)**