

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. 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
- bullets and numbered lists
- more on 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
- adding graphics to a *Word* document

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

Before we begin

Recall from Lesson 1 that the default settings of your version of *Word 2010* may not show the ruler at the top of the page. You may also find that the default spacing is too wide. Let's start out by making sure you have these two settings the way we want them.

Open **Word** and click on the **View** tab to bring up the **View Ribbon**, then locate the **Show Group** and click to put a **check mark (tick)** in the box next to **Ruler** (Fig. 2.1)

This will display the ruler bar at the top of your Word document (Fig. 2.1).

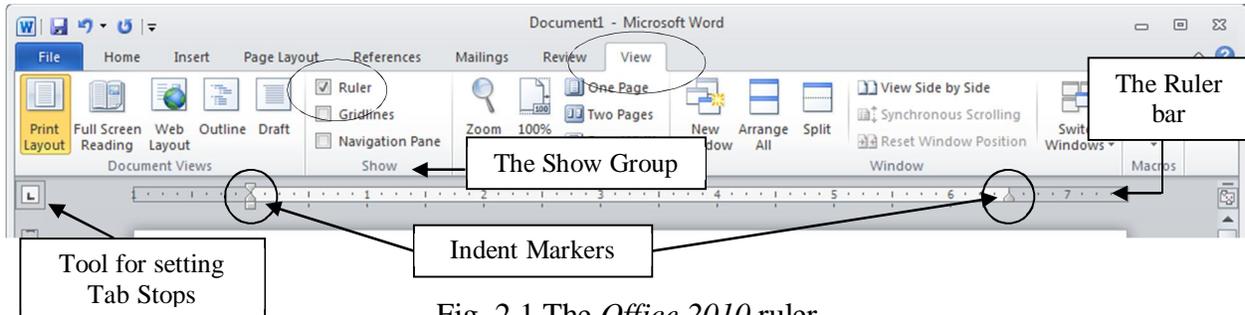


Fig. 2.1 The *Office 2010* ruler

You may also need to set the line spacing before you proceed because the default setting on the computer you are using may be other than single spaced. Here's a reminder of how you do this.

In the **Home Ribbon**, in the **Paragraph Group**, click on the **Line and Paragraph Spacing** tool (Fig. 2.2 on the next page) and, in the drop down menu of spacing options, make sure there is a **check mark (tick)** next to 1.0

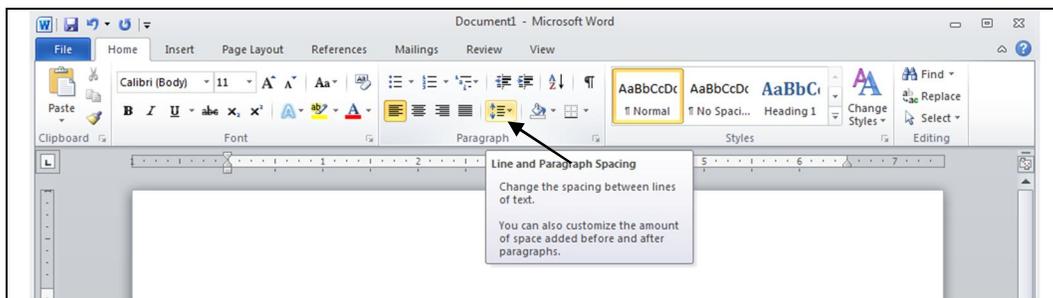


Fig. 2.2 The Line and Paragraph Spacing tool

Setting up for the tutorial

This tutorial is designed to give you practice working with a longer document since this presents challenges 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 Files for Office 2010 come with a document prepared for the exercises in this tutorial.

Make sure you have the disk drive containing your **Work Files for Office 2010** in the computer

The name of the document you will be working with is *Term Paper*. You will find this document in the Practice folder which is inside the Miscellaneous Files folder of the *Work Files for Office 2010*. 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 2010**

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

There are five folders in the Miscellaneous 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 to open it, then double click on the document **Term Paper** and wait while *Word* opens it

You are going to make lots of changes to this Term Paper document, so you need to first save it in your Data Files folder amongst your Word Documents, as you did for Lesson 1.

In the **File** menu select **Save As**, then in the **Save As dialog box** navigate to the **Work Files for Office 2010 > Data Files > Word Documents** folder and click on **Save**

As you are working your way through this tutorial, hit **Ctrl-s** frequently to save your work as you go along. Every time you save the Term Paper document, you will be replacing the version that is in your Data Files folder. The original document, which is in your Miscellaneous Files folder, will remain untouched.

You are ready to begin work. Don't worry if you notice obvious spelling and typo errors in the Term Paper document. You'll have an opportunity to fix those later.

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. Here's how you insert page numbers into your document.

From the **Insert Ribbon > Header & Footer Group**, click on **Page Number**

This will bring up the Page Numbering menu of options.

Click on the **Top of Page** option to show the menu of **page number styles** for the top of the page (Fig. 2.3)

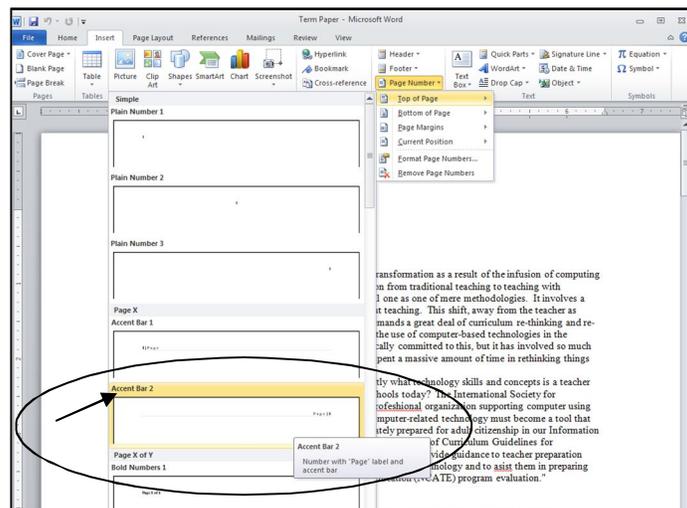


Fig. 2.3 Page Numbering options

Select **Accent Bar 2** for the page numbering style

Right away, the page number is inserted in the Header of the page so you can see how it looks. Notice that the cursor is in the Header section of the page. Notice, also, that the *Header and Footer Tools* Design Ribbon appears at the top of the *Word 2010* window. In other words, you are now working in the Header section of the Term Paper document.

Often you don't want to show the page number on the first page of a document. To set this option for no page number on Page 1, here's what you do.

In the **Design Ribbon**, in the **Options Group**, click to place a check mark (tick) in the box next to **Different First Page** (Fig. 2.4)

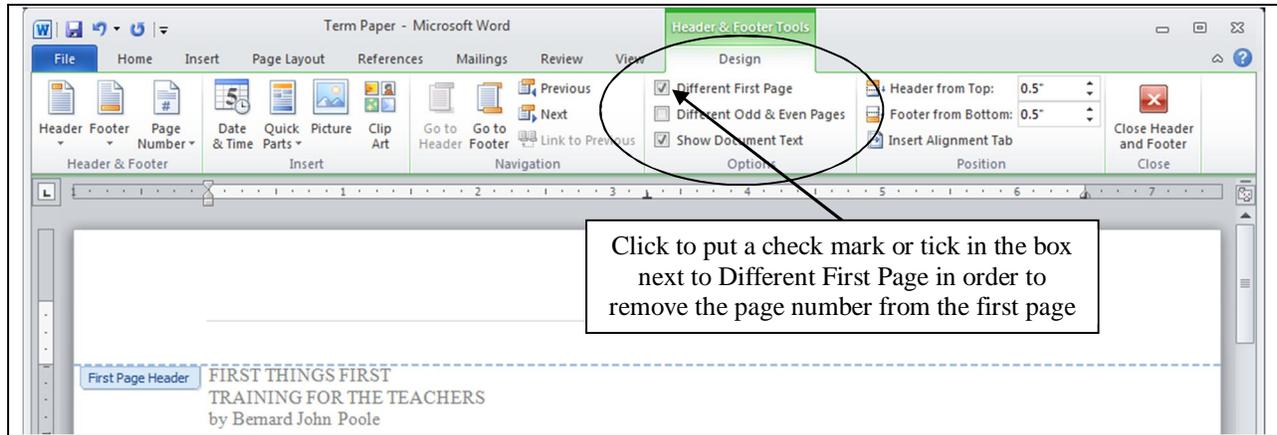


Fig. 2.4 Opting for no page number on the first page

If you wanted to start a document at some page number other than 1, in the *Insert Ribbon* or the *Design Ribbon*, you would click on the *Page Number* icon and then click on the *Format Page Numbers...* menu item to bring up the dialog box for formatting the page numbers (Fig. 2.5).

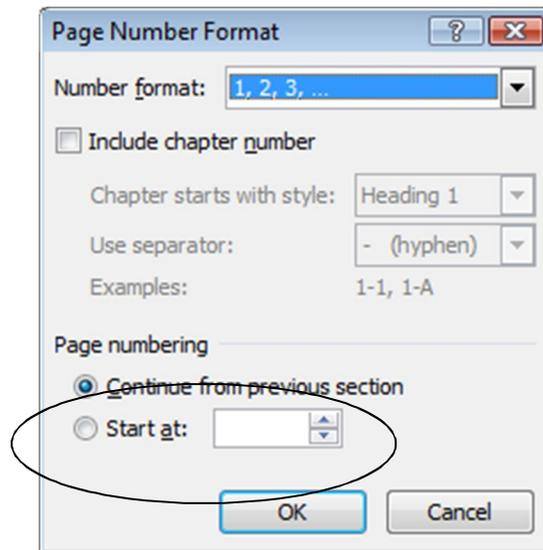


Fig. 2.5 The Page Number Format dialog box

Say you wanted to start the page numbers at page 12 (because your document is in two parts, for example, the first part being 11 pages long). In the *Page Number Format* dialog box you would

click on the radio button next to *Start at:*, type the number you want for the **Start at** page (12, for example), then 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 *normal* margins are set at 1", top and bottom, left and right. The default spacing between lines may be single spaced. The default alignment is probably left (the text is aligned to the left margin). The default style is most likely *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 in the Miscellaneous Files folder). The size of the characters throughout 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 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.

Setting the margins

The easiest way to change any of the four margins on a page is in the *Margins* menu.

In the **Page Layout Ribbon > Page Setup Group**, click on **Margins** to bring down the **Margins** menu (Fig. 2.6)

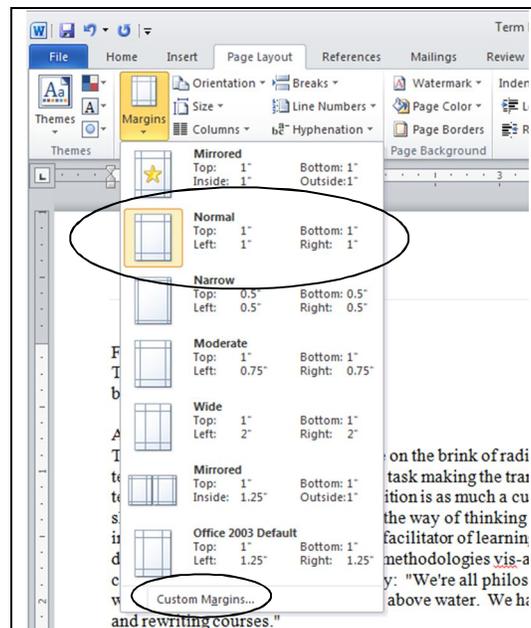


Fig. 2.6 The Margins menu

As you can see (Fig. 2.6), the *normal* margins are 1" top and bottom and left and right. 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, you'll need to change them to normal so they are the same as those illustrated in Fig. 2.6.

If necessary, in the **Margins menu**, click on **Normal**

Either way, remember that you can use the *Margins menu* to change any of the margins on your printed page. If you want to customize your margins in ways other than the options in the Margins menu, you would click on the *Custom Margins...* option at the bottom of the *Margins menu* to bring up the *Page Setup* dialog box (Fig. 2.7). Let's check out these Page Setup options now before moving on.

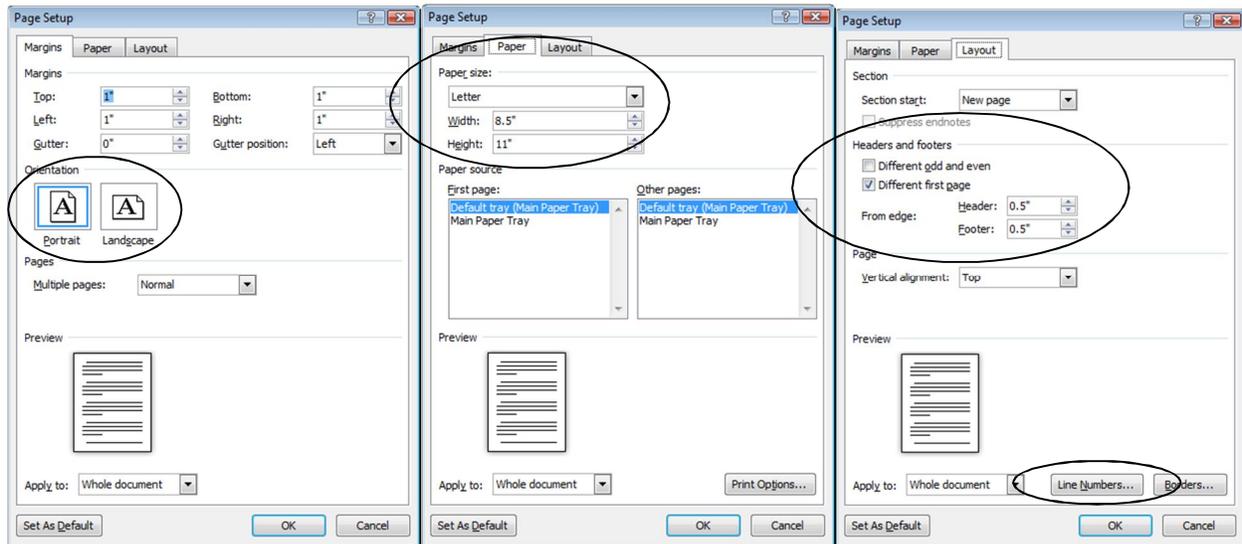


Fig. 2.7 The Page Setup dialog box

In the **Margins menu** click on the **Custom Margins...** option to bring up the **Page Setup...** dialog box

This will bring up the Page Layout menu of options. Notice that you can select *Portrait* or *Landscape* (sideways) orientation in this dialog box. You can also click on the *Paper* tab to tell *Word 2010* the *size* of the paper you're using and the *source* of the paper (Manual feed or from one of the paper trays). Finally, if you click on the *Layout* tab, you can indicate if you want to *number the pages differently* for even and odd pages, or for a *different first page* (as we have done for this tutorial), or if you want to *number the lines on each page* in a document—which is very useful if you are working with a friend or classmate or the members of a committee on a paper and you all want to easily locate where you think a change should be made in the document (Page 6, line 22, for example).

Take a few moments now to check out these various options, then, without making any changes, click **OK** to close the **Page Setup...** dialog box

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.

In the Home Ribbon's Paragraph Group are several Text Alignment tools (Fig. 2.8).

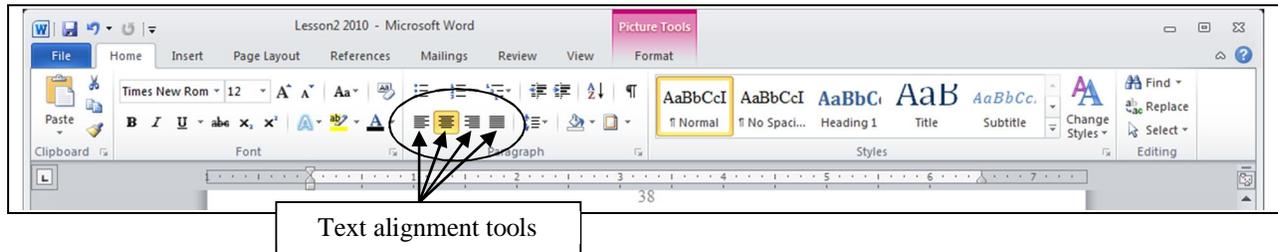


Fig. 2.8 The Text Alignment Tools in the Home Ribbon's Paragraph Group

The first alignment icon highlighted in Fig. 2.8 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.

From the **Home Ribbon > Editing Group**, choose **Select > Select All** (or simply press **Ctrl+a**) to highlight the entire **Term Paper** document (remember, if you make a mistake, you can **undo** what you did by selecting **Undo...** from the **Quick Access toolbar** at the top left of the *Word* window or just 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 **Paragraph Group**)

Now click anywhere on the page to **deselect** the highlighted text, then **Save** the Term Paper in your Data Files folder, which is inside your Word Processing folder (which will be the case if you simply hit **Ctrl-s** since you already set up the file in this location)

Notice that the margins on both sides of the screen are now aligned to (and straight on) 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)

In the **Home Ribbon > Paragraph Group**, select the **Center Alignment** icon

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

Choosing font faces

Font faces 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.

Times New Roman is a *serif* font, which means it has *serifs*.¹ Serifs are the small marks (flourishes) used to complete a letter (Fig. 2.9).

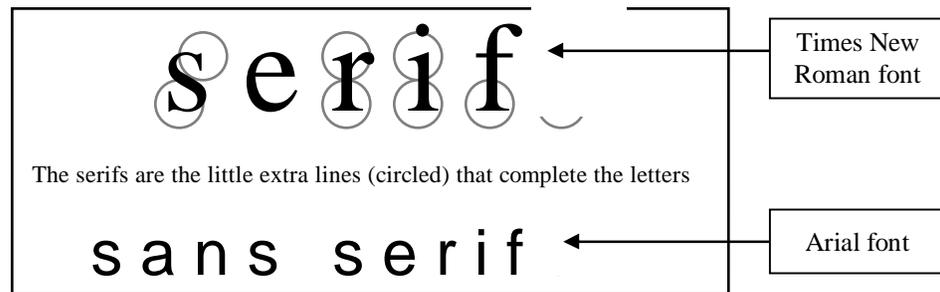


Fig. 2.9 Serif (Times) and sans serif (Arial) font faces

A *sans serif* font doesn't have these flourishes, as you can see if you look closely at a font such as Arial (Fig. 2.9 above).

In general, *serifs* improve readability by increasing the definition of letters. However, the clean lines of *sans serif* fonts can prove easier to read in some contexts, especially, for example, with larger font sizes. Sometimes you may need to set off one font against another (as in these tutorials) so *sans serif* fonts such as Ariel and Comic Sans MS will often come in handy.

It will be useful for you to practice changing fonts. The object of this 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 **Home Ribbon > Editing Group** choose **Select All** (or **Ctrl-a**) to highlight the entire **Term Paper** document

In the **Home Ribbon > Font Group**, click on the down arrow (Fig. 2.10 next page) to drop down the list of available fonts on your computer

Position the mouse pointer over any one of the fonts in the **Font** menu and notice that you have a **Live Preview** on the page of how the font will look if you were to select it for the Term Paper

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*?

¹ *Sans* is French for "without."

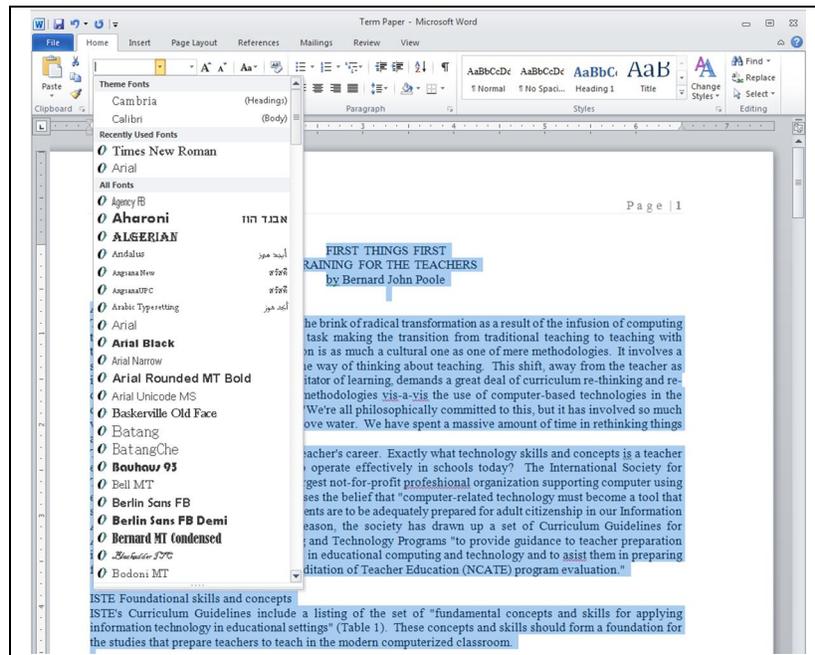


Fig. 2.10 The menu of available fonts

For the sake of this tutorial you need to set everything to *Times New Roman* font when you have finished checking out some of the different available fonts. This is because there may be variations in the page numbers of the Term Page document we're working with 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

Now you are going to change the font for the table on page 1 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 table **on page 1** (from the Title—**Skill or Concept** to the caption—**Table 1 ISTE Foundational Teacher Concepts and skills**)—22 lines in all

Now select **Arial** as the font for the text in the table

Save your work (**Ctrl+s**) before you move on

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 and we will also need to reduce the font size for the text in the Table on page 2. Let's start with 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 **Home Ribbon > Font Group** use the **Font Size** tool to select **36 pt** (Fig. 2.11)



Fig. 2.11 Changing the size of fonts

Now 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**

Save your work (Ctrl-s)

Inserting Page Breaks

It is often the practice to keep an Abstract on a page by itself, ahead of the main body of a paper. So, for this exercise you are going to set a page break at the end of the Abstract.

Position the cursor at the start of the section immediately **following** the Abstract on page 1—the section titled **“ISTE Foundational concepts and skills”** (half way down page 1)

Now, in the **Insert Ribbon > Pages Group** click on **Page Break**

In the **View** menu make sure **Print Layout** is selected so you can see the effect of the Page Break—scroll up and down between pages 1 and 2 so that you can see how the Page Break worked

Notice that *Word* moves the “ISTE Foundational concepts and skills” 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 about **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 concepts and skills**”)

Insert a **Page Break** here, too

There are some formatting changes you need to make to the table on Page 2. When you are done it will look like Fig. 2.12.

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

Table 1 ISTE Foundational teacher skills and concepts

Fig. 2.12 ISTE table after first set of updates

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

In the **Home Ribbon > Paragraph Group** click on the **center alignment** icon
With the title of the Table still highlighted, in the **Font Group** make **14 pt** the point size of the table **Title**, and click on the **Bold** icon (that's the icon that looks like a big 'B')

Now highlight the caption at the end of the table (**Table 1 ISTE Foundational teacher concepts and skills**), **center** it and change its **point size to 8 pt**

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

Spacing before and after paragraphs

Make sure again that you can see all of the **Table of ISTE Foundational Concepts and skills** 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 **...roles of the learner and the educator**)

Now, in the **Home Ribbon > Paragraph Group**, click on the small arrow in the **lower right corner** of the Group to bring up the **Paragraph dialog box** (Fig. 2.13)

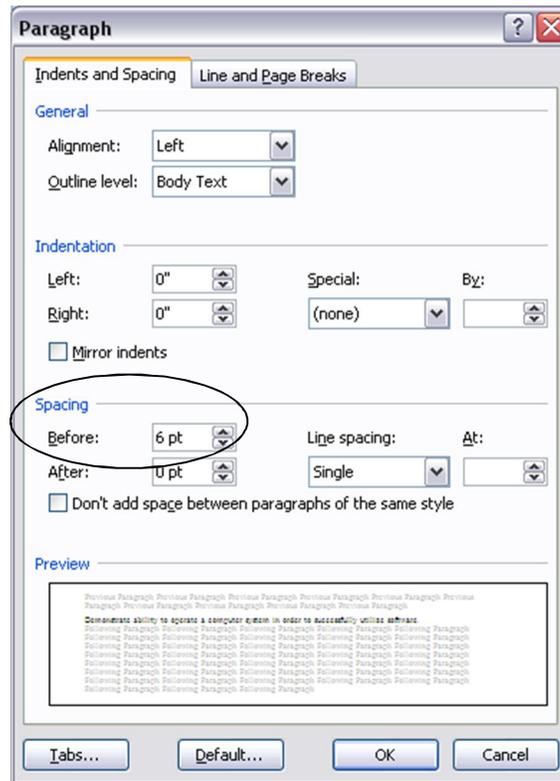


Fig. 2.13 Paragraph dialog box

Change the **Spacing > Before:** setting to **6 pt**, then click on **OK**

Click anywhere in the text to remove the highlighting (deselect it), 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**)

2.3 BULLETS AND NUMBERED LISTS

Numbered lists

For the next exercise you are going to use the Bullets and Numbering Styles in *Word 2010* to number each of the items in the Table of ISTE Foundational Teacher Concepts and skills 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.

Again, use the mouse and the **Shift** key to select (highlight) all the items in the body of the table (from **Demonstrate ability...** to **...roles of the learner and the educator**)

In the **Home Ribbon > Paragraph Group** click on the **Numbering Library** tool to drop down the menu of **Numbering options** (Fig. 2.14)

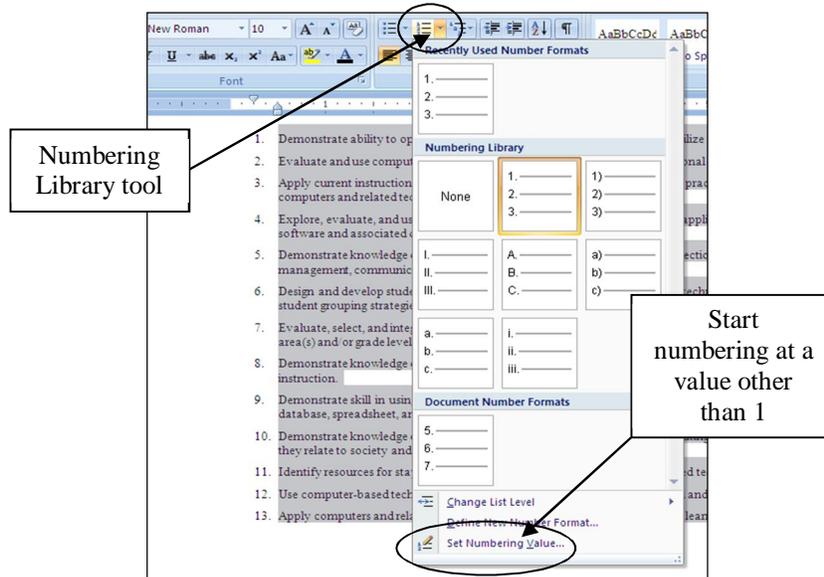


Fig. 2.14 Numbering Library menu

In the **Numbering Library** menu, click on the **first numbering option** (next to the None option)

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

If you wanted to start numbering from a number other than 1, you would do this by clicking on the last option in the Numbering Library menu (*Set Numbering Value...* Fig. 2.14 above) and, in the dialog box that pops up, you would set the **Set value to:** number (Fig. 2.15) at whatever value you want.



Fig. 2.15 Settings for Customizing a Numbered List

For our purposes, however, we want to start at **1**, so make sure the **Set value to: number** is **1** and click on **OK**

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 the Bullets tool from the Paragraph Group, and click on whatever style you wanted.

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

In the **Home Ribbon > Paragraph Group** select the **Bullets tool** (Fig. 2.16)

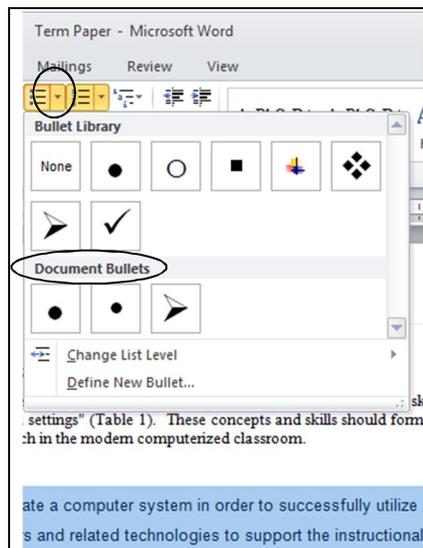


Fig. 2.16 Bullets tool menu

Click on the last menu item **Define New Bullet...** to bring up the **define New Bullet** dialog box (Fig. 2.17)

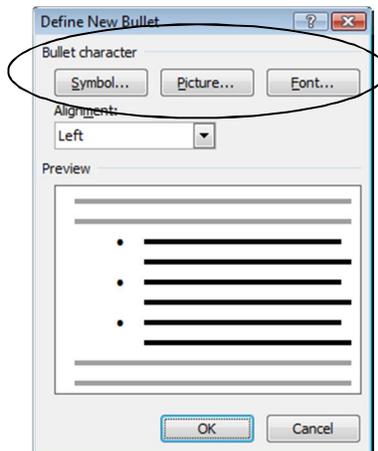


Fig. 2.17 Define New Bullet dialog box

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, which let you change the appearance of the bullets, then click on **OK** when you're done

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

Still in the **Define New Bullet** dialog box (Fig. 2.17), click on the **Symbol...** button to check out this option, and, as you can see, there is a multitude of different characters and symbols you can select for bullets for your bulleted lists

After you've spent a few moments checking out the **Symbol** bullet options, click on **OK**

Finally, you can select your own picture for a Bullet,

Still in the **Define New Bullet** dialog box (Fig. 2.17), click on the **Picture** button to bring up the **Picture Bullet** dialog box (Fig. 2.18)

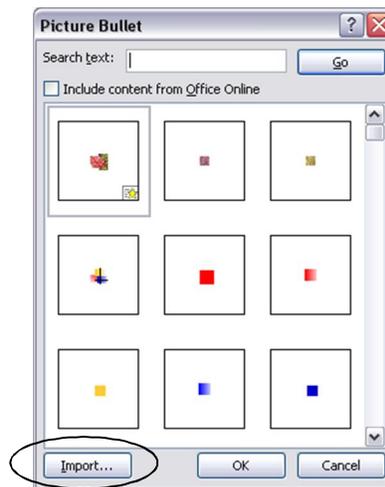


Fig. 2.18 Picture Bullet dialog box

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

If you wanted to design your own bullet 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 has been prepared in the *Miscellaneous Files* folder in your *Work Files for Office 2010*.

Click on the **Import...** button at the **bottom left** of the **Picture Bullet** dialog box (Fig. 2.18 above)

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

Navigate to your **Work Files for Office 2010** folder, **open** it, then open the **Miscellaneous Files** folder and, from the **Practice** folder, double click to 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 (Fig. 2.19).

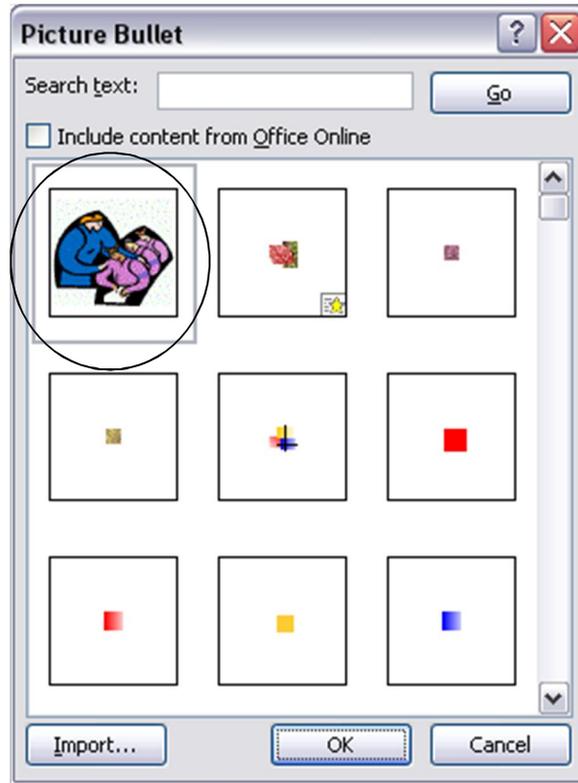


Fig 2.19 Teacher Bullet added to the set of Picture Bullets

Double click on the **Teacher bullet** picture to select it as the one you want to use in the Table, 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!

Let's face it, 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!

Did you save your work? Hit **Ctrl-s** before you forget.

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 something like Fig. 2.20 on the next page.

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

Table 1 ISTE Foundational teacher skills and concepts

Fig. 2.20 ISTE Table after a 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** (Fig. 2.21) just **2** hash marks to the **left**—that's *left*, not right! (a ¼" only—Fig. 2.21)

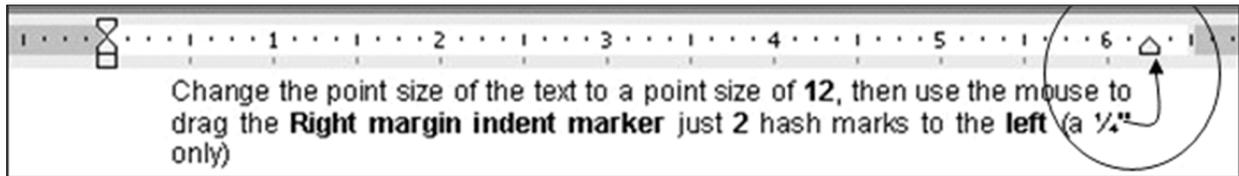


Fig. 2.21 The Right margin indent marker

The extra ¼" of space on the right side of the table will come in handy shortly when you put a border around it. But before you do that, first you need to push the caption at the bottom of the table down a tad to allow for the border.

Click to put the cursor at the beginning of the table's caption (before **Table 1 ISTE Foundational...**) and use **Home Ribbon > Paragraph** dialog box to increase the **Spacing > Before:** the caption to **12 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 once again to select **all 13** items in the table

Now, in the **Home Ribbon > Paragraph Group**, click on the arrow on the **Borders** tool (Fig. 2.22) to put the border around the highlighted section of the ISTE table

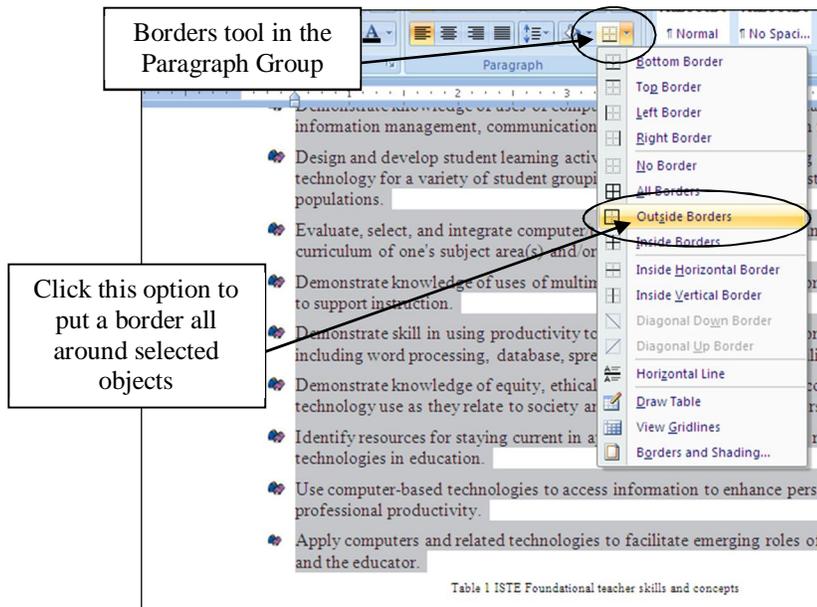


Fig. 2.22 The Borders tool

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 on Page 2 of the Term Paper document

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

2.5 USING TAB STOPS

Inserting Tab Stops

Let's take a short break from the Term Paper exercise and learn about Tab Stops using a new blank document.

From the **File** menu select **New**, then double click on the **Blank Document** icon

Tabs are very useful for lining up text in columns, as illustrated in Fig. 2.23.

Andrew	Freshman	186	90.35
Mary	Senior	95	85.50
Teresa	Sophomore	87	87.90
Bernard	Senior	210	100.00
Josephine	Junior	123	78.25

Fig. 2.23 Typical columnar organization of data

In the table in Fig. 2.23 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. Remember, the purpose of Tab Stops is to help you align data in columns, like in the table above. One thing you should never do in a word processor is try to line data up in columns using the space bar; this is a surefire recipe for getting things out of line. The exercise that follows will help you understand what Tab Stops are all about and how they work.

Notice the Tab selector icon immediately to the left of the Ruler bar towards the top left corner of the Word window (Fig. 2.24).

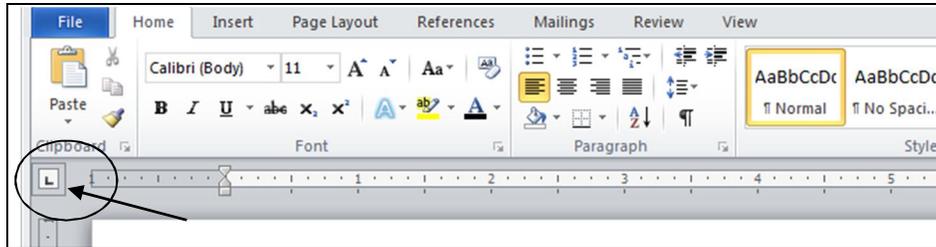


Fig. 2.24 The Tab selector icon to the left of the ruler bar

The Tab icon is set by default for **left alignment** (it even looks like the letter “L”). This means that, if you click anywhere along the ruler to set a Tab Stop while this tab icon is selected, a left Tab Stop will be set at that place in the ruler. If you use the Tab key on the keyboard to tab across to that Tab Stop, you will be left aligned on it, and any text you type will proceed to the right of the Tab Stop.

Fig. 2.25 shows the Tab Stops you should end up with for the correct alignment of the data in the table illustrated in Fig. 2.23 above.

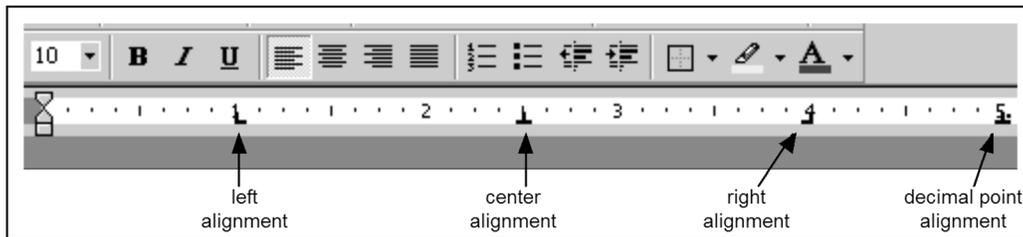


Fig. 2.25 Tab settings for the table in Fig. 2.23

Try the following to see how to select some of the other commonly used Tab Stops before using them to align data on a page of text.

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' and indicates that text aligned on it will be centered on it and move to either side of the Tab Stop, left and right, as you type)—it's the second Tab Stop in Fig. 2.25

Click again (a second time) on the **Tab icon button** and you'll see the icon for **right alignment** (this Tab Stop looks like a backwards 'L', indicating that text aligned on it will go to the **left** of the tab stop because it's aligned to the right—if you've never used Tab Stops before, that must sound confusing, but

you'll see how it works in a minute when you complete the exercises that follow)—the right alignment Tab Stop is the third one along the ruler in Fig. 2.25

Finally, click again (a third time) on the **Tab icon button** and you'll see the icon for **decimal alignment** (this Tab Stop looks like an upside down 'T' with a dot to denote the decimal point—this is for decimal numbers, like dollars and cents, for example, and makes sure everything is lined up on the decimal point)—check the decimal alignment Tab Stop on the right hand side of Fig.2.25

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.

Your task is to reproduce the table illustrated in Fig. 2.23 on the previous page. You'll need to begin by setting the four Tab Stops as they are illustrated in Fig. 2.25 above.

Click on the **Tab icon** to select the **left** Tab Stop and use the mouse pointer to click at the 1" hash mark on the ruler

Click on the **Tab icon** to select the **center** Tab Stop and use the mouse pointer to click at the 2 ½ " hash mark on the ruler

Click on the **Tab icon** to select the **right** Tab Stop and use the mouse pointer to click at the 4" hash mark on the ruler

Finally, click on the **Tab icon** to select the **decimal alignment** Tab Stop and use the mouse pointer to click at the 5" hash mark on the ruler

Now, with the Tab Stops in place, you can start to enter the data from the table in Fig. 2.23 on the previous page.

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 **rating value** that goes with the first name (notice how it is right aligned on the Tab Stop)

Hit the **Tab key** again, and enter the **test score** that goes with the first name (notice how the value is aligned on the decimal point)

Continue in this way until you have entered **all five (5) 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 positioning the cursor on the first of the student records, then position the mouse pointer one by one on each of the **Tab Stops** and dragging it down below the ruler, then **release the mouse button** to throw it away (this will mess up the layout of the data, but that's OK for now since you're just practicing)

You can also remove all the Tab Stops at one time. Here's how you do this.

Click on the second student record and then **double click** on any **one** of the **Tab Stops**

This brings up the Tabs dialog box (Fig. 2.26).

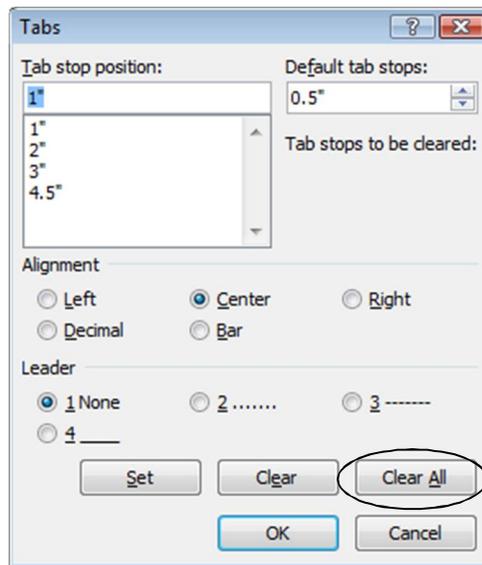


Fig. 2.26 The Clear All button in the Tabs dialog box

Now click in the Tabs dialog box on the **Clear All** button

There! All the Tab Stops are gone for that particular student record. To clear the Tab Stops for ALL the student records in one go, simply highlight all the records (Ctrl-a), double click on one of the Tab Stops in the ruler, and in the Tabs dialog box click on Clear All.

Close the document when you've practiced throwing away Tab Stops and **Don't Save** it; you only needed it to practice how to use Tabs

2.6 STYLE OF TEXT AND LINE SPACING

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 Home Ribbon.

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. **Boldface** will improve the section headers (*Abstract*, *ISTE Foundational Concepts and skills*, and *References*).

Start with the **Abstract** header on Page 1, select it and make it **boldface** (Ctrl-b)

Now apply **boldface** to the two other section headers (**ISTE Foundational Skills & Concepts** at the top of Page 2 and **Bibliography** 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 concepts and skills. Following this table, on pages 3 through 5, each skill or concept is taken one by one for further explanation. Your task is to underline just the skill or concept at the beginning of each of the 13 sections on pages 3 through 5 and not including the number of the concept—underline just the line or two immediately after the number and ahead of where that skill or concept is further explained (Fig. 2.27).

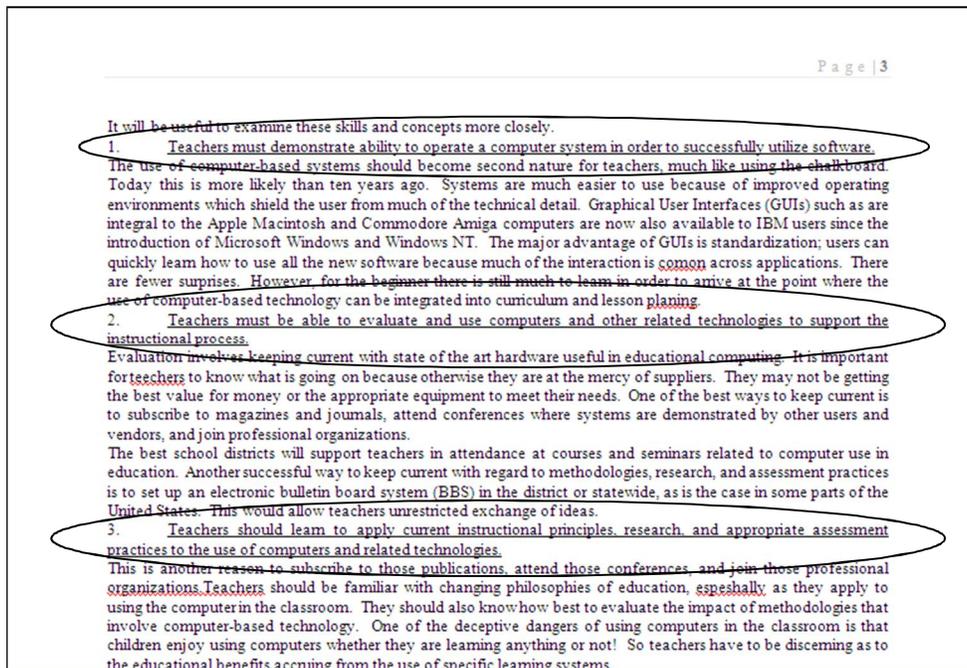


Fig. 2.27 Underline each of the Skills or Concepts

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 skill or concept (after the period at the end of the word "...software.") and press **Ctrl+u**

That's all there is to it. Go ahead now and underline the other 12 skill or concept section titles.

Don't forget to **save your work** when you're finished underlining

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 press **Ctrl+i**

Line spacing

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

Select the entire paper by pressing **Ctrl+a (Select All)**

Now from the **Home Ribbon > Paragraph Group**, click on the **line spacing** icon (Fig. 2.28) and select **2.0** for double-spacing

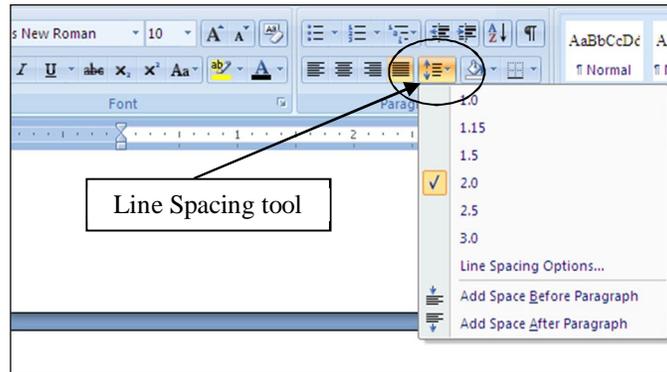


Fig. 2.28 The Line Spacing tool

Notice how the line spacing increases by degrees. Your document was set in single spacing when you loaded it from the *Work Files for Office 2010*. 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 (Ctrl-a then go back to the Line Spacing tool again and select single spacing—1.0)** so that there are not too many pages to print out at the end of the tutorial

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

2.7 INDENTING TEXT

Adjusting (moving) the Indent Markers

You practiced doing this in Lesson 1, but maybe you need more practice since these indent markers can be tricky for some.

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 the *Left Indent* if the rest of the lines in the paragraph are lined up on the left margin, or a *Hanging Indent* if the rest of the lines in the paragraph are lined up to the right of the *First line indent*). So 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. 2.29).

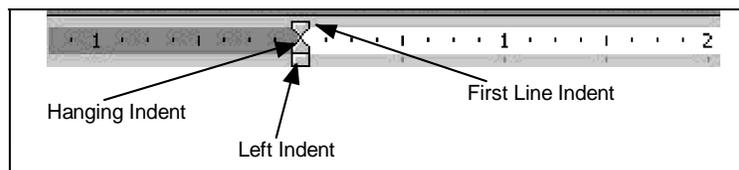


Fig. 2.29 The indent markers in the ruler bar

There are three indent markers on the left side of the ruler bar, one above the other, as illustrated in Fig. 2.29 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. 2.29 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* on the bottom—see Fig. 2.29 above) **all three of the markers move together**. When you drag on the triangular *hanging indent marker* that sits on top of the left indent marker, **both the left indent marker and the hanging indent marker move together**, leaving the first line indent marker behind.

The left indent marker 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. 2.30A).

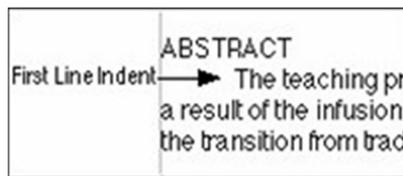


Fig. 2.30A

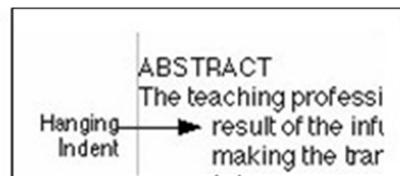


Fig. 2.30B

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. 2.30B on the previous page).

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. 2.29 on the previous page)

Hold down the mouse button and drag this **First Line Indent marker** across **half an inch** (to the ½" hash mark), then click anywhere to remove the highlighting

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. Fig. 2.31 illustrates what we're looking for here.

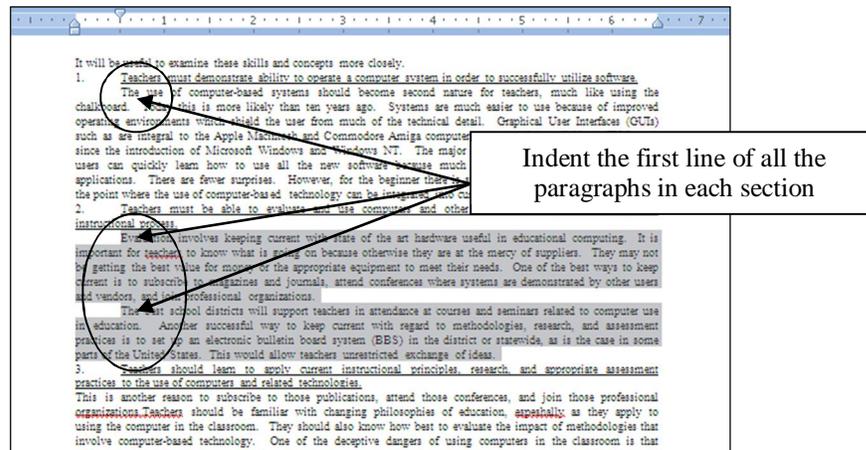


Fig. 2.31 Indenting the First line of paragraphs

Let's do the first numbered section (Skill or Concept 1) together, so you see what is required.

Scroll to Page 3 and 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** (to the ½" **hash mark**), just as you did for the Abstract on page 2

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. You might be thinking to yourself: "Self, why the heck is he making me do this over and over again?" Well, practice makes perfect, and by the time you're finished with this tutorial, you'll feel pretty pleased about what you've learned.

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. A hanging indent 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. 2.32).

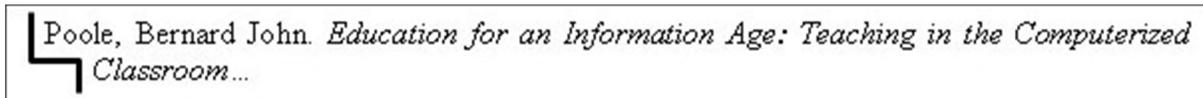


Fig. 2.32 An example of a Hanging indent

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 Bibliography 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 $\frac{1}{2}$ " to the **right (4 hash marks)**, 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. 2.30B a couple of pages back. Notice how the references are nicely indented after the first line. That's just the way it should be.

To reinforce this skill, 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 hanging indent just $\frac{1}{4}$ " instead of the current $\frac{1}{2}$ ". Let's do the first one together so you can see what is required.

Fig. 2.33 illustrates how it should look when you're done.

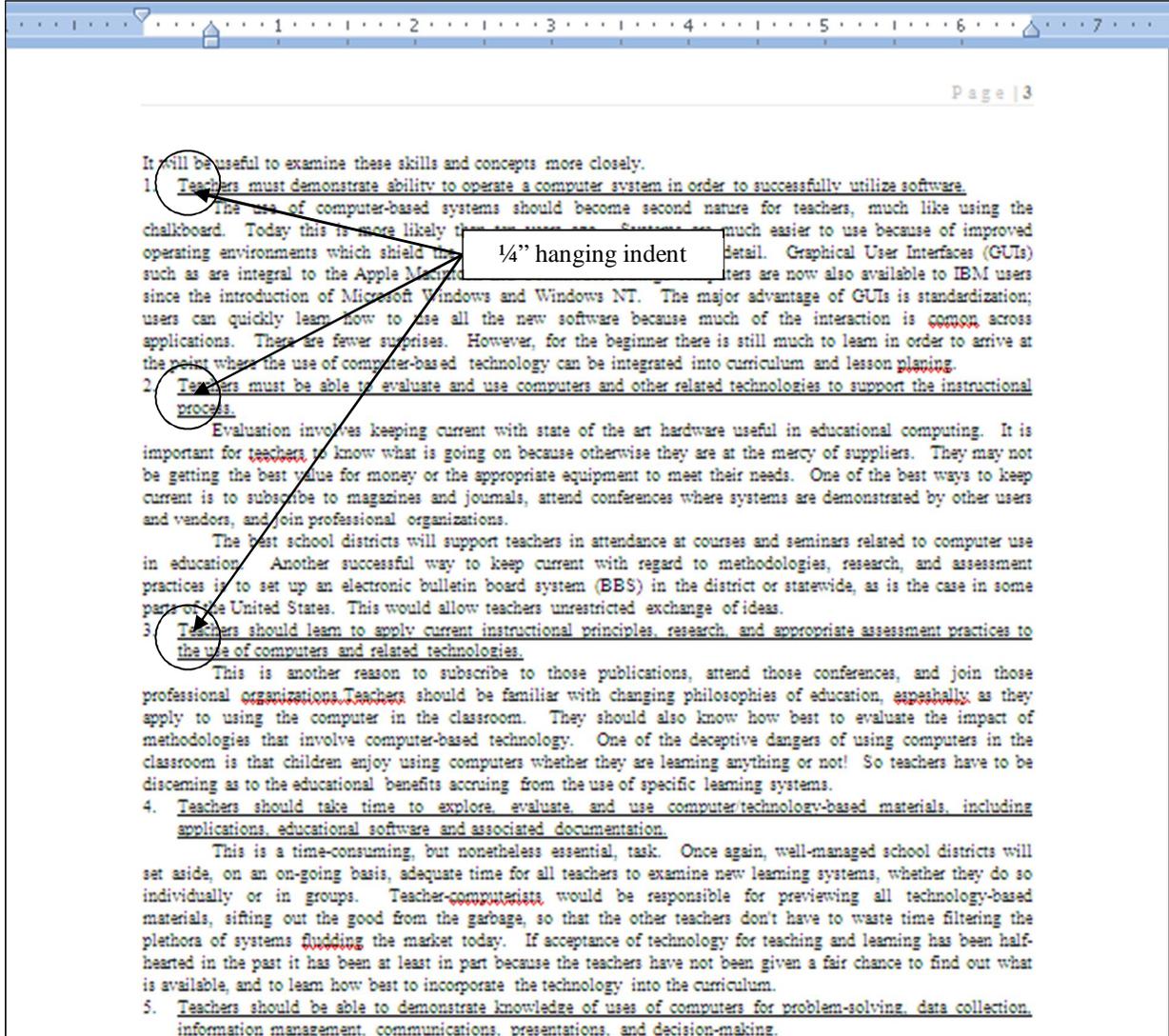


Fig. 2.33 Hanging indents for the numbered items in the Term Paper

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 (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** so they end up looking like those illustrated in Fig. 2.33—**save** your work when you are done

2.8 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. The rest of the paper before and after the two-column section will be single column as usual.

Here are the steps to do this.

Position the **insertion point cursor** at the top of page 3 (immediately before the text: ***“It will be useful to examine...”***)

In the **Page Layout Ribbon > Page Setup Group** select **Breaks** to show the **Page Breaks** dialog box (Fig. 2.34)

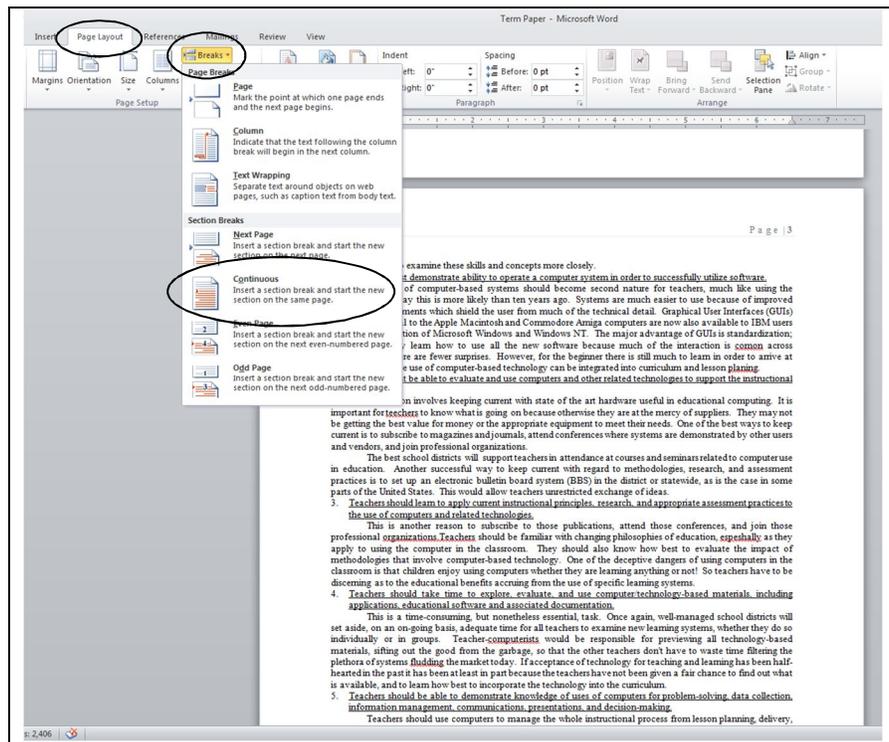


Fig. 2.34 Inserting a Continuous section break

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 **Breaks** menu, in the **Section Breaks** section, click on the **Continuous** option to tell *Word* to stay on the same page for the new section

Check the page number in the header of Page 3. It may have disappeared depending on your *Word 2010* setup!

If necessary, to restore the page number on page 3, first **double click** in the **Header section** at the **top** of the page so you can work in the Header section (Fig. 2.35 on next page)

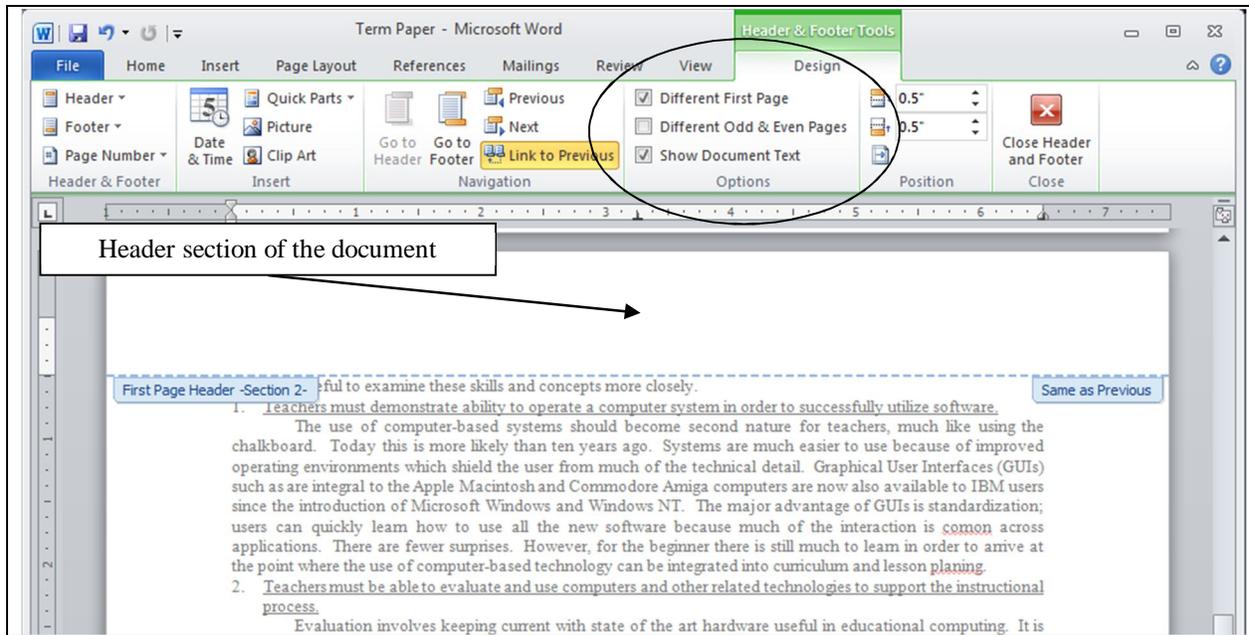


Fig.2.35 Working in the Header section

Notice that the *Header & Footer Tools Design Ribbon* is now shown. The reason the page number disappeared is because we originally told *Word* that we wanted the *First Page* of our document to be treated *Differently*, with no page number there. So we need to change that setting by turning off that switch (the check mark or tick next to *Different First Page*) in the *Design Ribbon > Options Group*.

In the **Design Ribbon > Options Group**, click to remove the **check mark (tick)** in the box next to **Different First Page**

Now **double click below the header**, In the **middle of page 3**, say, so you can work in the main body of the *Term Paper* text again

There. That restores the page number on the first page of the new section.

You won't notice any other change in the document yet, but you have told *Word* that the text that follows the cursor is a section of its own and can be treated differently from the rest of the paper.

Now we don't want the *entire* rest of the document to be treated as the same section. The Bibliography section will be single column, too, like pages 1 and 2 of the *Term Paper*. So what we have to do next is mark the end of this new (continuous) section we just created.

Scroll down to the **end of the document**, click immediately **before** the Section header **Bibliography** and, In the **Page Layout Ribbon > Page Setup Group** select **Breaks** to show the **Page Breaks** dialog box (Fig. 2.34 on the previous page)

In the **Breaks** menu, **Section Breaks** section, click on the **Continuous** option again to tell *Word* to stay on the same page for the new, final section of the paper

OK, you have divided the paper into three sections: Pages 1 and 2 are the first section; Pages 3-5, not including the Bibliography, are the second section; and the Bibliography is the third section. Now you're ready to make the middle section of the paper two-column.

First click **anywhere on page 3** so that the cursor is somewhere inside the **second or middle section** of the paper

Next, In the **Page Layout Ribbon > Page Setup Group** click on the **Columns** icon (Fig. 2.36) and click on **Two** columns from the columns pop-up menu

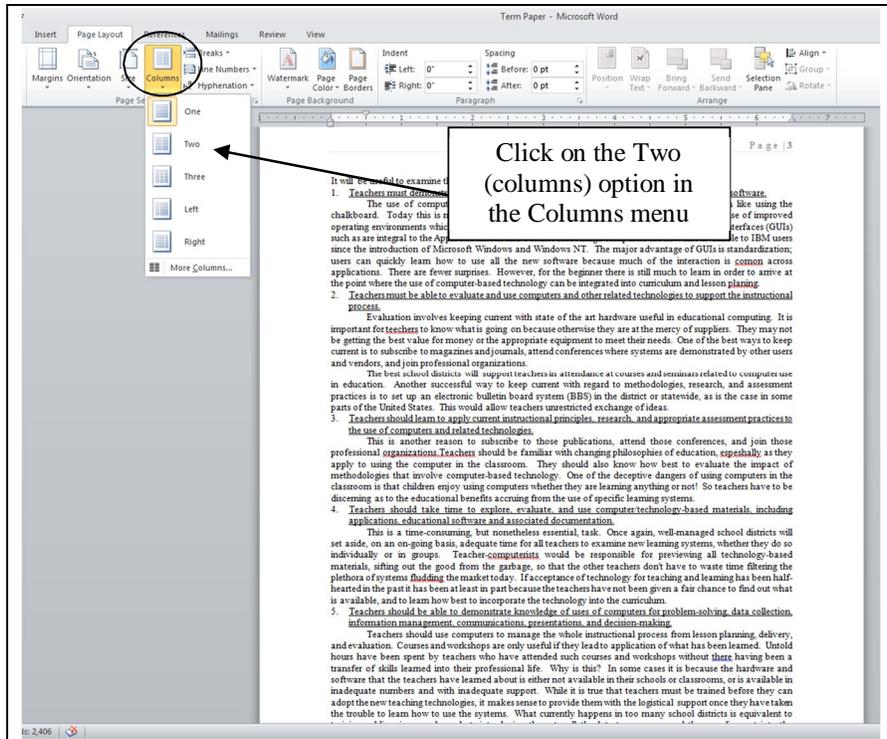


Fig. 2.36 The Columns tool in the Page Layout Ribbon

Scroll to the top of Page 1 of the Term Paper document, notice that Page 1 is still single column text, then scroll down through the document to the end to take a look at the difference the Columns tool makes

Notice that everything from page 3 on is now in two-column format, except the Bibliography section at the end. If you had not used the section break, your whole document (including the Title lines, the Abstract, the ISTE Table, and the Bibliography section) 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.

Scroll down to the **end** of the Term Paper, if you aren't already there

Notice that the Bibliography section needs to be visually separated from the two-column text on Page 5. This is simple enough to do.

Position the cursor immediately before the word **Bibliography** and **Hit Enter twice**, then **Save** the document again

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.

2.9 FINDING AND REPLACING TEXT

It is surprising how often the *Word Find* (Ctrl-f) and *Find and Replace* (Ctrl-h) functions come 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 and change it or correct a misspelling. 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 don'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 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:

Teachers cannot be expected to use computer-based learning systems effectively unless they acquire these skills and assimilate these concepts.

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 **right 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 **Home Ribbon > Editing Group** select **Find**)

Word now displays the Navigation frame on the left side of the window (Fig. 2.37).

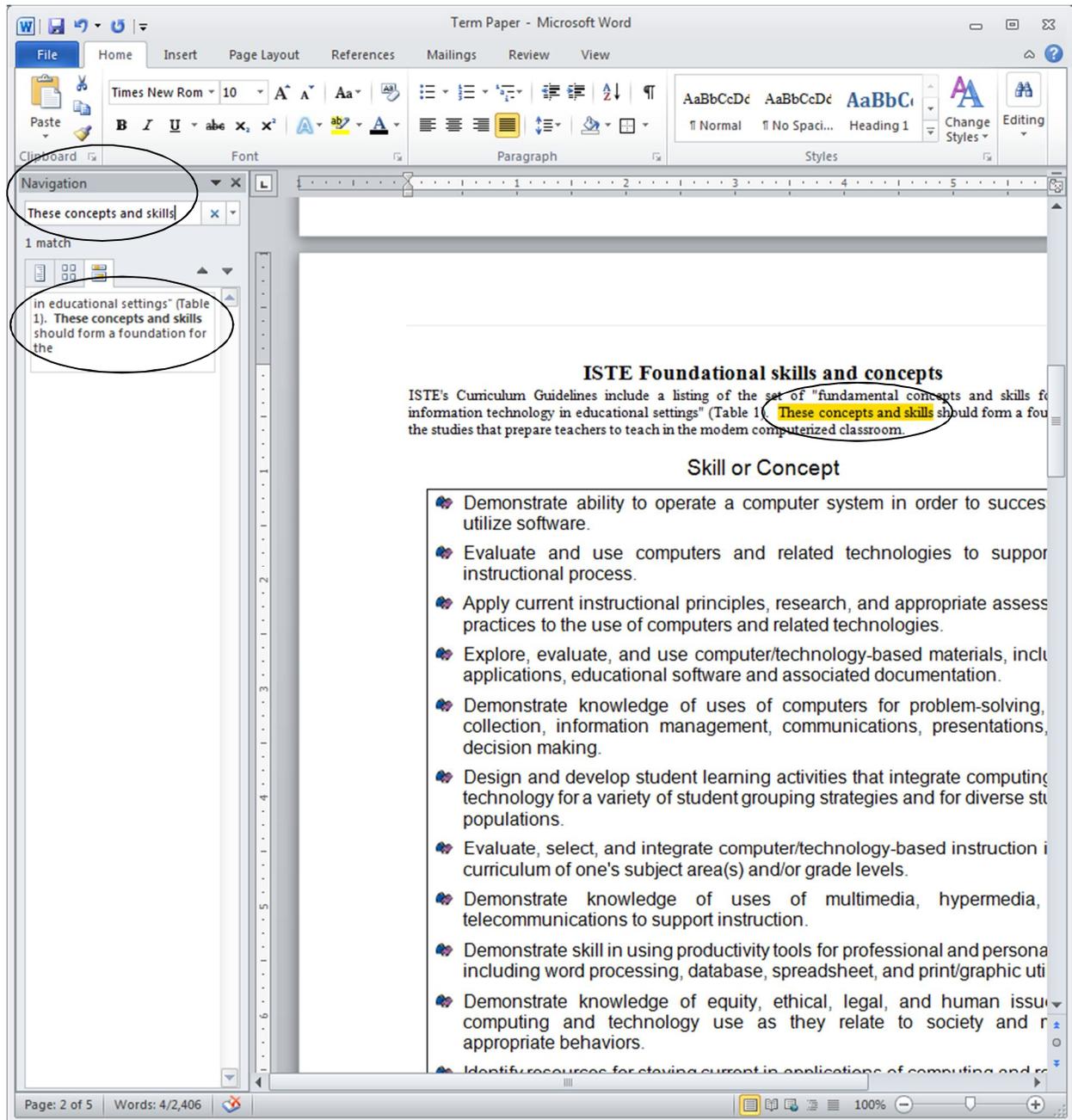


Fig. 2.37 The Navigation frame for the Find function (Ctrl-f)

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 skill**”) is long enough to probably be *unique*. This will more unerringly locate the exact string of text you’re looking for. If you simply typed “These” you would find many “hits”—locations where the word occurs. Likewise, if you typed “These concepts” you might find more than one hit, though, as it happens, the phrase “These concepts” does only occur once in the document, so it would do as well as “These concepts and skills” for

the search. The point is that you are trying to find a unique phrase which will take you directly to the point in the document where you want to add the new sentence.

This trick of finding a unique phrase for a search is useful to be aware of for other purposes, such as when you are trying to find information in Google. Perhaps, as a teacher, you suspect that one of your students has plagiarized for a paper. Taking out a phrase from the paper and using it for a search in Google can quickly tell you if your suspicions are correct.

Back to the exercise at hand. *Word* now needs you to enter the text for the search. To make sure the phrase is unique, you had better be prepared to type "**These concepts and skills**" as your search text.

Start typing **These concepts and skills** (including the uppercase "T") in the **Navigation** data entry box, but watch what happens as you type each character of the phrase—as you type the **T**, *Word* immediately highlights **every uppercase T** in the document and tells you there are **70 matches**; as you continue and type **Th**, *Word* highlights the smaller subset of that sequence of characters (27 matches)

Continue to type one more character at a time until there is only 1 match found—surprisingly, for this document and for this search, a unique match will be identified after you have typed only the characters **Thes**

How about that! Look now at the highlighted phrase in the document and you will see that this small string of characters is indeed the start of the phrase you're looking for. This is a much improved search function for *Office 2010*, compared to that designed for earlier versions of the software. It means that, while you may have a search string in mind, you only need to type as much of the string as is necessary to identify the unique text you are looking for.

If you mis-typed the search text so that *Word* is unable to find it, the search will conclude with a "No Matches" advisement and you would have to try again with a corrected sequence of characters or another phrase altogether.

Once the search is successful, the text you have been looking for is remains 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 cursor 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 multiple 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 on Page 1

Press **Ctrl+h** or, in the **Home Ribbon > Editing Group** select **Replace**

Word presents the Find and Replace dialog box with the Replace tab selected in the set of index options (Fig. 2.38).

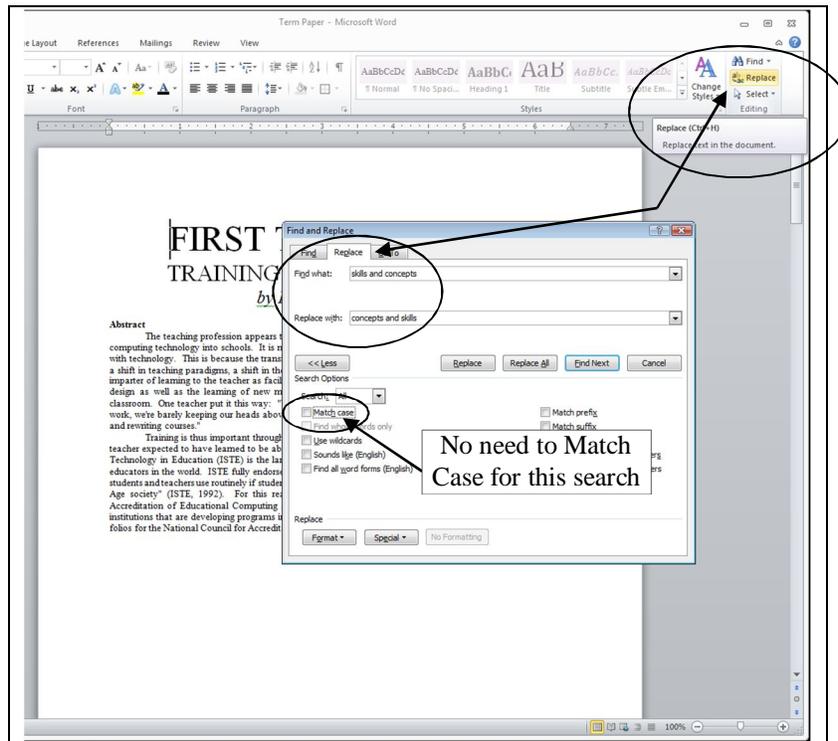


Fig. 2.38 Replace options in the Find and Replace dialog box

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 light blue Title bar at the top of the Find and Replace dialog box.

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 ("concepts and skills") is sufficiently unique for you to go ahead and Replace All occurrences.

Click on the **Replace All** button

Word may take a few seconds to make the changes, depending on how fast your Windows computer is. 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.

2.10 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 within 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 throughout a teacher's career...**

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 the whole paragraph. Now that the passage is selected (highlighted), you must **cut** it to the **clipboard**.¹

Press **Ctrl+x** (or from the **Home Ribbon > Clipboard Group** click on the scissors icon to **Cut** the paragraph out of the paper)

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, but *before* the Bibliography section.

Scroll to the end of the document and locate the word: **Bibliography**

Click to position the **insertion point cursor** immediately after the paragraph that ends "...**professional work with children.**"

Hit the **Enter** key **twice** to go to a new line and also in order to insert an empty line of white space after the 13th concept, and then hit **Ctrl+v** (or from the **Edit** menu select **Paste**)

If necessary, make any corrections to spacing and so forth so that the inserted paragraph follows directly on from the previous paragraph

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

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 in the Bibliography.

When 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 Page 2. 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 2.

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

Hold down the **Shift key** while you click at the end of 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 to the **top of the second page** of the document and click to **position the cursor** at the **top** of this **second page** (immediately before the section header "**ISTE Foundational concepts and skills**")

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 the **Enter key 3 times** to space down after these title lines

Use the scroll bar to check the effect of the copy operation

Uh-oh, look at the Table. The end of it has slipped down onto Page 3 as a result of the copying of the Titles to the top of Page 2. That's easy enough to fix.

Highlight the **13 Concepts and Skills** listed in the table (From "**Demonstrate the ability...**" all the way down to "**...learner and the educator.**") And change the **font pt size** from **12 pt** to **10 pt** or **11 pt**

Press **Ctrl+s** again to save the changes

2.11 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 already may have noticed, 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—it depends on *people* 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 teacher knows. Get into the habit of always looking up words that are new to you when you come across them in your reading.

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 dictionary 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 **Review Ribbon > Proofing Group** select **Spelling & 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

2.12 ADDING GRAPHICS TO A WORD DOCUMENT

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 Ribbon > Illustrations Group** click on the **Picture icon**

In the **Insert Picture** dialog box, navigate to the **Work Files for Office 2010 folder**, open it, then open your **Miscellaneous Files folder**

Open the **Alphabet** folder and **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.

If you don't see the handles around the "T", click on the **picture** of the "T" to select it (see Fig. 2.

In the **Picture Tools Format Ribbon > Arrange Group**, click on the **Text Wrapping tool** (Fig. 2.41)

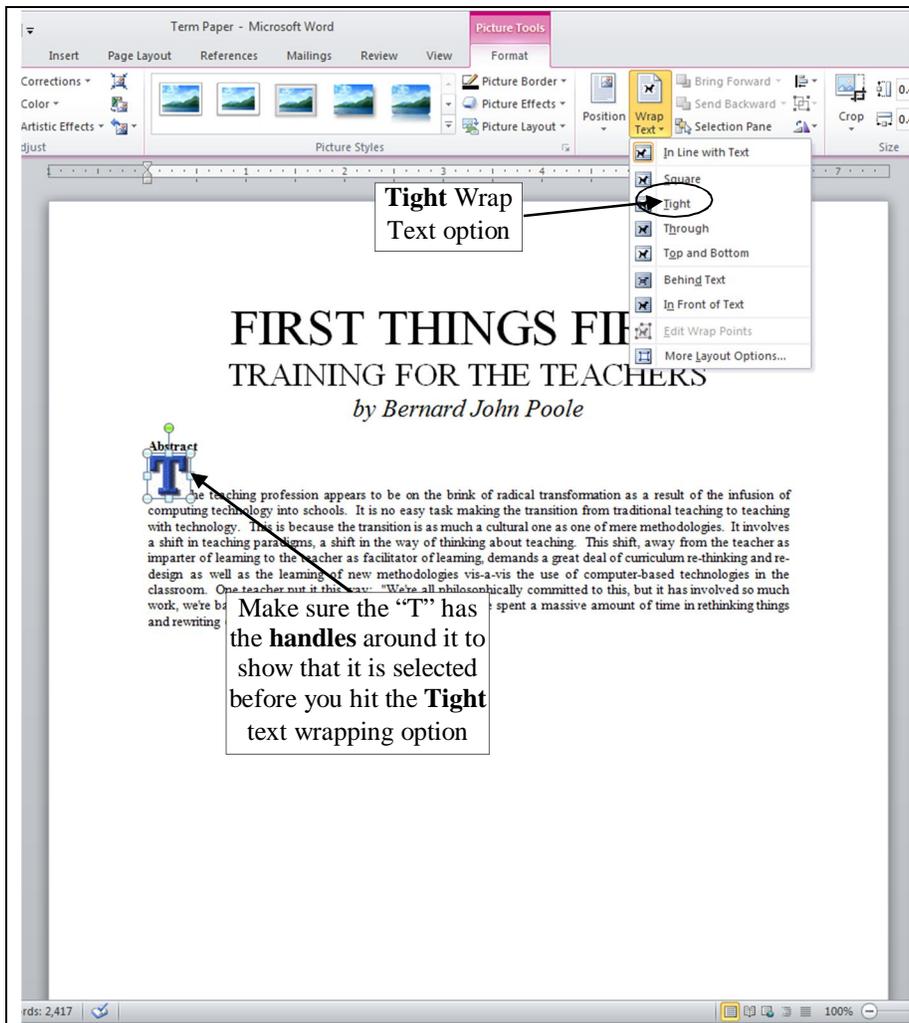


Fig. 2.39 The Tight Text Wrapping tool in the Picture toolbar

From the drop-down menu of Text Wrapping options, select the **Tight** option (Fig. 2.39 above)

That's all there is to it! The first letter of the first sentence of the Abstract is now neatly wrapped around by the text, adding a touch of visual interest to the page. There is one small problem you may still have to fix, though. The section header “Abstract” may have been pushed over to the right by the graphic T. If this is the case in your document, here’s how to fix that.

Click on the **T graphic** to select it (the handles will be around it) then hit the **down arrow key** in the **lower right** of your keyboard a couple of times to **nudge the graphic down** till the word **Abstract** is once more aligned to the **left margin** of the page and the **top edge of the T graphic** is aligned with the text on the first line of the Abstract

Now it's your turn. Fig. 2.40 shows you what this next exercise entails.

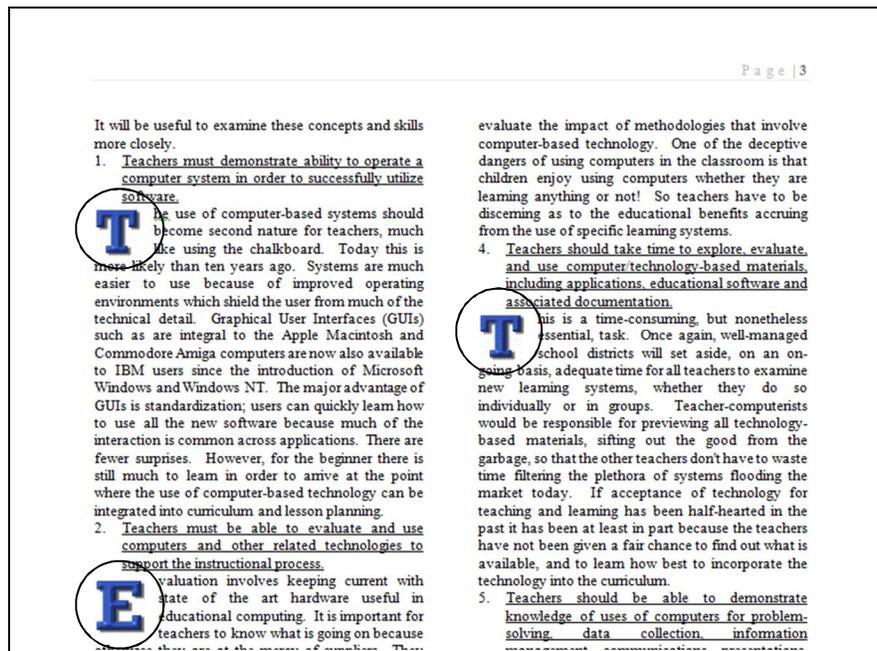


Fig. 2.40 Text wrapped around a graphic

At the very beginning of the explanatory text for **each** of the sections on **pages 3 through 5** that discuss the 13 ISTE Teacher Concepts and skills (see examples above in Fig. 2.40), remove the **First line indent** from the **first paragraph** of each section, then replace the capital letter with a **Text Wrapped picture** of the appropriate **letter of the alphabet** from the **Alphabet** folder, and **wrap** the **text** around it—there will be **thirteen letter graphics in all**—one for each concept or skill

Save your work when you are done

2.13 CREATING A TABLE CONTENTS

You’re almost done with the tutorial. It is sometimes useful to put a Table of Contents (TOC) at the beginning of a longer document and there are appropriate ways of doing this. You are going to add a TOC on a page by itself right after the Title page (Page 1). So the TOC will become Page 2 of the Term Paper document.

Fig. 2.41 illustrates how the TOC will look when you have completed this exercise.

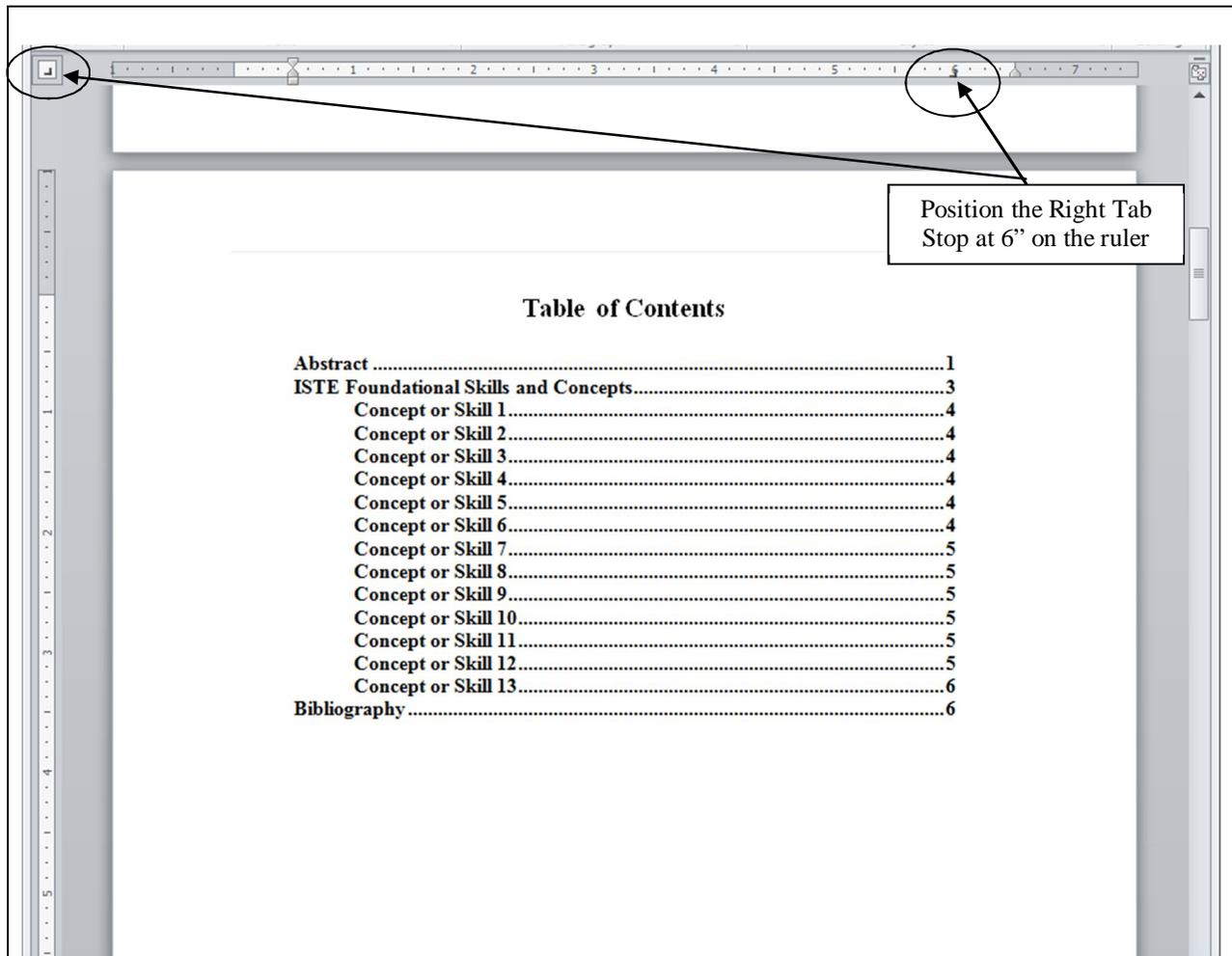


Fig. 2.41 Finished Table of Contents

Click to put the cursor at the **end of the Abstract on Page 1**

In the **Insert Ribbon > Pages Group** click on **Page Break**

Notice that the font size is still 10 pt because that is the font pt size of the title Abstract text. You need to change that to 16 pt.

In the **Home Ribbon > Font Group**, change the pt size to **16 pt**, select **boldface**, in the **Home Ribbon > Paragraph Group** select the **Centered** option, then type **Table of Contents**

Hit **Enter** twice, then select **Left justify** for the items that go in the Table of Contents and change the font pt size to **12 pt**

Move the **Left Indent Marker** to the $\frac{1}{2}$ " **hash mark** on the ruler, then type **Abstract** for the first item in the TOC

Now you need to set a Tab Stop for the right edge of the TOC where you want all the page numbers to line up on the right (Fig. 2.41).

Click on the **Tab Stop tool** (over on the far left of the Ruler bar) **twice** to change the stop to **Right Tab**, then click on the **ruler** at the **6" hash mark** to place the **Right Tab Stop** there (see Fig. 2.41 again)

Now, with the **tip of the mouse pointer** positioned on this **Right Tab Stop** at the **6" hash mark**, **double click** on the **Tab Stop** to bring up the **Tabs dialog box** (Fig. 2.42)

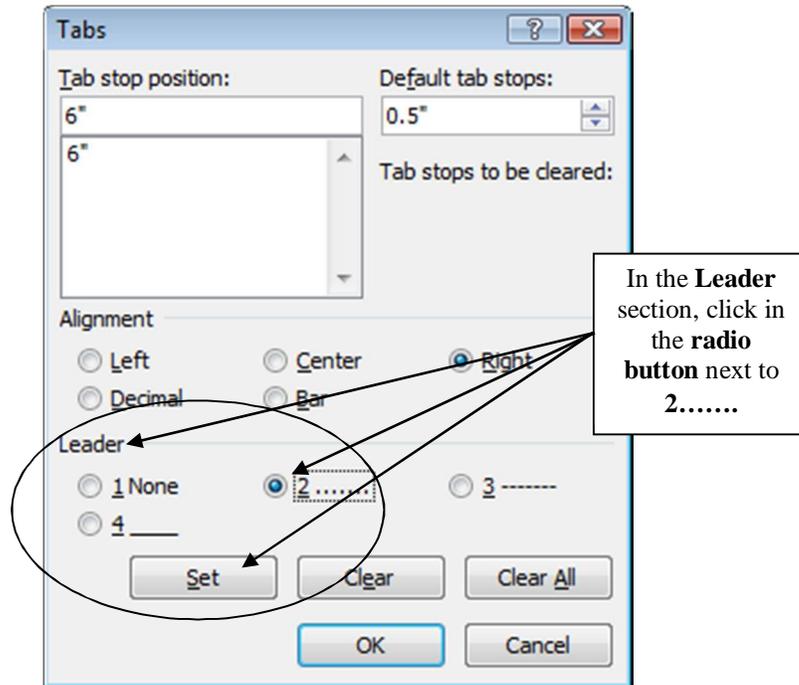


Fig. 2.44 Tabs dialog box

In the **Leader** section of the dialog box, click in the **radio button** next to **2.....**, click on the **Set** button, and click on **OK**

Now hit the **Tab key** on the keyboard to put a line of dots all the way across the page as far as the **Right Tab Stop** (these dots are called **dot leaders** and they help the eye flow across the page to the correct page number relative to the item in the Table of Contents to which it refers)

Type the page number **1** and hit **Enter**

Now type up the rest of the TOC as per Fig. 2.41 on the previous page, moving the **left indent marker** to the **1" hash mark** for the **13 Concepts or Skills**, and back to the **1/2" hash mark** for the **Bibliography** item

Save the document when you're done creating the TOC

Printing the document

At some convenient time¹, 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.

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

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.

LOOKING BACK

You have practiced using several new features of *Word*. The Find and Replace, Cut and Copy text functions 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 now that you know how.

The Term Paper document 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. Software such as *Word 2010* 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 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

may be waiting in line for the printer.

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. 79-81 which will help you create the Courseware Evaluation Template illustrated in Fig. 2.31A and 2.31B on pages 77 and 78.

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): _____

<p>For administrative use only</p> <p>Vendor: _____</p> <p>Address: _____ _____</p> <p>Phone: (____) _____ - _____</p> <p>P.O. #: _____</p>
--

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. 2.31A 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:

Fig. 2.31B 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 $\frac{1}{2}$ " 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 ¼" hash mark on the ruler (that's two hash marks before 1"), and click again at the 1 ¼" 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).

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**)

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.