

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 2016* 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 these two settings are the way you need them to be.

Open a **New blank document** in **Word** and click on the **View** tab to bring up the **View Ribbon**, then locate the **Show Group** and, if necessary, 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).

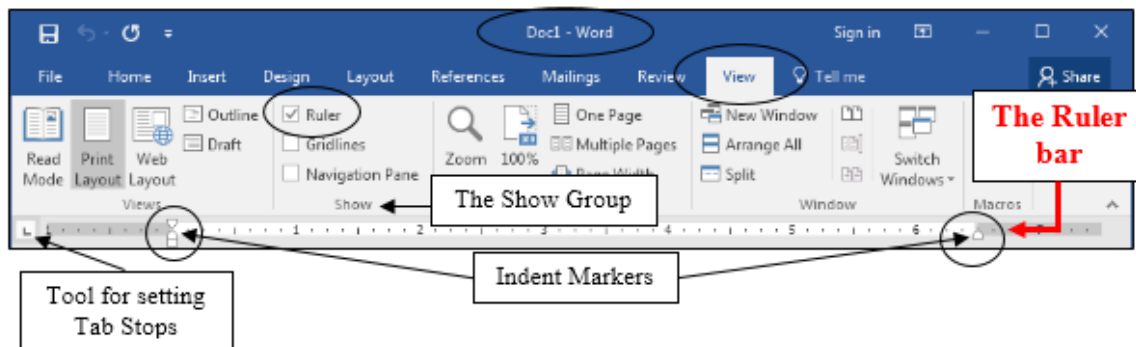


Fig. 2.1 The *Office 2016* ruler

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

Click on the **Home Ribbon Tab**, then in the **Styles Group** (Fig. 2.2), click on the icon for **No Spacing**

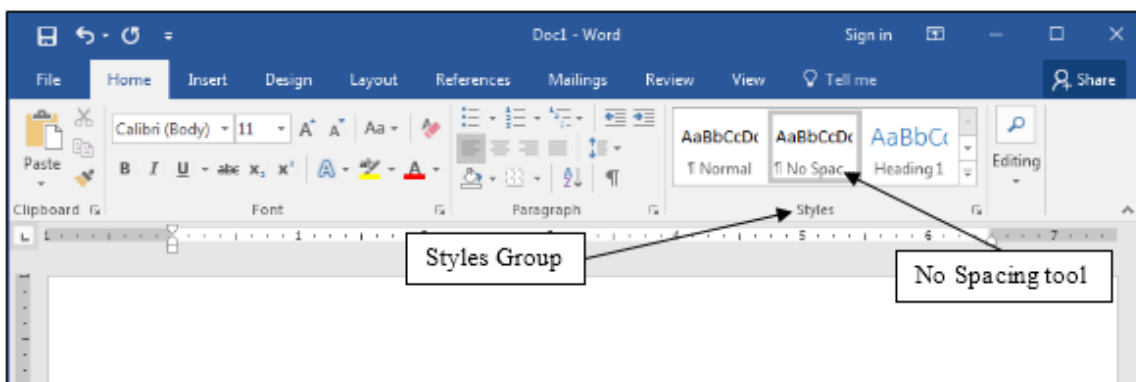


Fig. 2.2 The Styles Group No Spacing tool

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 2016* come with a document prepared for the exercises in this tutorial.

Make sure you have in one of the computer's USB ports your **USB drive** containing your **Work Files for Office 2016**

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 2016*. Here are the steps to open it.

From the **File** menu select **Open**, then in the **Backstage View** click on **Browse**

In the **Open dialog box** that pops up, scroll if necessary in the **left hand frame** in order to locate the **USB drive icon**, then **click once** on the icon in order to open it

Now navigate to the **Work Files for Office 2016** folder and **double click** on it to open the folder, then **double click** to open the **Miscellaneous Files** folder

There are five folders in the Miscellaneous Files folder: *Alphabet*, *Merge Documents*, *Other Documents*, *Practice Documents*, and *Templates*. The document you are going to use for this set of exercises is in the *Practice* folder.

Double click on the **Practice Documents** 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, including fixing grammar and spelling errors that have been purposefully introduced. But you do not want to lose this original version of the Term Paper, so you need to first save it somewhere else on your USB drive. The ideal place will be 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** Backstage View, click on **Browse**

In the **Open dialog box** that pops up, scroll if necessary in the **left hand frame** of the dialog box in order to locate the **USB drive**—then **click once** on the icon in order to open it

Now locate and **double click** on the **Work Files for Office 2016** folder to open it, and **double click** to open the **Data Files** folder

Finally, **double click** to open the **Word Documents** folder and click on **Save**

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

You are ready to begin work.

Inserting Page Numbers

It would be useful to insert page numbers in the Term Paper for easier reference as you work your way through the remainder of this tutorial. You can insert page numbers in either the header or the footer of your document. *Word* takes care of keeping the numbers sequenced as your page numbering changes. You can also set the starting page number if you should want to start page numbering at some number other than 1. You will learn how to do this later in this lesson.

Here, then, is 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 (Fig. 2.3).

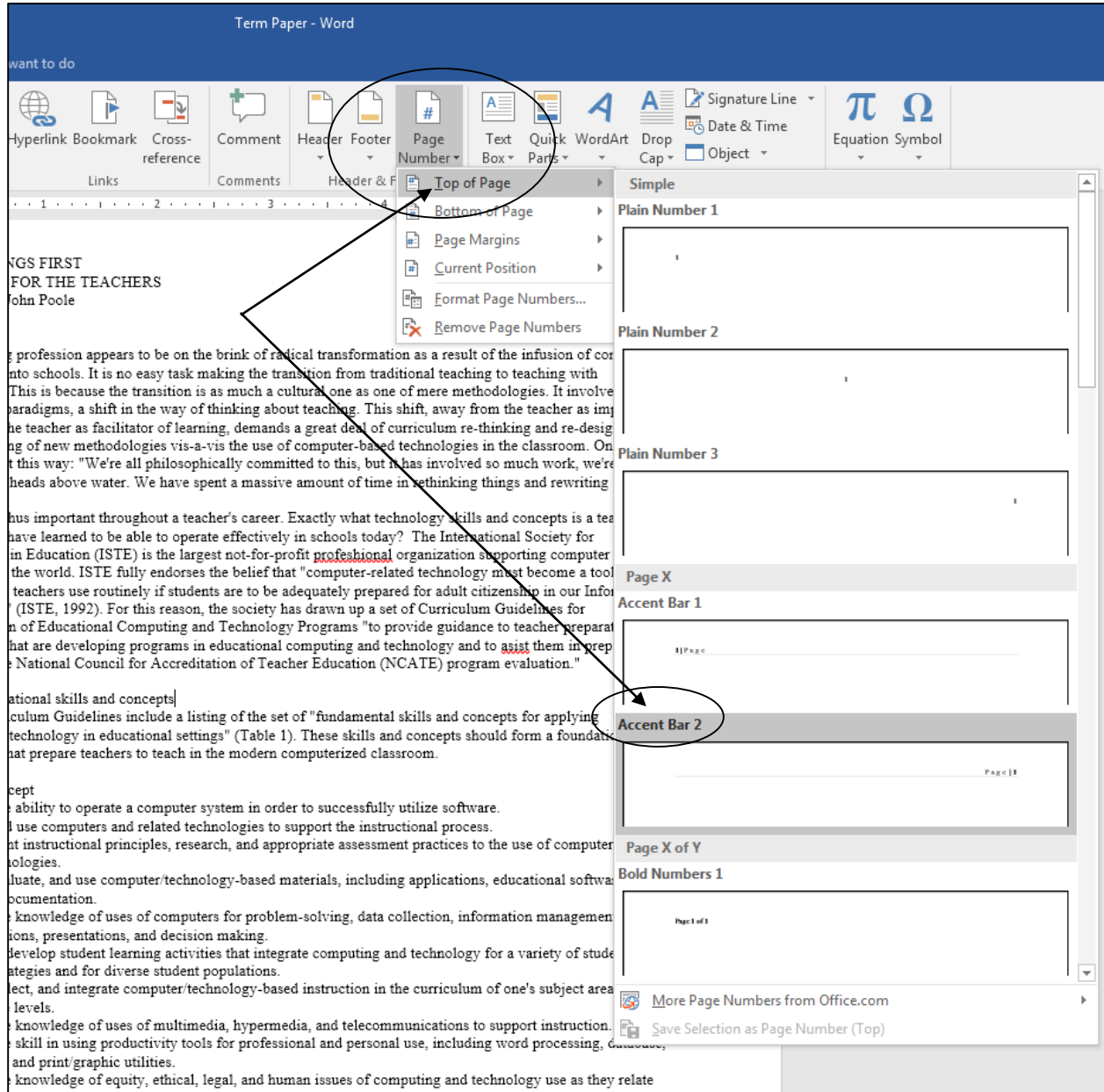


Fig. 2.3 Page Numbering options

Click on the **Top of Page** option to show the menu of **page number styles** for the top of the page (Fig. 2.3 above), then, in the sub-pop up menu, 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 waiting in the Header section of the page where you just inserted the Page Number. Notice, also, that the *Header and Footer Tools > Design Ribbon* appears at the top of the *Word 2016* window (Fig. 2.4). In other words, you are now working in the Header section of the Term Paper document.

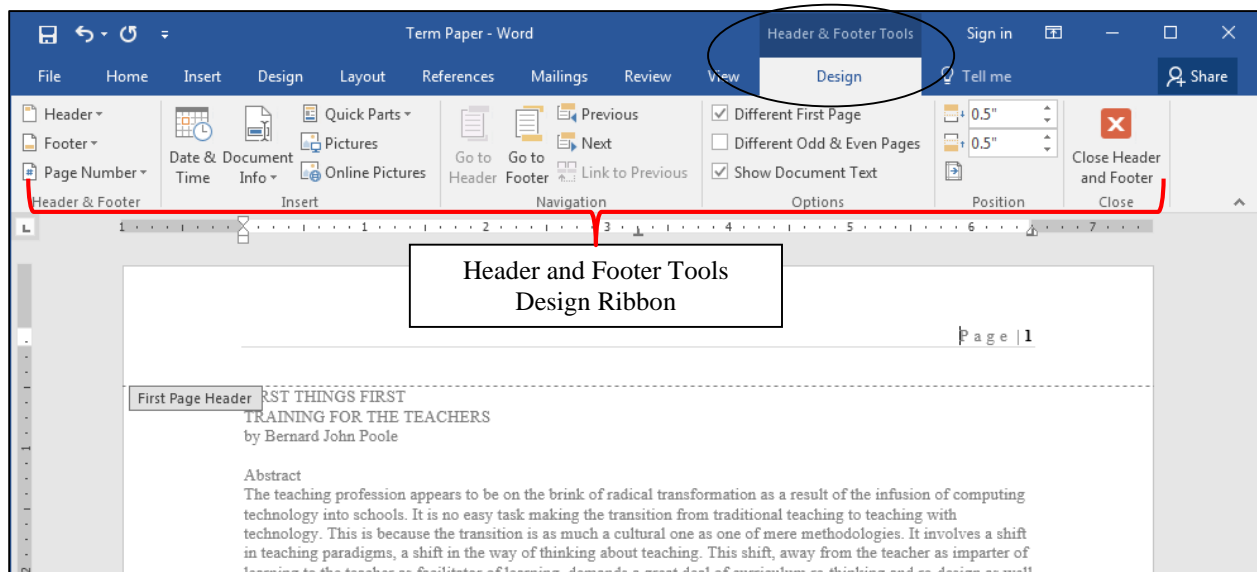


Fig. 2.4 Opting for *Different First Page* (no page number on the first page)

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

In the **Header and Footer Tools Design Ribbon > Options Group**, click to **place a check mark/tick** in the box next to **Different First Page** (Fig. 2.5)

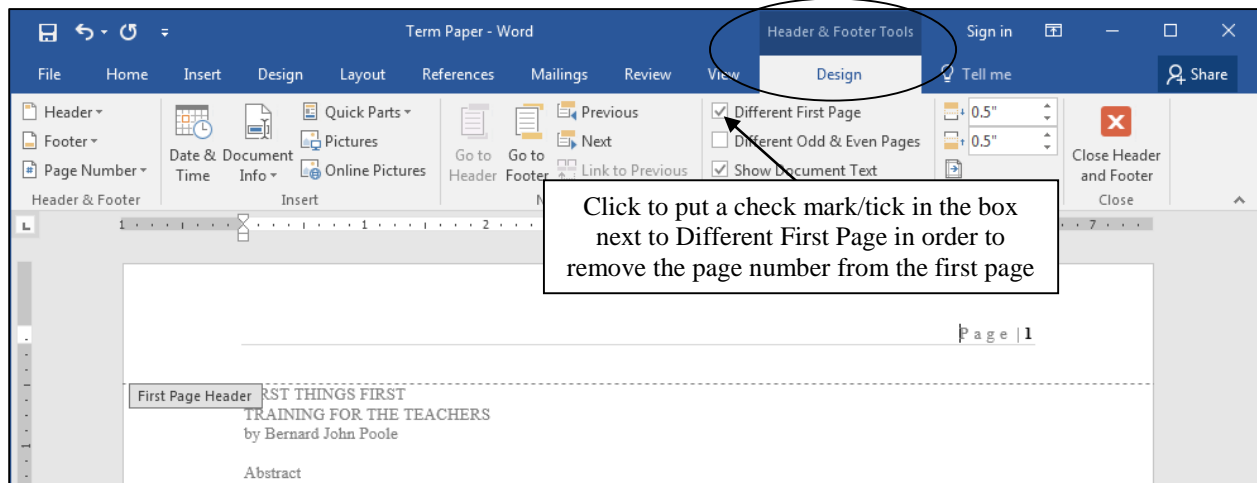


Fig. 2.5 Different First Page option

Starting page numbering at a custom page number

It is beyond the scope of these tutorials to check out other Page Numbering features of *Word* but there is one feature you might like to know about and later try for yourself. If you wanted to start a document at some page number other than 1 you would, in the *Insert Ribbon* or the *Header and*

Footer Tools > Design Ribbon, click on the *Page Number* icon and then click on the *Format Page Numbers...* menu item to bring up the Page Number Format dialog box (Fig. 2.6).

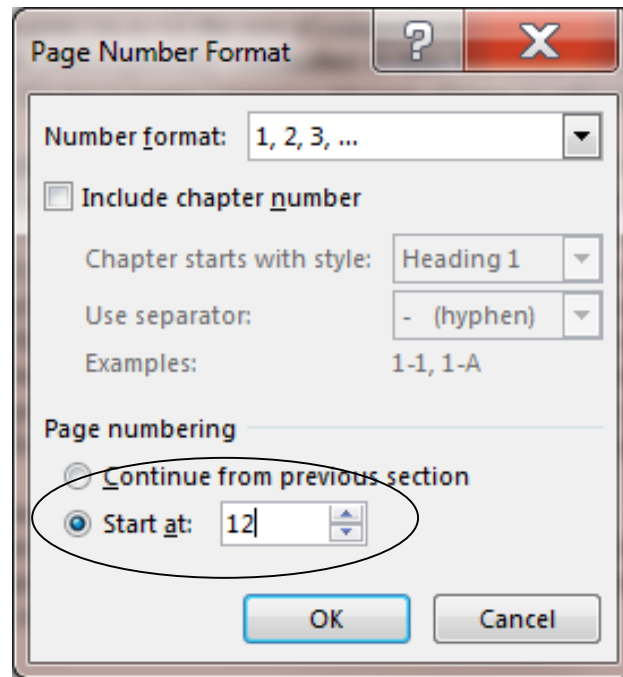


Fig. 2.6 The Page Number Format dialog box

Say you wanted to start the page numbers at page 12 (because your document is in two separate files, for example, the first file or document 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 *default margins* are set at 1", top and bottom, left and right.
- The *default spacing* between lines may or may not be single spaced, depending on how the version of *Word* you are using has been configured.
- 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)
- The *default 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 any of the format options to meet your needs.

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.

The exercises that follow will give you the opportunity to practice formatting text as you reformat the Term Paper document.

Setting the margins

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

In the **Layout Ribbon > Page Setup Group**, click on **Margins** to bring down the **Margins menu** (Fig. 2.7)

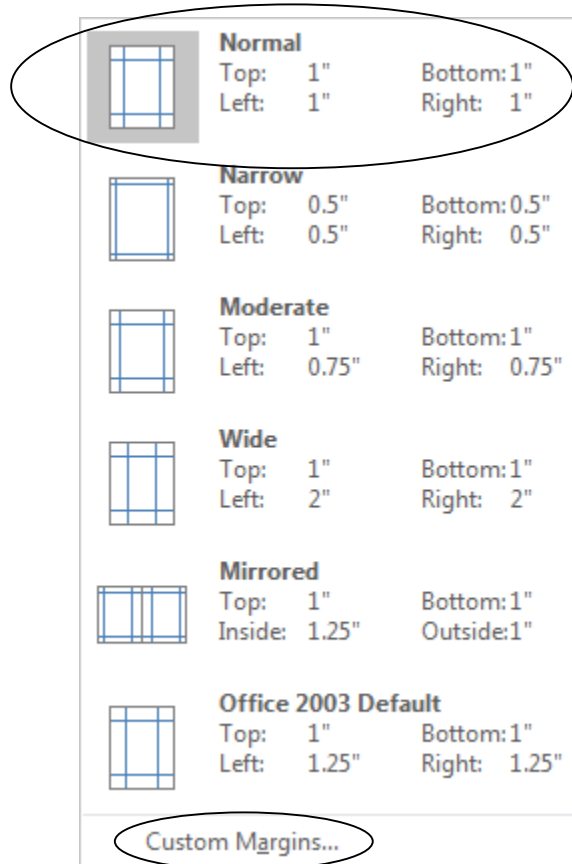


Fig. 2.7 The Margins menu

As you can see (Fig. 2.7), 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. 2.7.

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

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* (see Fig. 2.7 above) to bring up the *Page Setup* dialog box (Fig. 2.8 on the next page).

Let's check out these Page Setup options now before moving on.

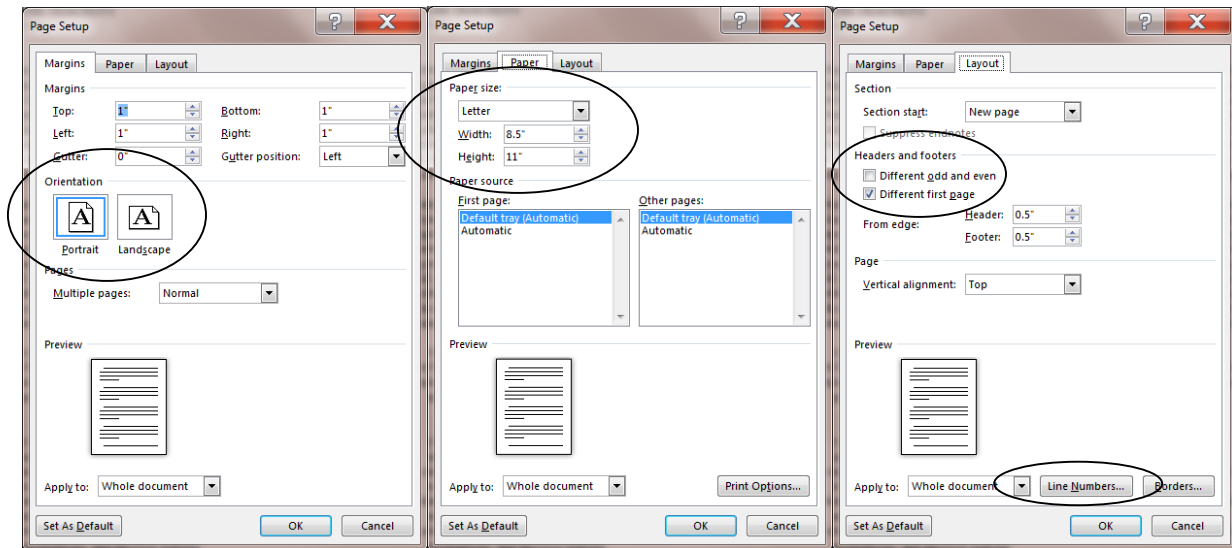


Fig. 2.8 The Custom options in the Page Setup dialog box

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

This will bring up the Layout menu of options. Notice that there are three tabs in this dialog box.

- The *Margins* tab, aside from setting customized margins, lets you select *Portrait* or *Landscape* (sideways) orientation.
- You can also click on the *Paper* tab to tell *Word 2016* the *size* of the paper you're using.
- If you click on the *Layout* tab, you can select if you want to *number the pages differently* for even and odd pages, or for a *different first page* (as we have already 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 on a document with a friend or classmate or the members of a committee and you all want to easily locate where one of the group thinks a change should be made in the document (Page 6, line 22, for example).

Take a few moments 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 it is lined up either to the *left* margin, the *right* margin, or on both left and right margins of the page (often called *justified* text). Alignment also includes the option to *center* text. The Term Paper document is currently left aligned throughout. Fig. 2.9 illustrates where to find these tools in the Home Ribbon Paragraph Group.

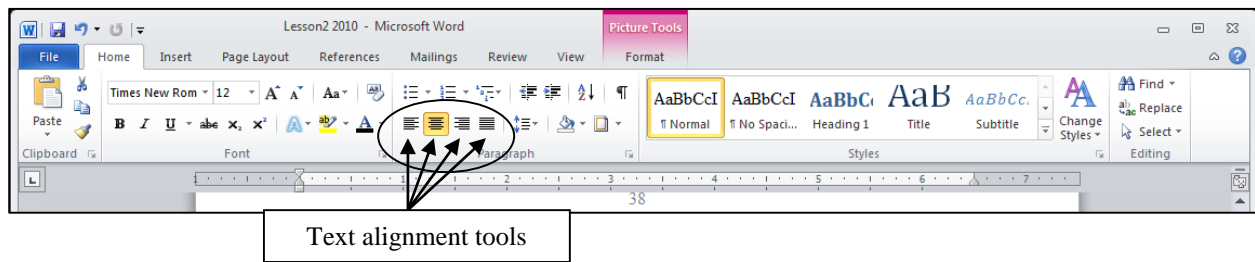


Fig. 2.9 The Text Alignment Tools in the Home Ribbon's Paragraph Group

The first alignment icon highlighted in Fig. 2.9 (previous page) 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.

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. First you need to select the entire document so that you can set the margins for justified from page one to the last page of the document. This takes a second.

From the **Home Ribbon > Editing Group**, choose **Select > Select All** (or simply press the Quick Keyboard command **Ctrl+a**) to highlight the entire **Term Paper** document

Remember, if you make a mistake, it's not a problem! You can **undo** whatever you did by selecting **Undo...** from the **Quick Access toolbar** at the top left of the *Word* window or just hit **Ctrl+z**). You can do this multiple times to return to a point where you want to resume your work.

Now, with the entire document highlighted, 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 finish 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 Term Paper document to **deselect** the highlighted text, then **Save** this updated version of the **Term Paper** in your **Word Processing folder** inside your **Data Files folder** (or simply hit **Ctrl+s** since you already set up to save the file in this location)

Notice that the margins on both sides of the screen are now aligned to be flush with 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.

First, scroll all the way back to the **beginning** of the Term Paper document

Now, select **all 3 Title lines** at the top of the first page (**including** the author's name), then in the **Home Ribbon > Paragraph Group**, select the **Center Alignment** icon

After you have **centered** the title lines, click anywhere in the text of the document, 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 or more available to you 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 with this font.

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. 2.10).

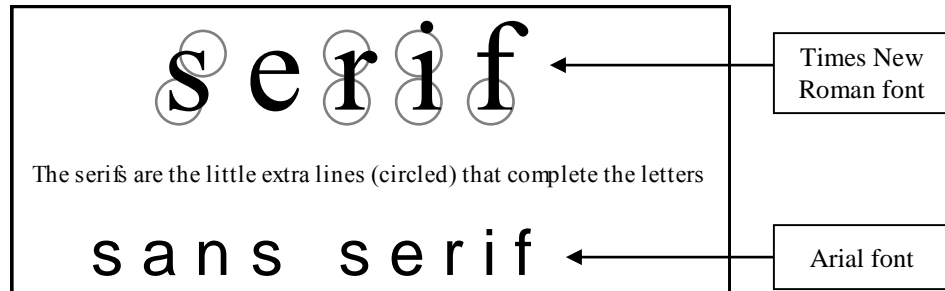


Fig. 2.10 Serif (Times) and sans serif (Arial) font faces

A *sans serif* font doesn't have these flourishes, as you can see if you look closely at a font such as Arial (Fig. 2.10 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. 2.11) to drop down the list of available fonts on your computer

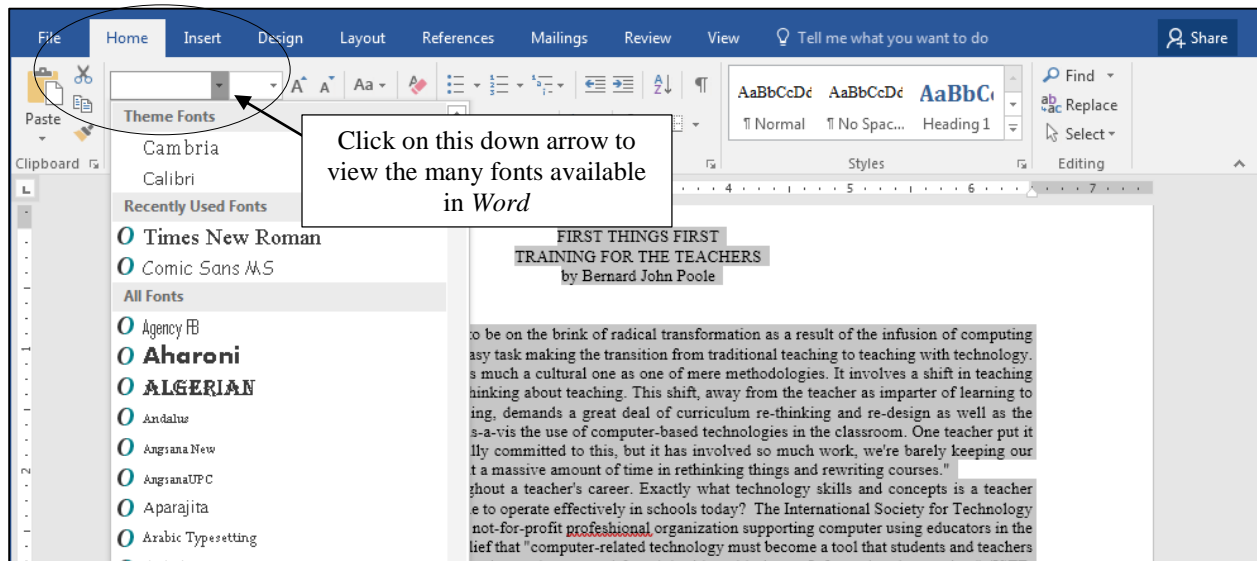


Fig. 2.11 The menu of available fonts

¹ *Sans* is French for "without." So Sans Serif refers to fonts *without* the extra little flourishes that embellish the letters.

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

Do 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 serif*? Do you like any particular fonts? Which is your favorite font?

Very important: For the sake of this tutorial you need to set the entire Term Paper document to *Times New Roman* font after you have finished checking out some of the many fonts available with MS Word. This is because the relative sizes of fonts may create variations in the page numbers of the Term Paper document we're working with, and this may affect the directions for the rest of the tutorial.

So, repeat the steps above (**Select All** and choose the **Times New Roman** font) to return the document to the **10 pt Times New Roman** font

Now you are going to choose a different font just for the table on page 1 of the Term Paper document. The Table begins with the header *Skill or Concept* and ends with *ISTE Foundational teacher concepts and skills*.

First, click anywhere in the document to **deselect** any **highlighted text**

Use the **mouse** and drag 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, then click anywhere to deselect the selected text, and **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 (tiny); the largest possible font size is 255 (huge). 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 which will end up on Page 2 after we're done with the following exercises. 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. 2.12)

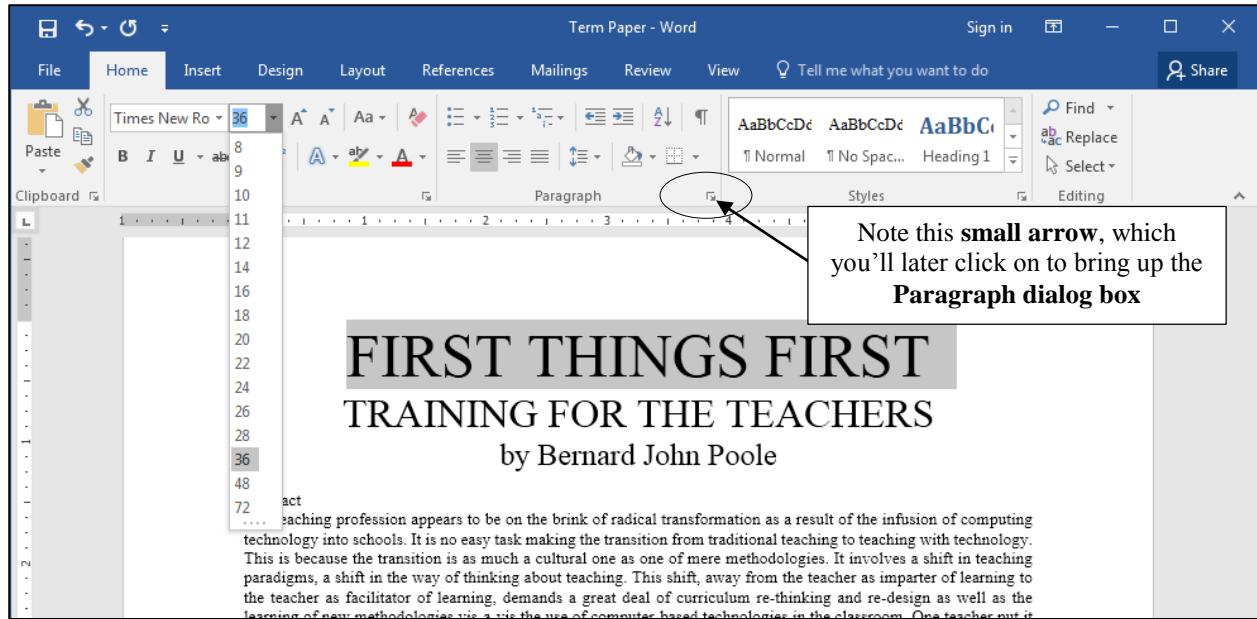


Fig. 2.12 Changing the size of fonts

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**) to **24 pt** and the **author's name** to **18 pt**, then **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 after the Abstract.

Still on **page 1** of the Term Paper, click to position the cursor immediately ahead of the word **ISTE**, at the beginning of the section title “**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 works, then hit **Ctrl+S** before moving on

Notice that *Word* moves the “ISTE Foundational concepts and skills” section to a new page (Page 2) following the Abstract. Thus the Abstract will now print on page 1 by itself, after the title lines.

Practice makes perfect

Let's try this again by inserting a Page Break before the text which follows the Table of ISTE Foundational teacher concepts and skills. Here again are the steps to do this:

Position the cursor just about **a third of the way down page 2** of the document, at the beginning of the line which reads “**It will be useful to examine these concepts and skills more closely.**”

Insert a **Page Break** here, too (**Insert Ribbon > Pages Group** and click on **Page Break**), then hit **Ctrl+S**

Changing the layout of the Skill or Concept table

There are some formatting changes you need to make to the Skill or Concept table that is on Page 2 of the Term Paper document. When you are done Page 2 will have a layout similar to Fig. 2.13.

Page | 2

ISTE Foundational skills and concepts
ISTE's Curriculum Guidelines include a listing of the set of "fundamental skills and concepts for applying information technology in educational settings" (Table 1). These skills and concepts should form a foundation for the studies that prepare teachers to teach in the modern computerized classroom.














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. 2.13 ISTE table after formatting changes have been completed

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 title **Skill or Concept**, and, still in the **Font Group**, click on the **Bold** icon (that's the icon that looks like a big 'B') or hit **Ctrl+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**, then hit **Ctrl+s** again to save the changes you have made

The table on Page 2 of your Term Paper document should now look like Fig. 2.14.

<p>ISTE Foundational skills and concepts</p> <p>ISTE's Curriculum Guidelines include a listing of the set of "fundamental skills and concepts for applying information technology in educational settings" (Table 1). These skills and concepts should form a foundation for the studies that prepare teachers to teach in the modern computerized classroom.</p>	
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. 2.14 Page 2 after current updates

Spacing before and after paragraphs

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, drag with the mouse to select (highlight) all the items in the **BODY** of the table (from **Demonstrate ability...** at the beginning of the table to **...roles of the learner and the educator** at the end of the table)

Now, in the **Home Ribbon > Paragraph Group**, locate the small arrow in the **lower right corner** of the **Paragraph Group** (see Fig. 2.12 on page 51) and click on it to bring up the **Paragraph dialog box** (Fig. 2.15)

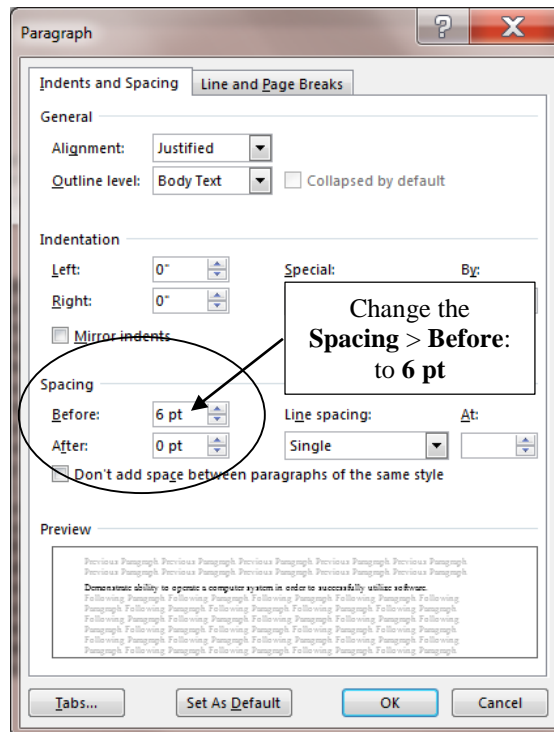


Fig. 2.15 Paragraph dialog box

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

Notice how much easier it is now to pick out each of the items in the Skill or Concept table.

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 2016* to number each of the items in the Table of ISTE Foundational Teacher Skills or Concepts on page 2 of the Term Paper document.

You can use any of several numbering and bullet styles. You can also start 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 text in between the two sections that is not numbered. Here's how you make sure to start the numbers for a numbered list with the number you want.

Again, 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** tool arrow to drop down the menu of **Numbering options** (Fig. 2.16)

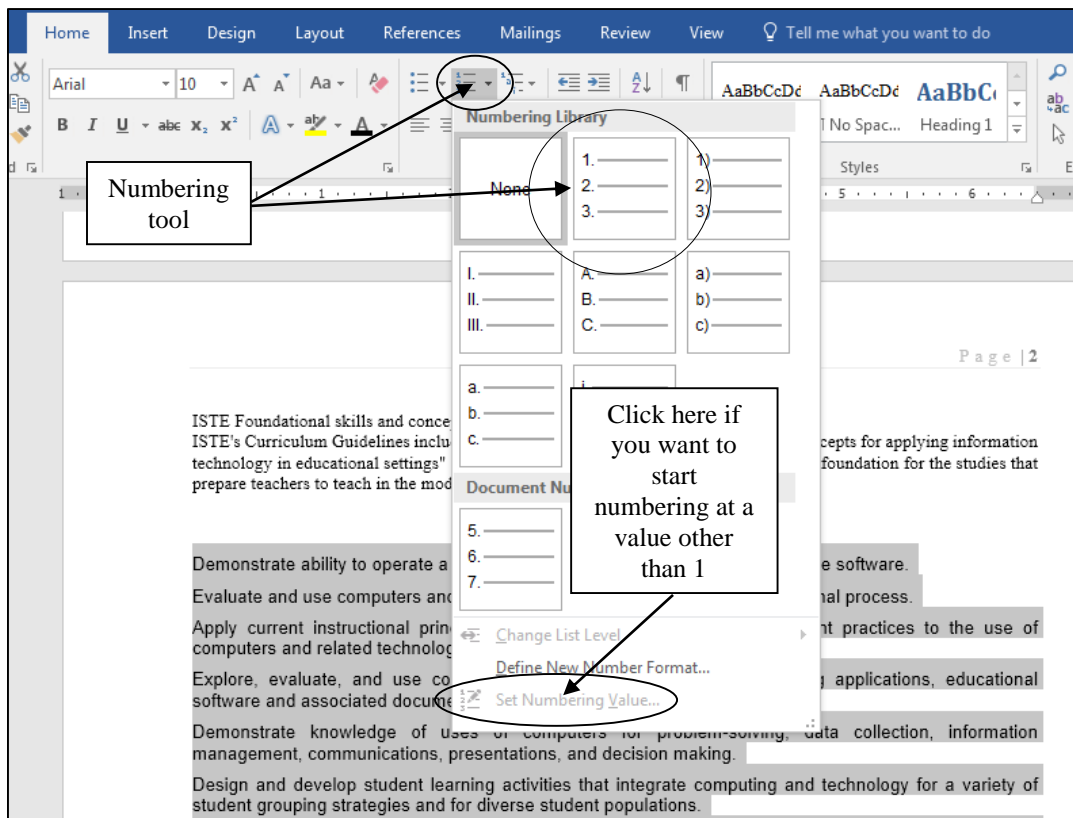


Fig. 2.16 Numbering Library menu

In the **Numbering Library** menu, click on the **first numbering option** (next to the None option—Fig. 2.16 above)

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 menu (*Set Numbering Value...* Fig. 2.16 above) and, in the dialog box that pops up (Fig. 2.17), you would set the **Set value to:** at whatever value you want.

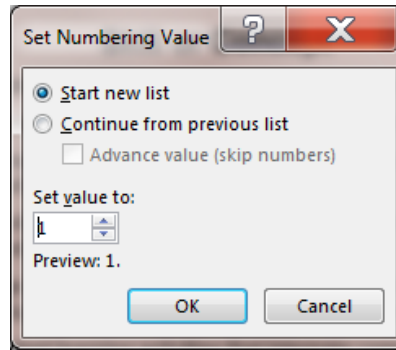


Fig. 2.17 Settings for Customizing a Numbered List

For our purposes, however, we want to start at **1**, so 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 and use your own bullets! Here's how you do this.

Make sure all 13 items in the **ISTE table** on **page 2** (**NOT** the title or the caption) are still highlighted, and in the **Home Ribbon > Paragraph Group** click on the **down arrow** to the right of the **Bullets tool** to bring up the **Bullet Library** (Fig. 2.18)

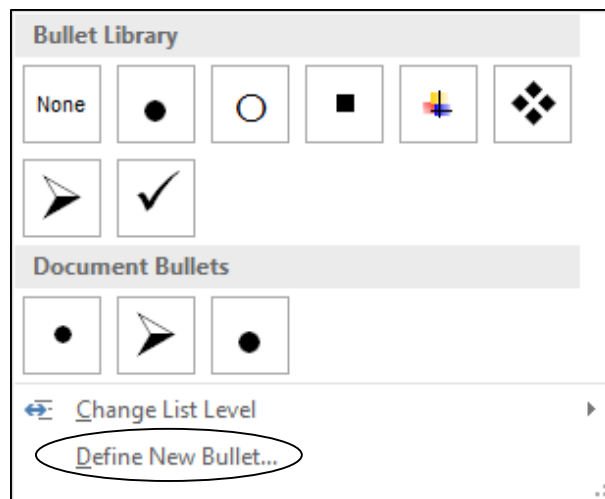


Fig. 2.18 Bullet Library menu

Click on the last menu item: **Define New Bullet...** to bring up the **Define New Bullet** dialog box (Fig. 2.19)

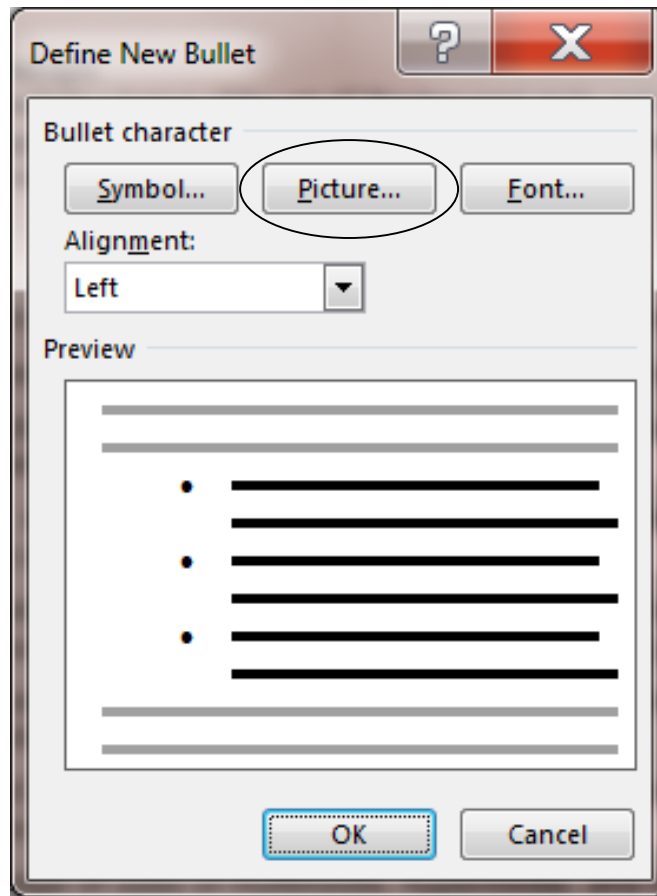


Fig. 2.19 Define New Bullet dialog box

As you can see, you can select different fonts for a bullet. 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 **Cancel** when you're done, since you're not going to make any font changes right now

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

Still in the **Define New Bullet** dialog box (Fig. 2.19 above), click on the **Symbol...** button to check out this option, and, as you can see, there are bunches 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 **Cancel** to close the Symbol dialog box without making any changes

Finally, you can select your own picture for a Bullet, which you are going to do next. 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 2016*.

Still in the **Define New Bullet** dialog box (Fig. 2.19 above), click on the **Picture** button to bring up the **Insert Pictures** dialog box (Fig. 2.20)

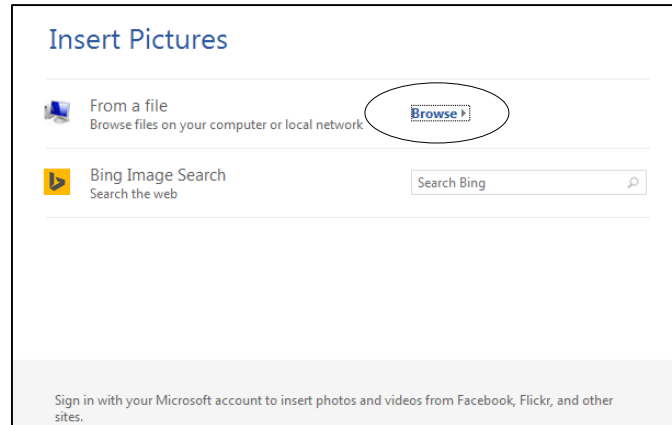


Fig. 2.20 Insert Pictures dialog box

Click on the **Browse** button and, in the **Insert Picture** dialog box that pops up, drag in the **left hand frame** to locate your **USB drive** and click on it to **open it**

Now navigate to the **Work Files for Office 2016 > Miscellaneous Files > Practice Documents** folder and, in the **Practice Documents** folder, **double click** on the **Teacher Bullet**, then click on **OK**

Voilà! Your table should now like Fig. 2.21.














prepare teachers to teach in the modern computerized classroom.	
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. 2.21 ISTE Table after current updates

Highlight the contents of the body of the Table once again (but **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. 2.22) just **2** hash marks to the **left**—that's *left*, not right! (a ¼" only—Fig. 2.22)

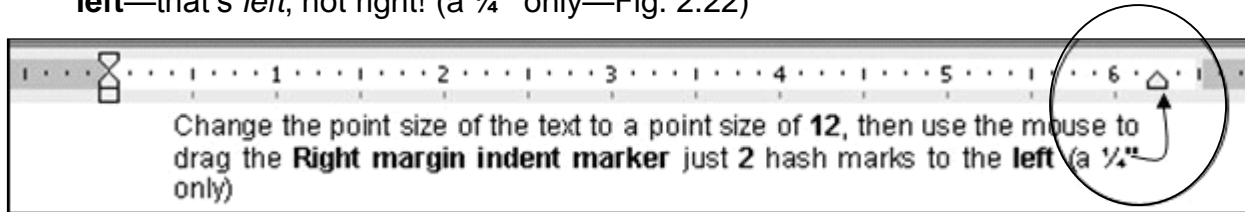


Fig. 2.22 Moving the Right margin indent marker

The extra ¼" of space on the right side of the table will come in handy shortly when you put a border around the Table. 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... etc.**) and in the **Home Ribbon > Paragraph Group** click on the **down arrow** then, in the **Paragraph dialog box** that pops up, increase the **Spacing > Before:** to **12 pt**, click on **OK** and hit **Ctrl+s**

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

First, for **item #1** in the Table, click to put the cursor immediately before the word "**Demonstrate...**", then hold down the **shift** key and click at the end of the **last item** in the table—after the word "**educator.**"

This will select **all 13 items** in the table

Now, in the **Home Ribbon > Paragraph Group**, click on the **down arrow** for the **Borders** tool to bring up the drop down menu of **Border options** (Fig. 2.23)

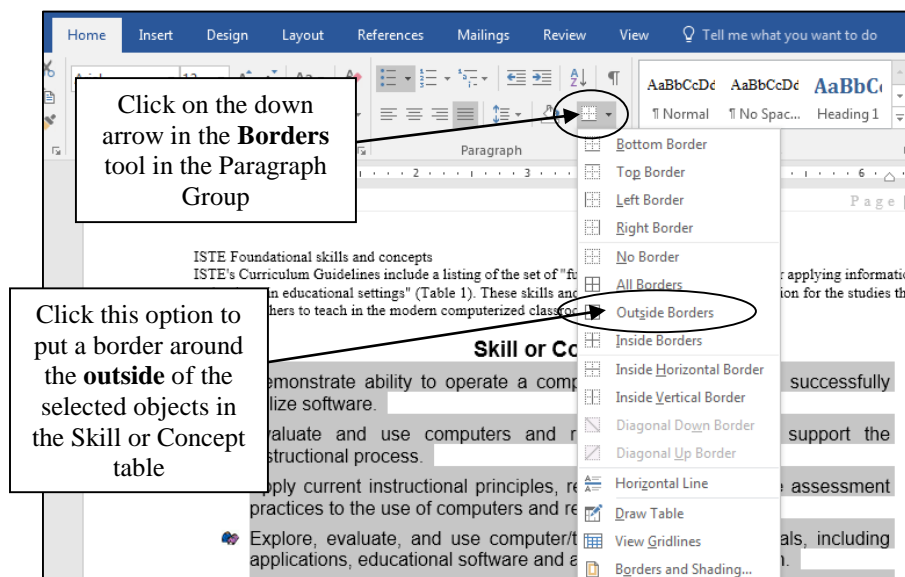


Fig. 2.23 The Borders tool

Click anywhere in the document to remove the highlighting

Compare the ISTE table illustrated in Fig. 2.13 on page 52 with the changes you have just made to the ISTE Table on Page 2 of the your own Term Paper document. It should look much the same.

Save your work again (**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 click on the **Blank Document** icon

Tabs are very useful for lining up text in columns, as illustrated in Fig. 2.24.

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. 2.24 Typical columnar organization of data

In the table in Fig. 2.24 the first column has a list of names aligned *left*. The second column has a list of academic year designations which are *centered* on the column. The third column has whole numbers which are usually aligned *right*. Finally there is a column of decimal numbers which are aligned *around the decimal point*.

If you have never used Tab Stops before, you may find them confusing. The exercise that follows will help you understand what Tab Stops are all about and how they work.

The purpose of Tab Stops is to help you align data in *columns*, as in the table above. One thing you should *never* do in a word processor is use the space bar to try to line data up in columns; this is a surefire recipe for getting things out of line.

Notice the Tab selector icon at the left edge of the Ruler bar—top left corner of the Word window (Fig. 2.25).

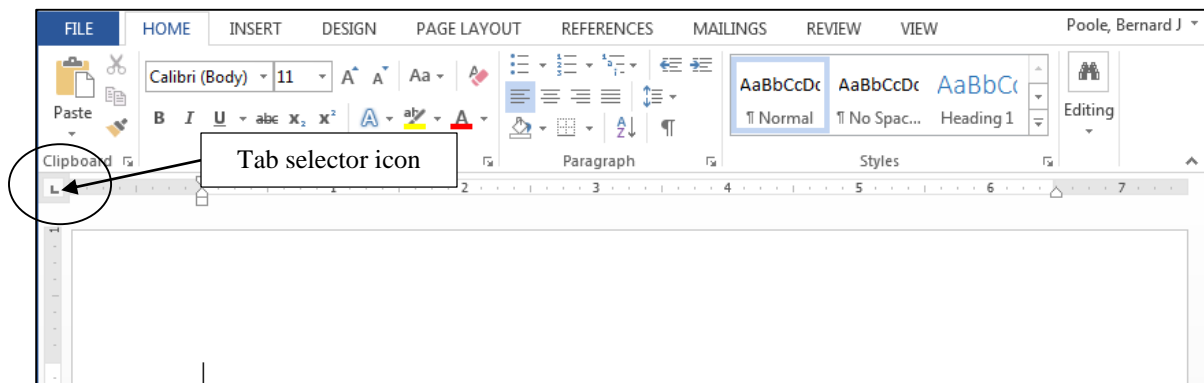


Fig. 2.25 The Tab selector icon to the left of the ruler bar

The Tab selector 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 from the left to the right of the Tab Stop. Practice with these tab stops will help you understand.

You are now going to put four different Tab Stops along the ruler bar. Fig. 2.26 shows the Tab Stops you should end up with for the correct alignment of the data in the table illustrated in Fig. 2.24 on the previous page.

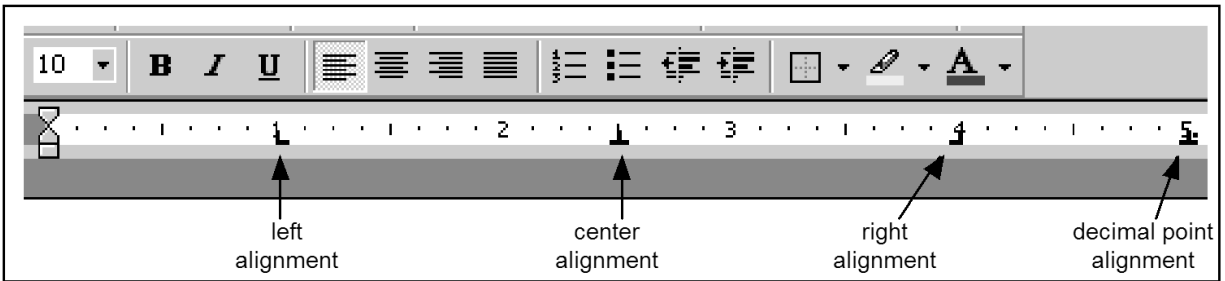




Fig. 2.26 Tab settings for the table in Fig. 2.24


Try the following to practice selecting some of the commonly used Tab Stops before using them to align data on a page of text.

Click **once** on the **Tab icon button** at the **left** end of the **ruler bar**, and you'll see the icon change to the one 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, as you type, move to either side of the Tab Stop, left and right)

The Center alignment Tab Stop is the second Tab Stop in Fig. 2.26 above.

Click again (a second time) on the **Tab icon button** and you'll see the icon for **right alignment** (it looks like a backwards 'L' (), indicating that text aligned on it will go to the **left** of the tab stop as you type, because it's **aligned** from 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. 2.26.

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.2.26.

If you continue clicking on the tab icon button, you'll see other Tab Stops and indent markers. You won't need these for the following exercise. Your task is to reproduce the table illustrated in Fig. 2.24 on page 59. You'll need to begin by setting the four Tab Stops as they are illustrated in Fig. 2.26 above.

Click on the **Tab icon** until you see that the **left** Tab Stop is selected, then click once at the **1" hash mark** on the ruler, as illustrated in Fig. 2.26 above

Click again on the **Tab icon** to select the **center** Tab Stop and click once at the **2 ½ " hash mark** on the ruler, as illustrated in Fig. 2.26 above

Click again on the **Tab icon** to select the **right** Tab Stop and click once at the **4" hash mark** on the ruler, as illustrated in Fig. 2.26 above

Finally, click on the **Tab icon** again to select the **decimal alignment** Tab Stop and click once at the **5" hash mark** on the ruler, as illustrated in Fig. 2.26 above

Now, with the Tab Stops in place, you can start to enter the data from the table in Fig. 2.24 on page 59.

Hit the **Tab key** to move the cursor across to the first tab, and enter the first **name** in the table (Andrew—which will be **left aligned** on the tab stop)

Hit the **Tab key** again, and enter the **class** that goes with the first name (Freshman—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 (186—again 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 (90.35—and notice how the value is **aligned on the decimal point**), then hit the **Enter/Return** key to go to a new line

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 your table should look like the one in Fig. 2.26 on the previous page and you should have a good idea how 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, like you're throwing it away. When you release the mouse button the Tab Stop will be gone. This is tricky to do if you're not used to it because the Tab Stop is small and you have to be very careful to use just the **tip** of the mouse pointer. Try this for yourself.

Position the cursor anywhere on the **first line** of the student records, then position **the tip of the mouse pointer** on each of the **Tab Stops** one by one and drag the stop down below the ruler, then **release the mouse button** to throw it away (this will mess up the layout of the data in that first line, but that's OK for now since you're just practicing)

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

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

This brings up the Tabs dialog box (Fig. 2.27).

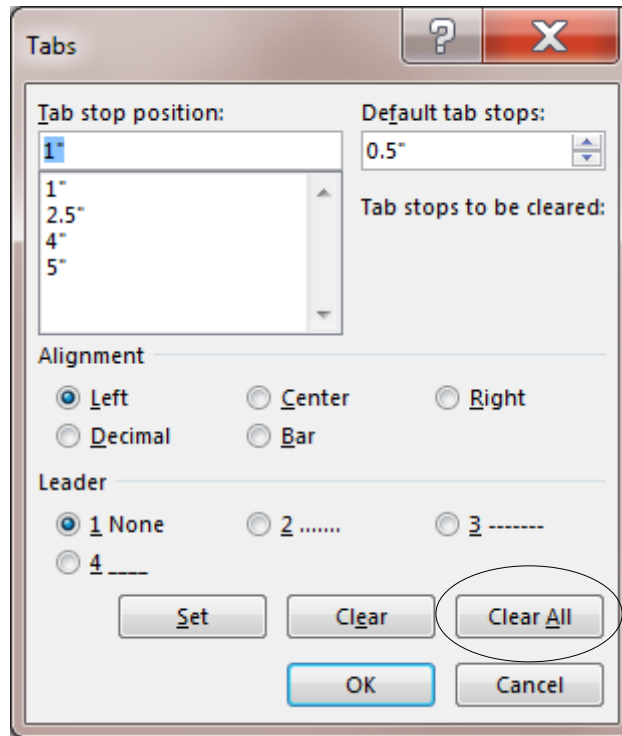


Fig. 2.27 The Clear All button in the Tabs dialog box

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 bar and, in the Tabs dialog box that pops up, click on Clear All.

Close the document and **Don't Save** it; this was just an opportunity for you to practice using 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 seen both of these techniques applied to the Titles at the top of the first page of the Term Paper document.

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

Scroll to **Page 1**, select the **Abstract** header 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) we have 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 the skill or concept at the beginning of each of the 13 sections on pages 3 through 5.

When you do this, you will underline *only the words that describe the skill or concept*; you will not include the number of the concept. In other words, you'll underline only the line or two of words immediately *after* the number that states the skill or concept. Fig. 2.28 illustrates what you need to do.

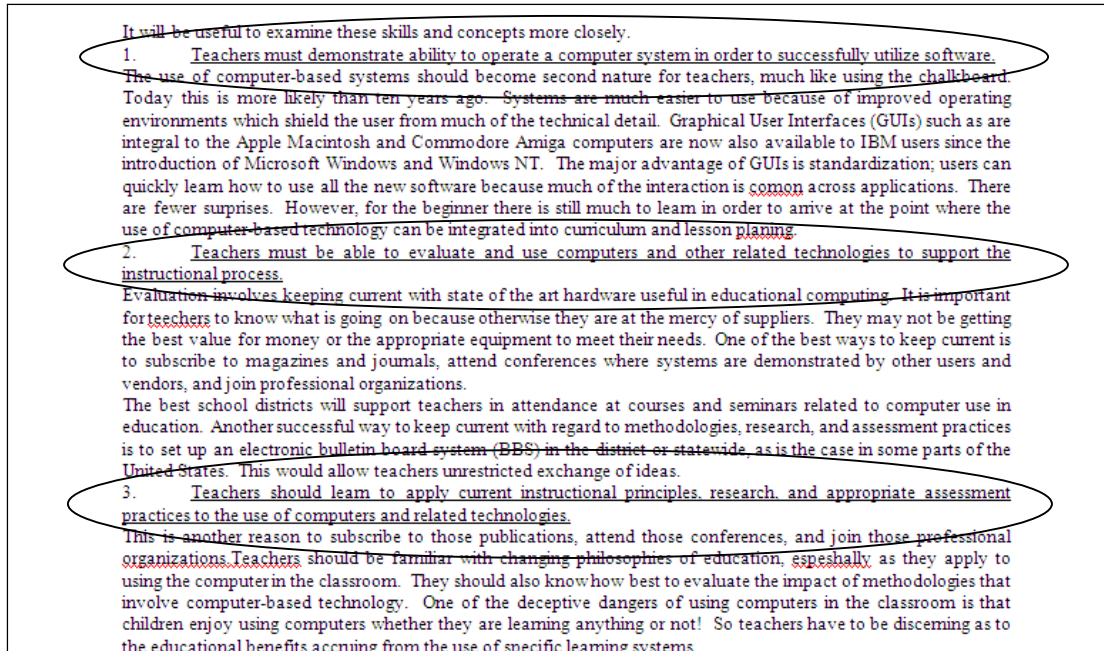


Fig. 2.28 Underline only each of the Skills or Concepts from the Table on page 2

Here is a step-by-step explanation of how to do the first one.

Scroll down to the beginning of **page 3** and, in the **first** skill or concept, click to put the cursor immediately before the **T** of "Teachers..."

Now hold down the **Shift key** and at the same time click at the end of the skill or concept (i.e. **after** the period at the end of the word "...software.") to highlight the **text** of the skill or concept, then press **Ctrl+u** to underline the skill or concept

That's all there is to it. Go ahead now and underline the remaining 12 skill or concept section titles. When you have finished this exercise, the underlined section titles will look as illustrated in Fig. 2.28 above.

Don't forget to **save your work** when you've finished this exercise

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. 2.29) and select **2.0 for double-spacing**

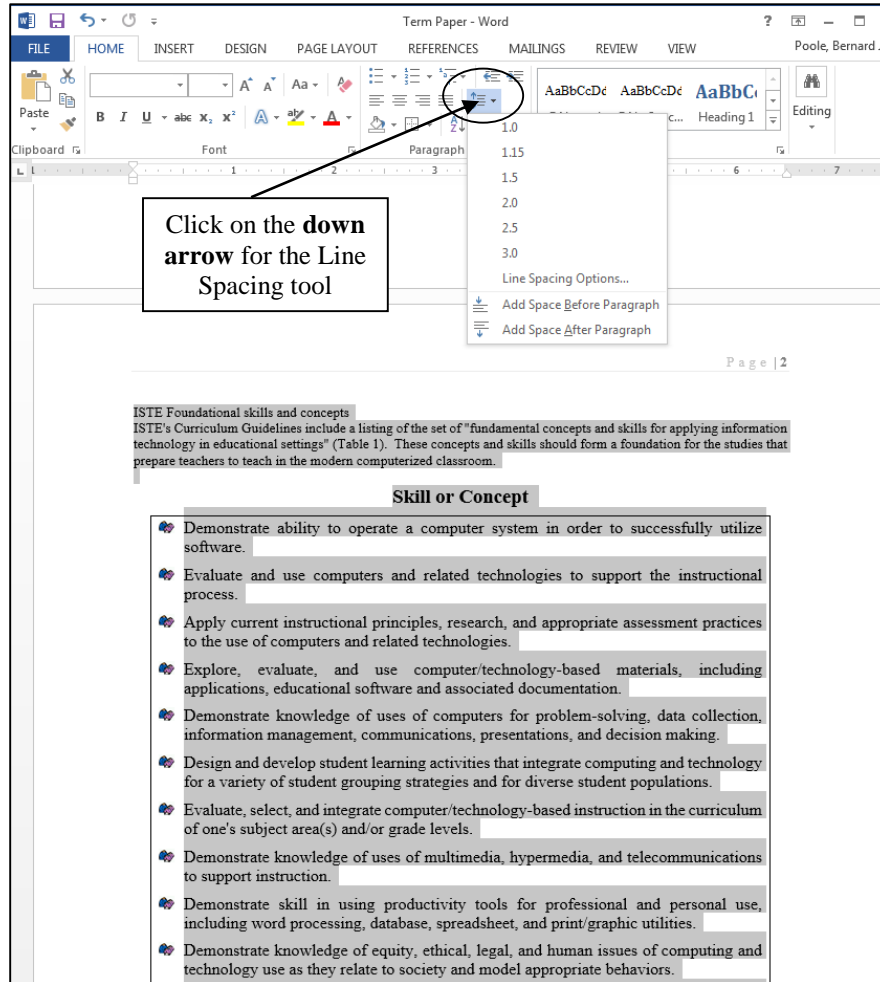


Fig. 2.29 The Line Spacing tool

Your document was set in single spacing when you loaded it from the *Work Files for Office 2016*. Double spacing is required for many written documents and now you know how to do this using *Word*.

For the sake of this exercise, however, be sure to return the document to **single spacing** (hit **Ctrl+a** then go back to the **Line Spacing** tool and select **single spacing—1.0**) to reduce the number of pages in the document

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 these indent markers can be tricky to apply, so more practice will always help.

There are three indent markers on the left side of the ruler bar, one above the other, as illustrated in Fig. 2.30. 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.

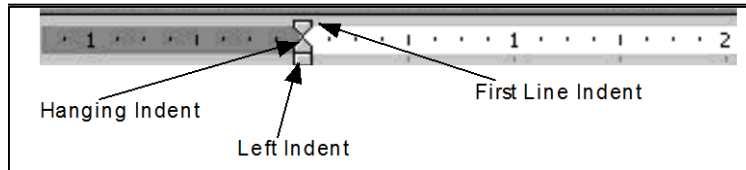


Fig. 2.30 The indent markers in the ruler bar

The indent markers establish where text is aligned in relation to a paragraph as a whole. The *First line Indent* marker—it looks like an upside down triangle (▾) is applied only to the first line of a paragraph. The *Left Indent* marker and the *Hanging Indent* marker control the margin for all the lines *after* the first line in a paragraph.

Carefully examine Fig. 2.30 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 that you want to move.
- Tip #2:** When you drag on the *Left Indent* marker (the small rectangular marker on the bottom—see Fig. 2.30 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 (again see Fig. 2.30 above), both the **left indent marker** and the **hanging indent marker** move together, leaving the **first line indent marker**, which is above them, in place.

The traditional indent (the First line indent) is commonly used for the first line of paragraphs—where the margin is set *in* a few spaces from the rest of the paragraph (Fig. 2.31A).

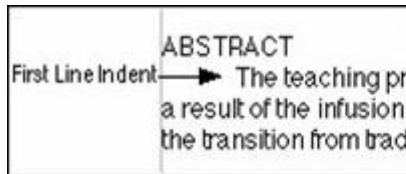


Fig. 2.31A

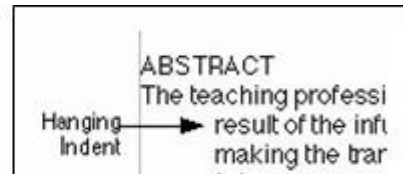


Fig. 2.31B

Then there is the indent for a list such as a bibliography—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. 2.31B).

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 **page 1** (immediately ahead of the words “**The teaching profession...**” at the beginning of the next line after the Abstract header)

Hold down the **Shift key** and click again **at the end** of the Abstract in order to highlight all the Abstract text

Now, on the **left side** of the ruler bar at the top of the document, position the **tip** of the mouse arrow on the **First Line Indent marker** (the upper marker) (see Fig. 2.30 on the previous page), **hold down** the mouse button and drag this **First Line Indent marker** to the **right a ½ inch** (to the ½" hash mark), then click anywhere to remove the highlighting

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 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. Fig. 2.32 illustrates what you need to do.

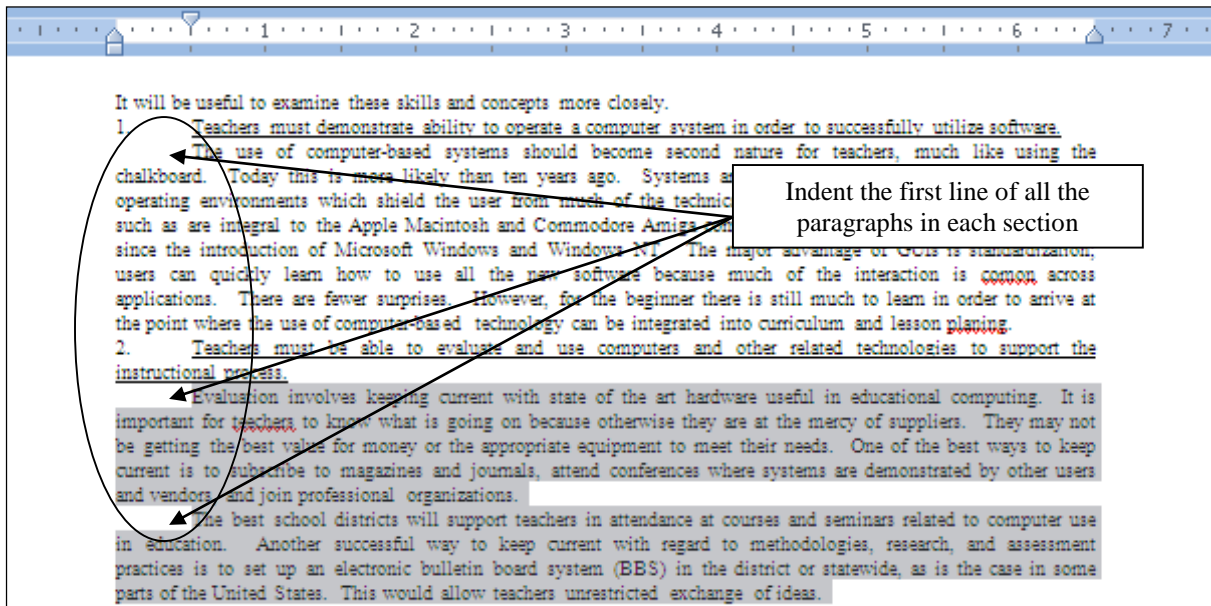


Fig. 2.32 Indenting the First line of paragraphs

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

Scroll to the top of **Page 3** and position the cursor at the beginning of line 3, **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 next numbered 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

The first line of the paragraph is indented ½”. Now on to the second numbered section.

Position the cursor **at the start of** line 3 of the second numbered section—the sentence that begins: “**Evaluation involves keeping current....**”

Hold down the **Shift** key, and click **immediately before** the number “**3**” that starts the next numbered section

This selects all the commentary in the *second* 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 just did for the previous section

Continue in the same way and change the **First Line Indent** for the remaining paragraphs in **sections 3 through 13** on **pages 3, 4, and 5** of the **Term Paper** document (but **do not indent** the numbered lines that begin each section and **don't do anything** with the **Bibliography** section just yet)

This task won't take you long. You might be thinking to yourself: “Why the heck is the lesson making me do this over and over again?” Well, as any teacher knows, practice makes perfect, and by the time you're finished with this tutorial, you'll feel pretty pleased with what you've learned, so stay with it, OK?

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

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 to the right of the first line. For example, you may want to make a list of points with a "bullet" at the beginning of each point, like this:

- Don't settle down at the computer until you have carefully planned what you want to do. If you plan ahead you will be sure to do a better job and save yourself a whole bunch of time!

or like this:

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

With the text aligned evenly inside the bullet. Bulleted and numbered text is easy to do with the bulleting and numbering tools built into the word processing software. But it is also important to know how to use the *indent markers* to create hanging indents that do not involve the use of bullets.

For example, hanging indents are used when you write a paper that includes a list of sources cited, as illustrated in Fig. 2.33.

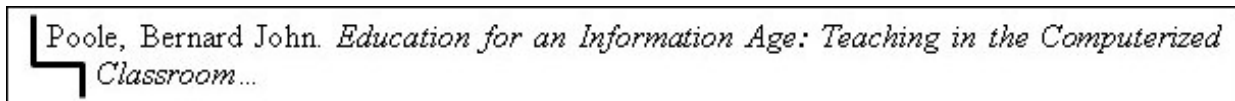


Fig. 2.33 An example of a hanging indent

Let's practice this.

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

Notice that indentation has not yet been used for the Bibliography section, but it should be because it is standard practice. Without hanging indents as illustrated in Fig. 2.33 above, it would be difficult to determine where one reference ends and another begins, especially in a long list of references. Thus, your next task is to use hanging indents to indent this last 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 **½” (4 hash marks)** to the **right**, then let go of the mouse button

When you let go of the mouse button the References section will be adjusted and should now look like Fig. 2.31B 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 concepts and skills. You are going to apply a hanging indent of just ¼”. Let's do the first one together so you can see what is required. Fig. 2.34 illustrates how each numbered skill or concept looks when you're done.

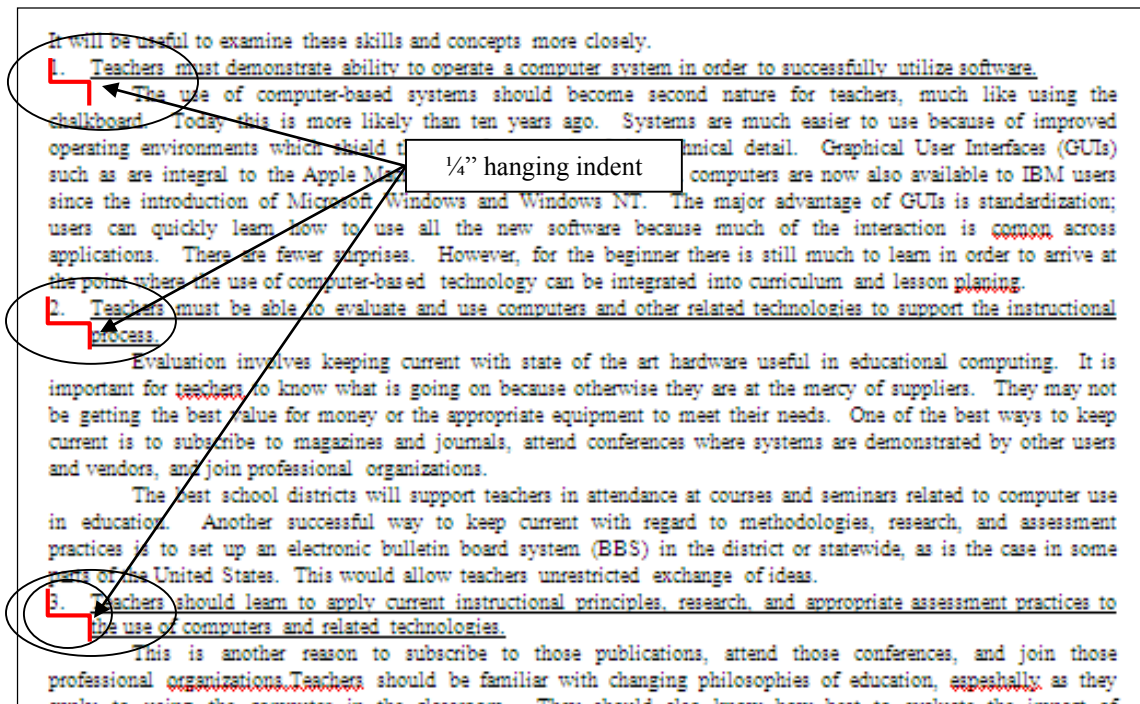


Fig. 2.34 Hanging indents for the numbered items in the Term Paper

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 (¼”)**

That's all there is to it. Notice how the hanging indent improves the appearance 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. 2.34—**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 remain single column.

Here are the steps to do this.

Scroll to the top of page 3 and position the **insertion point cursor** immediately before the text: “***It will be useful to examine...***”

In the **Layout Ribbon > Page Setup Group** click on **Breaks** to show the **Page Breaks** dialog box (Fig. 2.35)

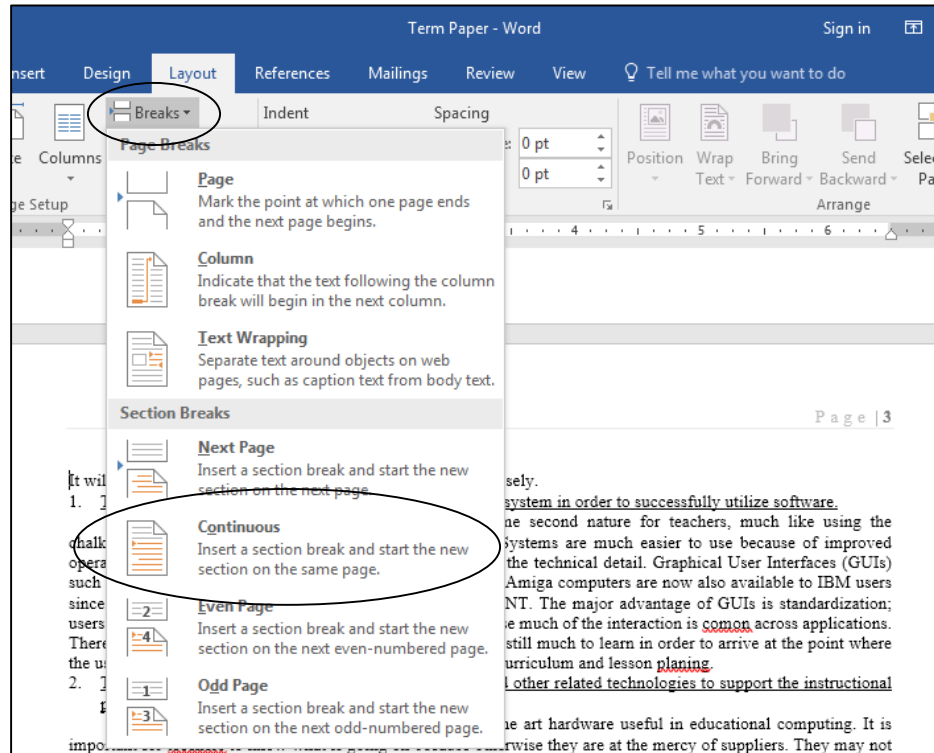


Fig. 2.35 Inserting a Continuous section break

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

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.

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

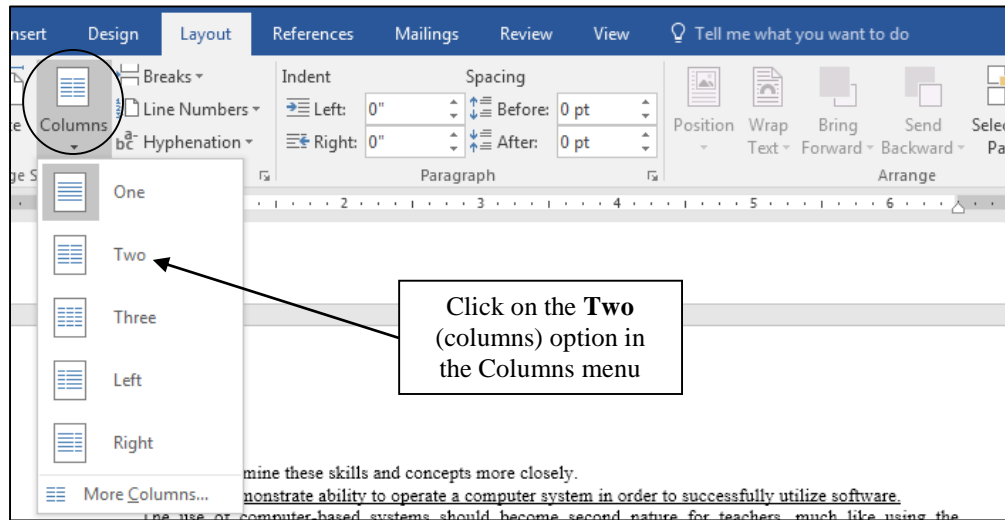


Fig. 2.36 The Columns tool in the Layout Ribbon

Scroll to the **top of Page 1** of the Term Paper document, and notice that **Pages 1 and 2** are still **single column** text, then scroll down through the document to the end to take a look at the difference the Columns tool makes

Neat, huh? Notice that everything from page 3 on is now in two-column format.

Now we don't want the *entire* rest of the document to be treated as the same section. The Bibliography section at the end of the document must be single column, like pages 1 and 2. So what we have to do next is mark the end of the continuous two-column section we just created and make the Bibliography section single-column.

Scroll down to the **end of the document**, click immediately **before** the Section header **Bibliography** and, in the **Layout Ribbon > Page Setup Group** select **Breaks** to show the **Page Breaks** menu (Fig. 2.35 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

Now, in the **Layout Ribbon > Page Setup Group**, click on the **Columns** icon again (Fig. 2.36 above) and, in the columns pop-up menu, click on **One** to select the single column option for the Bibliography section

So, you have now 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. If you had not used the section breaks, your whole document (including the Title lines, the Abstract, the ISTE Table, and the Bibliography section) would be in two column format. The section breaks allow you to control 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

In summary, if you need 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.

2.9 FINDING AND REPLACING TEXT

It is surprising how often the *Word* tools *Find* (Ctrl+f) and *Find and Replace* (Ctrl+h) 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 either delete it, or 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 the 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 any specific text you seek.

Finding a text string

A point to ponder and some practice 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** or even a **paragraph** as far as a computer is concerned; both are **strings**—sequences of characters.

Let's say you wanted to find every case where the phrase "concepts and skills" occurs in the Term Paper document. It is often best to start a search at the beginning of a document if you are not absolutely sure where to find the text you want.

In case you are not already there, use the **right scroll bar** to scroll to the **top of the first page of the Term Paper document**

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

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).

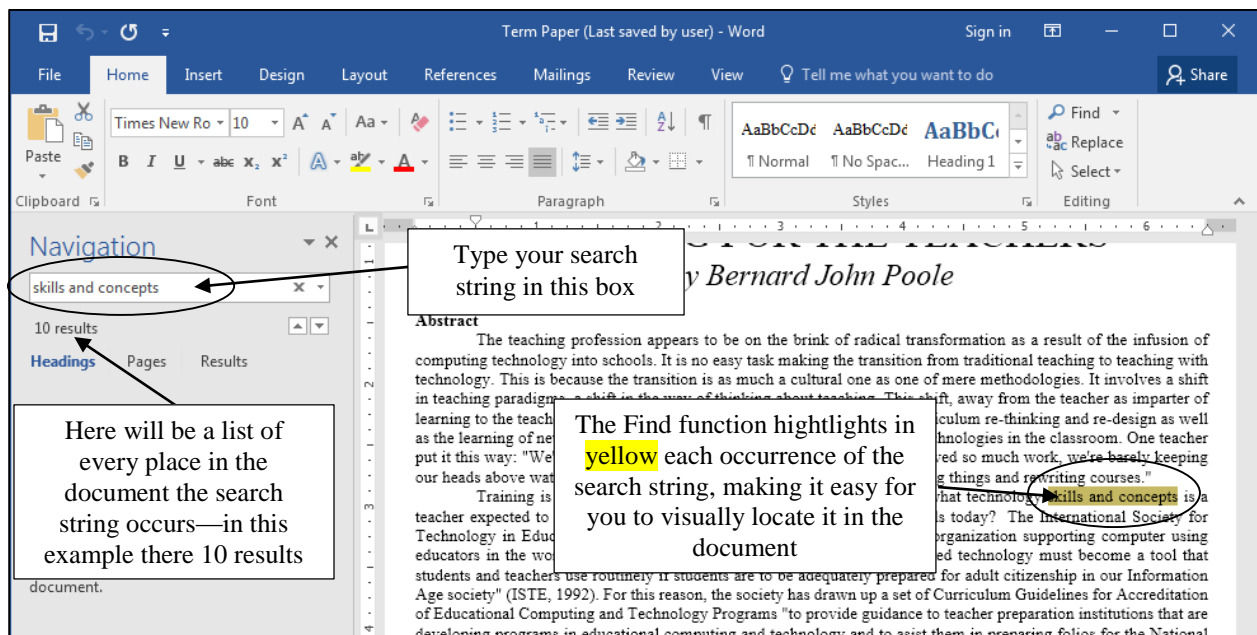
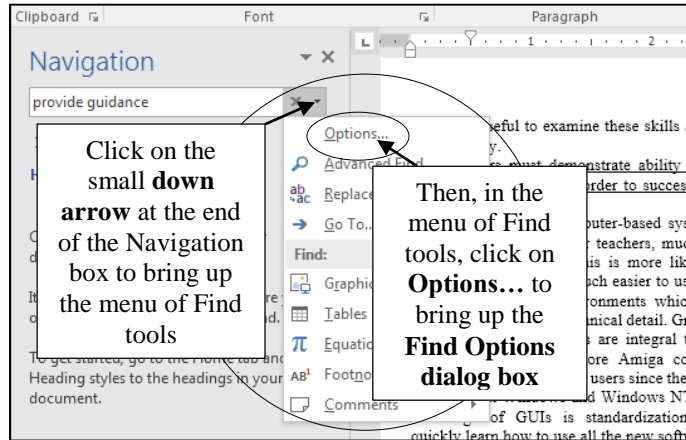


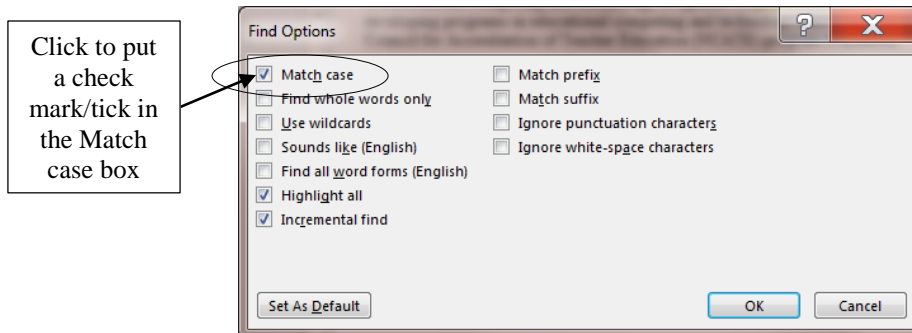
Fig. 2.37 The Navigation frame for the Find function (Ctrl+f)

In the **Navigation box**, type the search string **concepts and skills**

Word goes ahead and immediately finds every iteration (example), wherever the string (phrase) occurs in the document—in this case **10 times**. Sometimes you may want to search for a string that has a mix of lower and uppercase letters; for example, a string such as the word *Courses* (with a capital or uppercase “C”). In this case you want to tell Word to *Match Case*. Fig. 2.38a and 38b illustrate how you do this.



Fog 2.38a Selecting the Find Options dialog box



Fog 2.38b Matching upper and lower case characters in a search string

Now, in the **Term Paper document**, try **searching** for the following **strings**, then write down on a piece of paper how many times each string occurs (it may be that a string may occur 0 (zero) times—answers in footnote¹):

Provide guidance
teacher's career
problem-solving
student
learning activities
Evaluation
Evaluation involves
multimedia

¹ 0 (why zero?),1,2,12 (why only 12?),4,1,1,3

Now complete the following search and insert exercise. 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.

You are going to use *Ctrl+f* to find the location in the Term Paper where the sentence is to be inserted. Before selecting and entering a string of text for a search, you should take a moment to think about what the string of text should be. The new sentence is to be inserted immediately after the sentence that ends with the phrase ‘**computerized classroom.**’

The phrase ‘**computerized classroom.**’ is long enough to perhaps be *unique*. It may well find the exact location you’re looking for. If you simply typed “classroom” you would find many “hits”—places in the document where the word “classroom” occurs (8 hits in all). 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 for other purposes when you are working at a computer, such as when you are trying to find information about a topic using Google. For example, as a teacher you may suspect that one of your students has plagiarized for a paper you have assigned them to write. If you extract a suspect phrase from the student’s paper and use it for a search in Google, you can often quickly find out if your suspicions are correct.

Here then are the steps to quickly locate and add the proposed new sentence (see highlighted text above) in the specified location in the Term Paper document.

It is often best to start a search at the beginning of a 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 Term Paper document**

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

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 (see Fig. 2.37 on age 71 above). *Word* now needs you to enter the search string.

Start typing **computerized classroom.** (including the **period/full stop**) in the **Navigation** box, but watch what happens as you type each character of the phrase—as you type the first ‘**c**’, *Word* immediately highlights **every ‘c’** in the document and tells you there are **hundreds of matches**; as you continue and type ‘**co**’, *Word* highlights the smaller subset of that sequence of characters, and so on

Continue to type **one more character at a time**, checking the count in the Navigation window at left, until there is only **1 result** found—surprisingly, for this document and for this search, a unique match will be identified after you have typed only the characters **computeriz**

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 location of the phrase you’re looking for (‘computerized

classroom.’). This 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 “No Matches” 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 selected (highlighted) in yellow (Fig. 2.39).

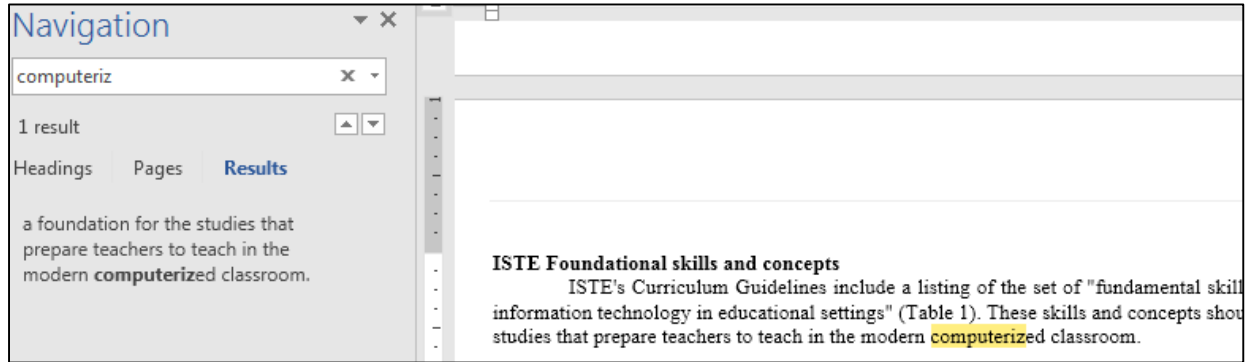


Fig. 2.39 The Found string is highlighted in yellow

You want to insert the new sentence (see above on page 73) 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 "...computerized classroom."

Press the **space bar** once 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

Finding and 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 "concepts and skills", which is a phrase that occurs throughout the paper. In its place you want the phrase (reversed) to read: "skills and concepts".

Again, you could use your eyes to visually scan through the text on the screen until you find each occurrence of "concepts and skills" and, each time you find it, change the phrase to "skills and concepts". 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 "concepts and skills" and change it to "skills and concepts". 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 and the cursor waiting in the Find what: data entry box (Fig. 2.40).

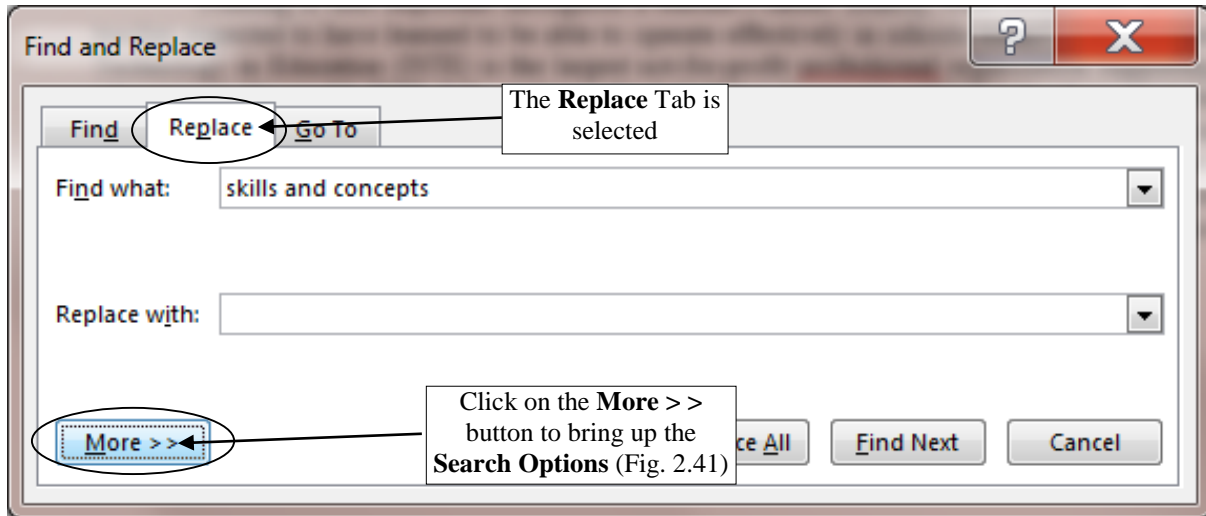


Fig. 2.40 Replace options in the Find and Replace dialog box

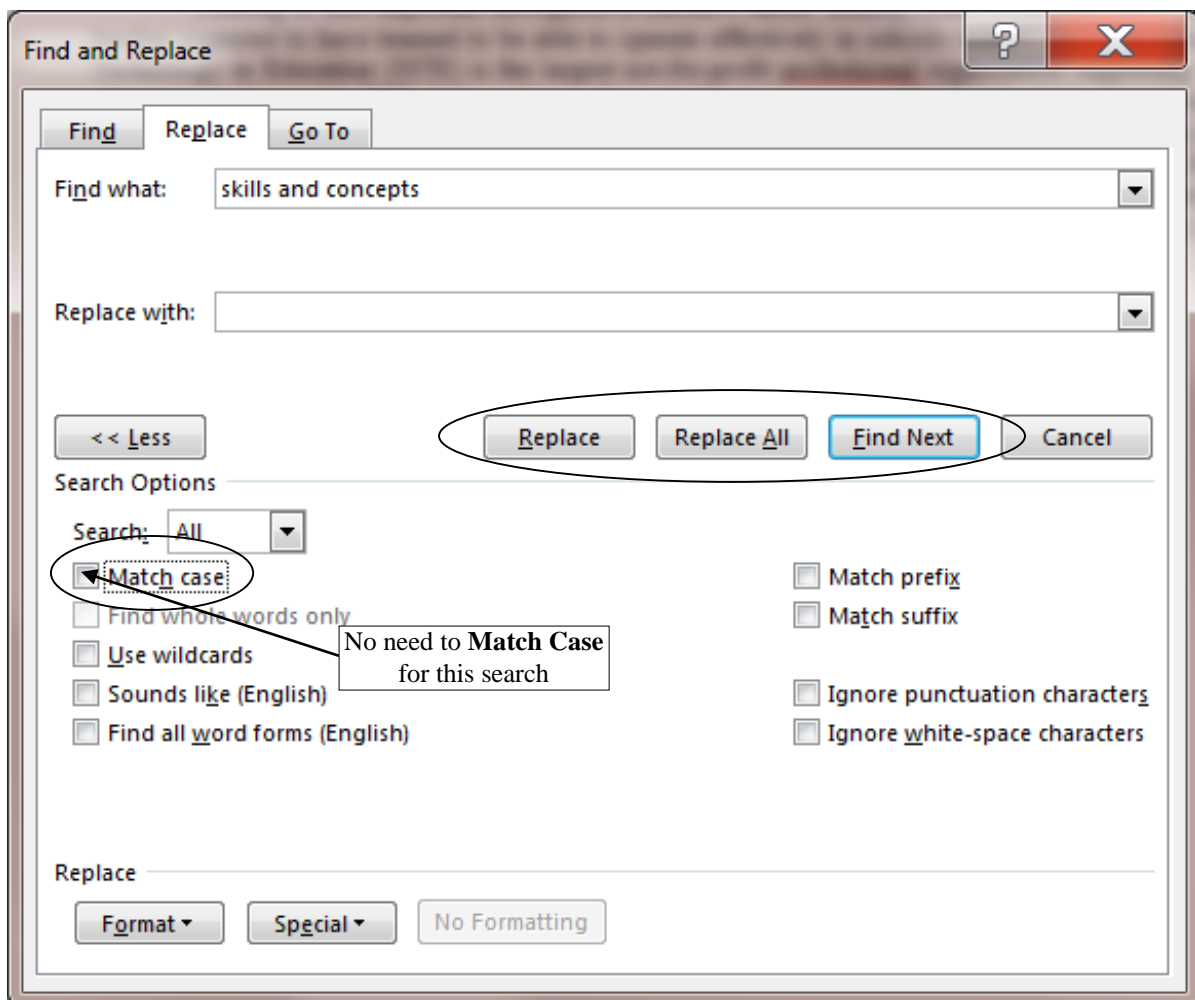


Fig. 2.41 Match Case option (not necessary for this search)

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

Word goes to work and highlights the first occurrence of "concepts and skills". 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 pink 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.

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 surprisingly easy to specify a string of characters that may not be 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 (1) to specify the search text that will get you right away the result you want, and (2) work your way through the document selecting only the iterations of the string you want to replace. In our hypothetical case you would type the entire 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, however, 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 10 (including the first occurrence already found).

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

Scroll to the Table on Page 2. Why does it still say 'Skill or Concept' for the Table title? Why wasn't it changed to 'Concept or Skill'? See the footnote for the answer.¹

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

¹ You searched for 'skill *and* concept', not 'skill *or* concept'.

come and, no matter how good you think your word processing skills are, you should always keep an open mind about learning more.

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 before you could submit it for others to read.

The word processor, on the other hand, makes editing tasks such as moving text simple and fast. You can manipulate the text at will, try ideas on the fly, and save different versions until you home in on the one best version that makes the desired impact you're looking for.

Very few, if any, writers write without further editing their work. Indeed, you might say that bad writers are the ones who can't be bothered to edit at all. The word processor, however, takes much of the sting out of editing. Because of this, the software literally helps to make you a better writer by simplifying the essential task of molding your ideas into nuggets of golden thought.

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.

First, click to close the **Navigation frame** on the **left side** of the *Word* window

Next, 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. Another, quicker, way to highlight a paragraph is by triple-clicking on it. Now that the paragraph is selected (highlighted), you need to **cut** it to the **clipboard**.¹

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

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 are now going to paste the "**Training is thus...**" paragraph (currently on the clipboard) immediately after the last paragraph, but *before* the Bibliography section.

Scroll to the last page of the document and locate the word: **Bibliography**, look at the two columns of text above the Bibliography, and click to position the **cursor** right at the end of the paragraph that ends "...**professional work with children.**"

Hit the **Enter** key and then hit **Ctrl+v** (or from the **Edit** menu select **Paste**)

If necessary, make any corrections to spacing and so forth

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.

Click to position the **insertion point cursor** immediately before the section title **Bibliography** and hit the **Enter key** to space down and visually separate the Bibliography at the end of the Term Paper

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—three lines in all. Follow these steps to place a copy of the title lines at the top of Page 2.

Position the **insertion point cursor** at the **top of the paper** immediately before the title **First Things First**

Hold down the **Shift key** while you click immediately before the **Abstract section header** (thus selecting the **first 4 lines on page 1**, including the **blank line** after the author's name)

Press **Ctrl+c** to copy the selected text to the clipboard

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

Now scroll 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 copies the title lines at the top of page 2.

Scroll down the page (page 2) to check the effect of the copy operation

Uh-oh, look at the Table on page 2. 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.**’), then change the **font pt size** from **12 pt** to **10 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.

It's time to go ahead and run the document through the Spelling Checker.

First put the cursor at the **beginning** of the Term Paper document then, in the **Review Ribbon > Proofing Group** click on **Spelling & Grammar** (Fig. 2.42)

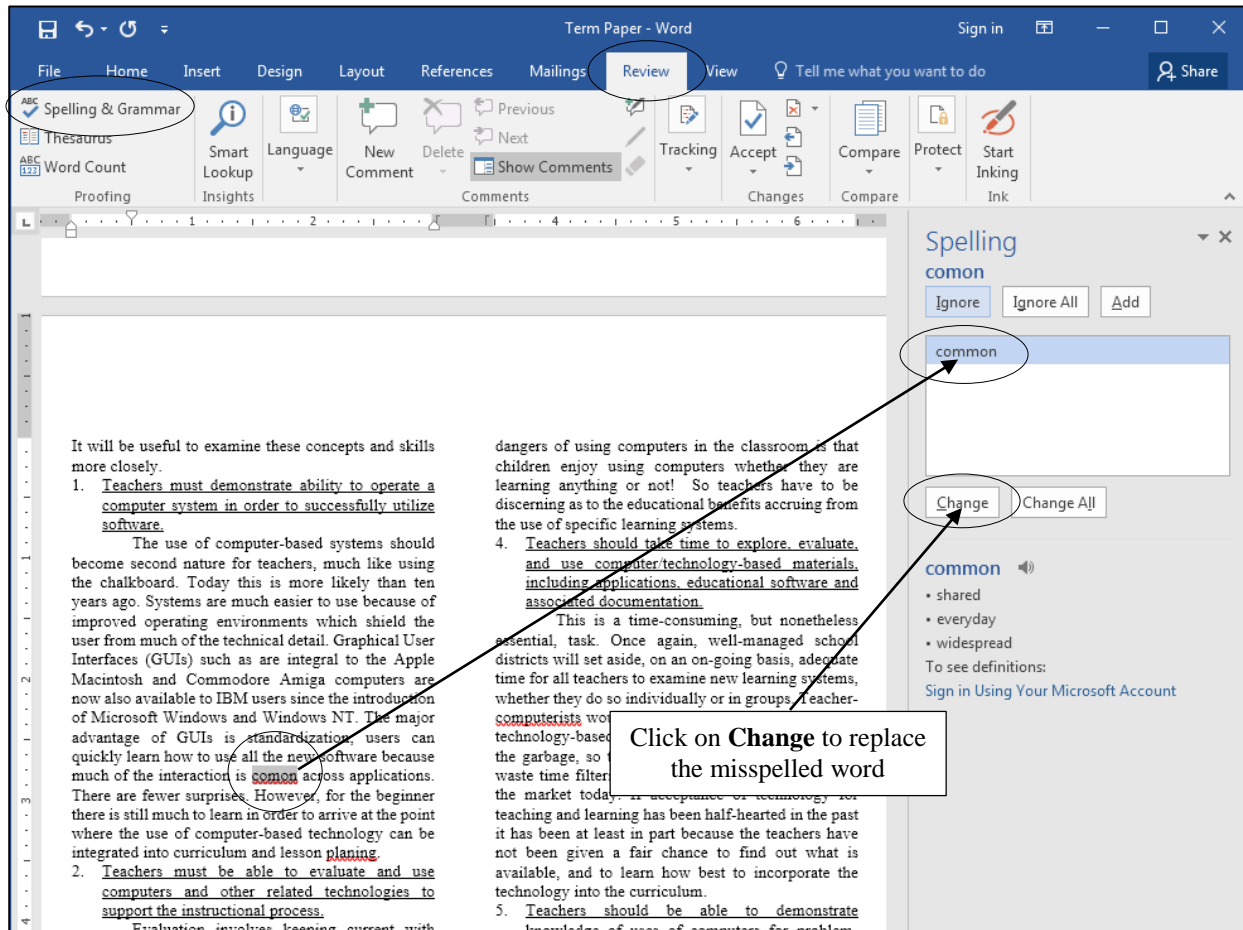


Fig. 2.42 The Spelling/Grammar checker at work

Word displays the Spelling frame on the right side of the window, showing the first possible error the system has found and inviting you to take care of it (Fig. 2.42 above). You can either *Ignore* it, *Ignore All*, *Add*, *Change*, or *Change All*

So... For each word that is highlighted (underlined in blue or red), choose whether to **Ignore** (the suggested error), **Ignore All** (further occurrences of the same word), **Add** (the word to the system dictionary that is maintained by Word on your computer), **Change** (the word to the suggested correct alternative), or **Change All** (including further occurrences of the same word)

As you work your way through the document, notice how often the Spelling/Grammar checker makes sense of what *should* be there and makes recommendations that are really, really useful. You might even be tempted to think the computer has some kind of intelligence. But the fact is that a lot of spelling and grammar is formal and computable. The computer seems intelligent because it has been programmed by intelligent humans, like you, so don't be afraid to make the computer your friend.

Press **Ctrl+s** to save the corrected document after you have completed the spelling/grammar 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 simple graphic design work such as this.¹

Position the cursor at the **beginning** of the first line of the **Abstract** on **page 1** of the Term Paper document (immediately before the phrase "**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**") then, from the **Insert Ribbon > Illustrations Group** click on the **Pictures** tool

In the **Insert Picture** dialog box, scroll if necessary in the **left hand frame** in order to locate the **USB drive**, then **click once** on the icon in order to open it

Now navigate to the **Work Files for Office 2016** folder, **double click** to open it, and **double click** again to open the **Miscellaneous Files** folder

There are five folders in the Miscellaneous Files folder: *Alphabet*, *Merge Documents*, *Other*, *Practice*, and *Templates*. The files you are going to use for this set of exercises are in the *Alphabet* folder.

Double click on the **Alphabet** folder to open it, and **double click** on the picture file for the letter "**T**"

The picture of a "**T**" is inserted at the beginning of the Abstract (see Fig. 2.43). But the picture still needs to have the text wrapped around it. This is easy enough to do.

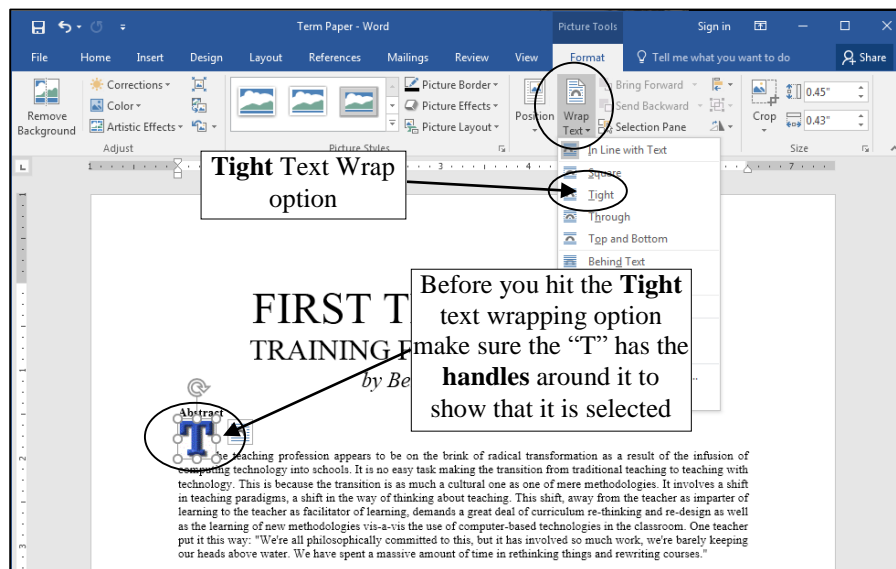


Fig. 2.43 The Tight Text Wrap tool in the Picture toolbar

If you don't see the handles around the "**T**" (Fig. 2.43 above), first click on the **picture** of the "**T**" to select it

¹ Later, in Lesson 3, you'll learn how to use *Word's* built-in tool for doing Drop Caps.

In the **Picture Tools > Format Ribbon > Arrange Group**, click on the **Wrap Text** tool (Fig. 2.43) and, from the drop-down menu of Text Wrapping options, select the **Tight** option

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" has been pushed over to the right by the graphic T. Here's how you can 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, then **Save** your work

Use these up/down/left/right arrow keys any time you need to adjust the exact location of a graphic on the page. Now it's your turn. Fig. 2.44 shows you what the rest of this exercise entails.

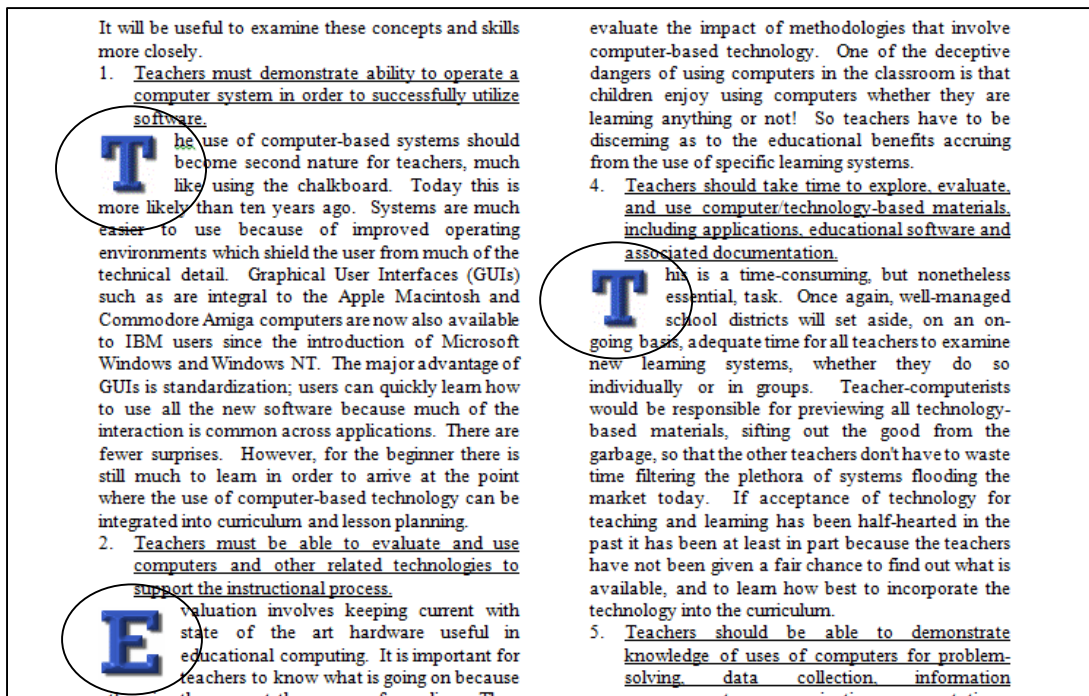


Fig. 2.44 Text wrapped around a graphic

On pages 3 through 5, at the beginning of the first paragraph of the sections that discuss each of the 13 ISTE Teacher concepts and skills, do the following (Fig. 2.44 above).

Position the cursor at the beginning of the paragraph and hit the **Backspace** key to remove the **First line indent** from the **first paragraph**, then hit the **Del(ete)** key to **delete** the **capital letter** at the beginning of the first sentence

From the **Alphabet** folder replace the capital letter with a **graphic** of the appropriate **letter of the alphabet**, and, using the **Picture Tools > Format Ribbon > Arrange Group**, click on the **Wrap Text > Tight** tool to wrap the text around the graphic, then use the **arrow keys** to adjust the graphic so it is in line with the text wrapped around it

There will be *thirteen* letter graphics in all—one for each concept or skill.

Save your work when you are done

Word has a tool called Drop Caps for inserting large characters at the beginning of paragraphs. It has fewer artistic options than what you have learned above, but it is easy to apply and you can play with the *look and feel* by trying out different fonts, font sizes, and font colours. Check it out in the *Insert Ribbon > Text Group*.

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

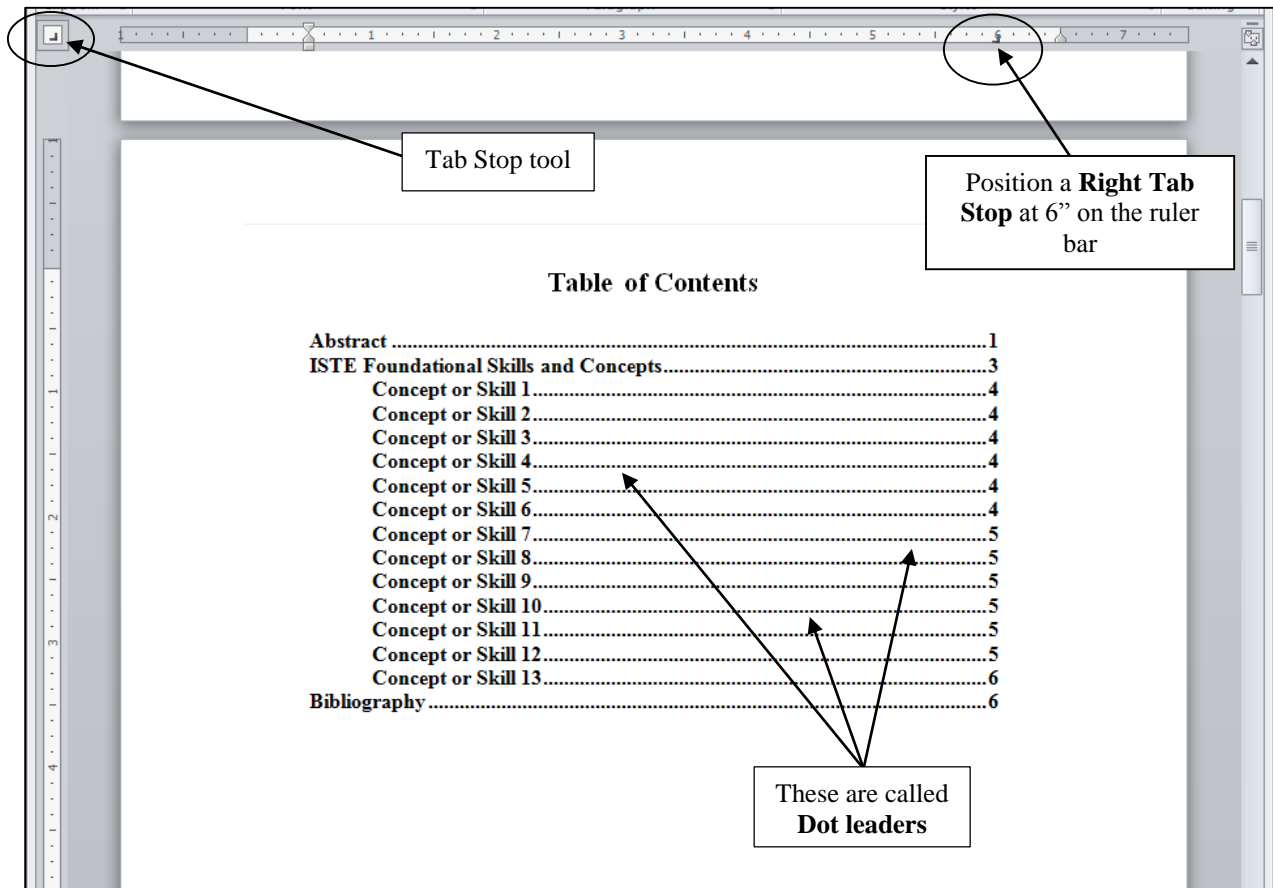


Fig. 2.45 Finished Table of Contents

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

In the **Insert Ribbon > Pages Group** click on **Page Break** and scroll down to the top of the new page (page 2)

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 **½” 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. You also want what are called “dot leaders” to run across the page to visually connect the TOC item with its page number (see Fig. 2.45 on previous page).

On the **Tab Stop tool** (over on the **far left** of the **Ruler bar**), click **twice** to change the Tab stop to **Right Tab**, then at the **6” hash mark** click **once** on the **Ruler bar** to place a **Right Tab Stop** there (see Fig. 2.45 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. 2.46)

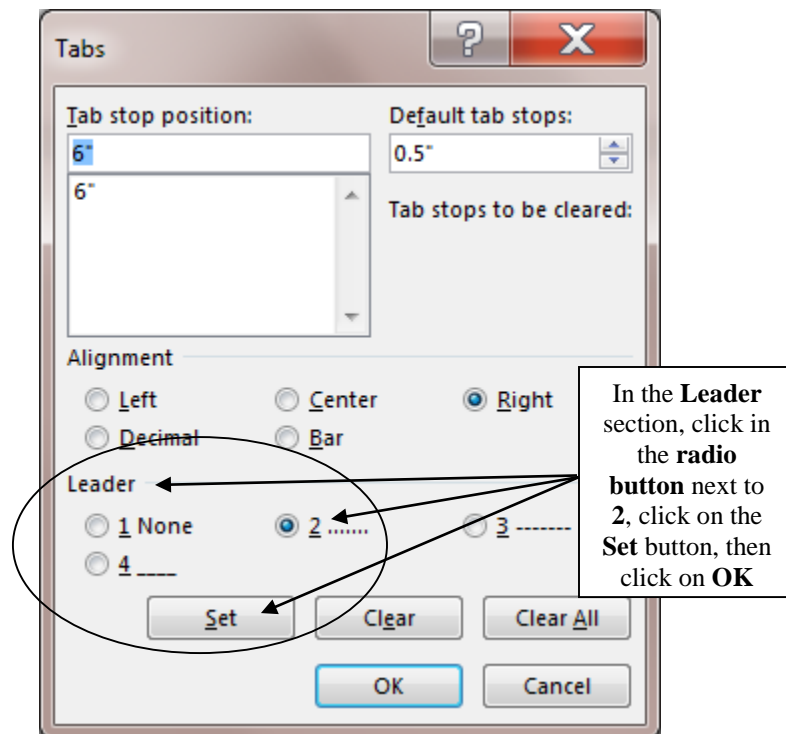


Fig. 2.46 Tabs dialog box

In the **Leader** section of the dialog box, click on the **radio button** next to **2.....**, which will give you the **dot leaders** in the TOC, then click on the **Set** button, and click on **OK**

Dot leaders will now be applied to every item you subsequently type into the TOC.

Hit the **Tab key** just **once** to put a line of dots all the way across the page as far as the **Right Tab Stop** (these dots, called **dot leaders**, 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. 2.45 on page 83 above.

Move the **left indent marker** to the **1” hash mark** for the **13 Concepts or Skills**, and then move the left indent marker back to the **1/2”** hash mark for the final **Bibliography** item

Save the document when you're done creating the TOC

Backing up your Term Paper document

You should know how to do this by now, but if you need a refresher, here are the steps.

Go to **File > Save As > Computer > Browse > USB drive > Work Files for Office 2016 > Data Files > name the document Term Paper Backup > click on Save**

Printing the document

At some convenient time¹, print out a draft copy of the entire Term Paper document. 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 2016* 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. You can enjoy the

¹ It may not be convenient to run off a copy of the document during a lab session when other students in your class may be waiting in line for the printer. Also, if you are using your own printer at home and it's an inkjet printer, you may want to save ink on the draft copy by using the *Quick Print* option in the Print Preferences.

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 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. 85-89 which will help you create the Courseware Evaluation Template illustrated in Fig. 2.42A and 2.42B 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): _____

For administrative use only

Vendor: _____

Address: _____

Phone: (____) ____ - _____

P.O. #: _____

Recommendation (please check):

Highly recommend purchase _____

Recommend purchase _____

Do not recommend purchase _____

Rating Criteria:

Number of stars from back _____

Product Application:

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

The Following signatures are required:

Reviewer(s): _____

Date: _____

Department Chairperson: _____

Date: _____

Principal: _____

Date: _____

Fig. 2.42A 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

Simulation:

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

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

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. 2.42B Page 2 of the Courseware Evaluation Template

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

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

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

Page One

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

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

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

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

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

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

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

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

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

Page Two

OK, now for the second page of the template.

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

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

Now 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**)

- Now you need to go back to **single column**. So you need another section break. Here again are the steps to do this.
- From the **Insert** menu select **Break...**, and in the **Section break types** click in the button next to **Continuous** and click on **OK**.
- Locate the **Columns** icon in the toolbar, click on it once, then drag and click to go back to **1** column. Word now shows you how the 2 columns for the **Specific Courseware Categories** look.
- Use the mouse to put the cursor immediately under **Flexible report formatting** at the bottom of the second column of the previous section and hit Enter maybe a couple of times to move the text up in the column so the header **Tutorial** is at the top of the column (see the original).

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

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

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

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

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