SOLUTIONS MANUAL

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Tutorial 2: Editing and Formatting a Document

A Guide to this Instructor's Manual:

We have designed this Instructor's Manual to supplement and enhance your teaching experience through classroom activities and a cohesive chapter summary.

This document is organized chronologically, using the same heading in **blue** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Figures and Boxes found in the section (if any), Teacher Tips, Classroom Activities, and Lab Activities. Pay special attention to teaching tips, and activities geared towards quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

In addition to this Instructor's Manual, our Instructor's Resources CD also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

For your students:

Our latest online feature, CourseCasts, is a library of weekly podcasts designed to keep your students up to date with the latest in technology news. Direct your students to http://coursecasts.course.com, where they can download the most recent CourseCast onto their mp3 player. Ken Baldauf, host of CourseCasts, is a faculty member of the Florida State University Computer Science Department where he is responsible for teaching technology classes to thousands of FSU students each year. Ken is an expert in the latest technology and sorts through and aggregates the most pertinent news and information for CourseCasts so your students can spend their time enjoying technology, rather than trying to figure it out. Open or close your lecture with a discussion based on the latest CourseCast.

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Chapter Objectives

Students will have mastered the material in this tutorial when they can:

- Create bulleted and numbered lists
- Move text within a document
- Find and replace text
- Check spelling and grammar
- Format documents with themes and styles

- Review the MLA style for research papers
- Indent paragraphs
- Insert and modify page numbers
- Create citations and a bibliography

WD 56 Revising a Document

LECTURE NOTES
- Demonstrate how to revise a document.

BOXES
- TIP: To reduce the gray space between pages to a gray line, double-click the gray space. To redisplay the gray space, double-click the gray line. (WD 57)

FIGURES
- Figure 2-1, Figure 2-2

TEACHER TIP
Explain to students that when they are revising a document, it is important that they save that document with a new name.

Remind students that before they begin revising a document, they should familiarize themselves with the entire document and assess the revisions that need to be made.

CLASSROOM ACTIVITIES
1. Classroom Activity: Have the students open a previously saved Word document. You will ask them to make revisions to this document, but first remind them to save the file with a different name. Once they have done this, have them change the document's font and font size. Have them change the heading so it is italicized and in bold. Remind them that they should save the document before closing it.
2. Quick Quiz:
   - True/False: It is impossible to save a Word file with a name that is different from the one with which it was originally saved. (Answer: False)

- True/False: In a Word document, the gray space that separates pages always has to be displayed. (Answer: False)

WD 58 Creating Bulleted and Numbered Lists

LECTURE NOTES
- Demonstrate how to create a bulleted list.

BOXES
- TIP: the Bullets button is a toggle button. To remove bullets from the selected text, click the Bullets button. (WD 59)
- TIP: The numbering button is a toggle button which means you can click it to turn numbering on or off. To remove numbers from selected text, click the Numbering button. (WD 60)

FIGURES
- Figure 2-3, Figure 2-4

TEACHER TIP
Explain to students that if a paragraph is inserted, deleted, or reordered in a numbered list, Word automatically adjusts the numbers so they remain in a consecutive order.

Point out to students that when a Word document is first opened, the default bullet style is the round bullet. Once they select a different bullet option, that bullet remains the default until it is changed.

CLASSROOM ACTIVITIES
1. Group Activity: Have the class works in groups of two. Have them click on the Bullets button in the Paragraph group on the Home tab. Have them preview the options listed under the Bullets button and discuss how each bullet could be used appropriately.
2. Quick Quiz:
   - A _____ _____ is a group of related paragraphs with a special symbol, such as a dot, dash, or other character, that appears to the left of each paragraph. (Answer: B)
      A. Bullets button
      B. Bulleted list
      C. Numbers list
      D. paragraph format
   - True/False: To create a numbered list, you can use the Numbering button in the Paragraph group. (Answer: True)

LAB ACTIVITY:
Have students break off into pairs. They will work together to create two lists: one bulleted list and one numbered list. Tell them that the bulleted list will be used as a checklist for a family who is moving and that the numbered list will include the step-by-step directions to their new house. Have them share their creations with the class.

WD 60 Moving Text in a Document

LECTURE NOTES
- Demonstrate how to move text in a document.

BOXES
- REFERENCE: Cutting (or Copying) and Pasting Text (WD 63)
- TIP: You can also press Ctrl+X to cut selected text, and press Ctrl+V to paste the most recent copied item. (WD 63)
- TIP: You can also copy selected text by pressing Ctrl+C. (WD 65)
- TIP: To select a paste option before pasting an item, click the Paste button arrow in the Clipboard group on the Home tab, and then click the paste option you want. (WD 66)

FIGURES
- Figure 2-5, Figure 2-6, Figure 2-7, Figure 2-8, Figure 2-9, Figure 2-10

TEACHER TIP
Point out to students that Word provides several ways to move text: drag and drop, cut and paste, and copy and paste.

Explain to students that the Clipboard is only a temporary storage area on their computer that holds text or graphics, and that if text or graphics are cut from a document, they are automatically put onto the Clipboard.

CLASSROOM ACTIVITIES
1. Group Activity: Have the class open up a previously saved Word document. Explain to students that they will practice moving text using the drag and drop, cut and paste, and copy and paste methods. When they are finished, have them share with the class the method that they prefer and why.
2. Quick Quiz:
   - True/False: The Clipboard task pane displays the contents of the Clipboard. (Answer: True)
   - To _____ means to insert a copy of whatever is on the Clipboard into a document. (Answer: C)
      A. Copy
      B. Clipboard
      C. Paste
      D. format

WD 67 Finding and Replacing Text

LECTURE NOTES
- Demonstrate how to find and replace text.

BOXES
- REFERENCE: Finding and Replacing Text (WD 68)
- INSIGHT: Searching for Formatting (WD 71)

FIGURES
- Figure 2-11, Figure 2-12

CLASSROOM ACTIVITIES
1. Class Discussion: Have the class discuss different scenarios in which the Find and Replace dialog box might be useful. Why might you need to replace one word with another? Have the class give specific examples of their findings.
2. Quick Quiz:
    - True/False: A search result is a list that contains each instance of the item that was searched. (Answer: True)
    - The _____ provide(s) options for finding a specific word or phrase in the document and replacing it with another word or phrase. (Answer: D)
        A. Search text
        B. Go To Tab
        C. Search results
        D. Replace tab

WD 71 Using the Spelling and Grammar Checker

LECTURE NOTES
- Demonstrate how to use the Spelling and Grammar Checker.

BOXES
- REFERENCE: Checking a Document for Spelling and Grammar Errors (WD 71)
- TIP: If you want to check only for spelling errors, you can deselect the Check grammar check box. (WD 72)
- PROSKILLS: Written Communication: Proofreading Your Document (WD 73)

FIGURES
- Figure 2-13

Remind students that another way to check for spelling and grammatical errors is by using the AutoCorrect feature, about which they have previously learned. Remind them that possible text errors will be marked with a wavy line.

CLASSROOM ACTIVITIES
1. Group Activity: Have the class open up a previously saved Word document on their own computers. Have them scan the document looking for any text underlined with a wavy line. Then have them use the Spelling and Grammar Checker. First have them check for spelling errors only. Then have them check for grammatical errors. When they are finished have them discuss which method they prefer and why.
2. Quick Quiz:
   - True/False: The Spelling and Grammar Checker checks a document word by word for a variety of errors. (Answer: True)
   - True/False: The Spelling and Grammar Checker will catch every grammatical error. (Answer: False. That is why it is imperative to proofread a document as well.)

WD 73 Working with Styles

LECTURE NOTES
- Demonstrate how to apply and work with styles.

BOXES
- TIP: On most computers, you can press the F4 key to repeat your most recent action. (WD 75)
- INSIGHT: Understanding the Benefits of Styles (WD 76)

FIGURES
- Figure 2-14, Figure 2-15, Figure 2-16

TEACHER TIP
Point out to students that style names reflect the use for that particular style.

Explain to students that they can choose between styles that format whole paragraphs and styles that format individual characters.

CLASSROOM ACTIVITIES
1. Quick Quiz:
   - True/False: Style and Quick Style refer to the same thing. (Answer: True)
   - True/False: Character-level formatting is used when only a few characters or words need to be formatted. (Answer: True)
2. Group Activity: Have the class work at their computers and open up a previously saved Word document. Have them format their document by applying Spacing, Heading, and paragraph-level formatting to the entire document. After they do this, have them go back and apply character-level formatting to just a few words.

WD 76 Working with Themes

LECTURE NOTES
- Demonstrate how to apply themes.

FIGURES
- Figure 2-17, Figure 2-18, Figure 2-19

TEACHER TIP
Point out to students that the forty-four different themes included in Word offer a coordinating assortment of fonts, colors, and text effects.

Remind students that when they open up a blank Word document, the Office theme is applied by default.

CLASSROOM ACTIVITIES
1. Group Activity: Have students work at their own computers and open a previously saved Word document. Have them apply a theme to their document, paying attention to the fonts, colors, and text effects used. Have them share with the class the theme they chose and why; discuss the theme's design style.
2. Quick Quiz:
   - The _____ _____ controls the variety of fonts, colors, and other visual effects available as a document is formatted. (Answer: A)
     - A. document theme
     - B. color palette
     - C. theme color
     - D. Office theme
   - True/False: In a theme, the same font is never assigned to both the heading and the body of the text. (Answer: False)
3. Critical Thinking: Have the class break off into pairs and click the Themes button located in the Themes group on the Page Layout tab. Have them discuss with their partner the various themes available and for what they might be used. Have them choose their favorite theme and discuss the font, color, and text effects offered in that theme. Do these choices seem appropriate? Would they have chosen a different font? Color? Text effect?

LAB ACTIVITY
Have students design their own theme. They will create a one-page document designed as a flyer. This flyer will be used as an advertisement for guitar lessons that they will provide. They will want to include a few paragraphs on their history with the instrument, the style of music they teach, and their years of experiences. They can insert graphics, photos, and bulleted or numbered lists. They will want to choose fonts, font styles, text effects, and colors. Have them share their flyer with the rest of the class and explain why they chose the various elements.

WD 82 Reviewing the MLA Style

LECTURE NOTES
- Explain the MLA style.

BOXES
- INSIGHT: Formatting an MLA-Style Research Paper (WD 82)

FIGURES
- Figure 2-20

TEACHER TIP
Explain to students that people in different fields use different style guides, with each style guide designed to suit the needs of a specific discipline.

Point out that the Modern Language Association (MLA) style is widely used in the humanities field.

CLASSROOM ACTIVITIES
1. Quick Quiz:
- True/False: A style guide is a set of rules that describe the preferred format and style for a certain type of writing. (Answer: True)
- True/False: The guidelines for a specific style guide focus on specifications for formatting. (Answer: True)

2. Group Activity: Have students open up a blank Word document and have them format that document to match the MLA style. They should use Figure 2-20 as a reference. They will double space, remove paragraph spacing, and increase the font size to 12 points for the entire document. (Note: they will address the last two bullet points in Figure 2-20 in the next section.) Make sure they save the document so it can be opened up at a later time.

3. Critical Thinking: Have students discuss, in groups of three, the MLA style and the APA style. Have they used either of these style guides in any paper they have written? Have they read a paper written in either of these styles? Have students discuss why certain style guides are better suited to one field than another. Are there other style guides that they have used to write a paper or that were used in a paper they read? What differentiated those styles from these styles? What are the pros and cons of each style? Which style guide do they prefer to use and why?

WD 83 Indenting a Paragraph

LECTURE NOTES
- Discuss how to indent paragraphs.

BOXES:
- TIP: You can also click in the paragraph you want to indent or select multiple paragraphs, click the Dialog Box Launcher in the Paragraph group, and then adjust the Indentation settings. (WD 84)

FIGURES
- Figure 2-21, Figure 2-22

TEACHER TIP
Explain to students that Word offers a number of options for indenting a paragraph, including indenting an entire paragraph or just indenting one line of the paragraph.

Point out to students that when indenting a paragraph using the Increase Indent button, the paragraph indents in increments of .5 inches.

CLASSROOM ACTIVITIES
1. Quick Quiz:
    • True/False: A Hanging indent is where all lines except the first line of the paragraph are indented from the right margin. (Answer: False. It is when it is indented from the left margin.)
    • True/False: When using the Increase Indent or Decrease Indent buttons, the paragraph will increase or decrease in increments of 0.5 inches. (Answer: True)
2. Group Activity: Have students open up the Word document they had previously formatted using the MLA style. Have them continue formatting the document in the MLA style by indenting the first line of each paragraph .5 inches from the left margin. Make sure they save the document with the changes they just made.

WD 86 Inserting and Modifying Page Numbers

LECTURE NOTES
    • Demonstrate how to insert and modify page numbers.

BOXES
    • TIP: To remove page numbers from a document, click the Remove Page Numbers command on the Page Number menu. (WD 86)
    • TIP: After you insert a page number in a document, you can always reopen Header and Footer view by double-clicking the page number in Print Layout view. (WD 88)

FIGURES
    • Figure 2-23, Figure 2-24

TEACHER TIP
Explain to students that, in order to number their pages, they do not have to type a page number on each page. Instead they can insert a page number field which instructs Word to do it for them.

Point out to students that when using the MLA style, it requires that they use a page number preceded by the person's last name in the upper –right-hand corner of each page.

CLASSROOM ACTIVITIES
1. Quick Quiz:
- The _____ is the blank area above the top margin. (Answer: header)
- True/False: The page number field is an instruction that tells Word to insert a page number on each page. (Answer: True)
2. Group Activity: Have the class open up their MLA style Word document. Now have them add the page number (preceded by their last name) in the upper-right corner of each page. If they prefer, they can omit this from the first page. When they finish, have them refer back to Figure 2-20 to double check that they have formatted their document with an MLA style, correctly.

WD 88 Creating Citations and a Bibliography

LECTURE NOTES
- Demonstrate how to create citations and a bibliography.

BOXES
- PROSKILLS: Written Communication: Acknowledging You Sources (WD 89)
- REFERENCE: Creating Citations (WD 90)
- TIP: To delete a citation, click the citation to display the content control, click the tab on the left side of the content control, and then press the Delete key. (WD 92)
- TIP: To insert a new, blank page in the middle of a document, position the insertion point where you want to insert the blank page, and then click the Blank Page button in the Pages group on the Insert tab. (WD 95)
- INSIGHT: Managing Sources (WD 97)

FIGURES
- Figure 2-25, Figure 2-26, Figure 2-27, Figure 2-28, Figure 2-29, Figure 2-30, Figure 2-31, Figure 2-32, Figure 2-33

TEACHER TIP
Explain to students that for every citation inserted in a document, there is a corresponding entry in the list of works cited or bibliography.

Point out to students that, although some style guides are very rigid about the form and location of citations, the MLA style is quite a bit more flexible.

CLASSROOM ACTIVITIES
1. Quick Quiz:
- An alphabetical list of all books, magazines, web sites, movies, and other works that are referred to in a research paper is called the _____. (Answer: bibliography)
- True/False: A citation should be used every time someone is quoted or a source is referred to in a document. (Answer: True)

2. Group Activity: Have students break off into groups of three and have them discuss a document they have written. What was the purpose of the document? For what field of business was the document written? What style guide was used? What were some of the sources cited in the bibliography?

LAB ACTIVITY
Have students open their previously formatted MLA Word document. Have them insert parenthetical references or citations throughout their document, using a specified style of their choosing. (They can make up sources and quotes for the purpose of this exercise.) Have them create a bibliography at the end referencing those citations, using a specified style of their choosing. When they have finished, have students compare their citations and bibliographies and their style choices.

WD 98 Finalizing an MLA Works Cited List

LECTURE NOTES
- Demonstrate how to finalize a works cited list to match the MLA style.

BOXES
- TIP: After you convert a bibliography to static text, you can no longer update it to reflect changes to the document citations. So don't convert it until the bibliography contains all the necessary information. (WD 99)

FIGURES
- Figure 2-34, Figure 2-35, Figure 2-36, Figure 2-37, Figure 2-38

TEACHER TIP
Remind students that they will need to adapt the bibliography in their Word document to match the MLA guidelines.

Point out to students that before they finalize their works cited list to match the MLA style, they will want to convert the list from a field that can be updated automatically to static text, which is text that cannot be updated automatically.

CLASSROOM ACTIVITIES
1. Group Activity: Have students open up their MLA styled Word document and adapt the bibliography to match the works cited list MLA guidelines. Make sure they are formatting the bibliography to match the rest of the text in the document. They will want to center the title of the Works Cited list. Have them refer to Figure 2-34 and have them use it as a step-by-step guide for this exercise.

2. Quick Quiz:
- What is static text? (Answer: Text that cannot be updated automatically)
- True/False: Word inserts a bibliography, or works cited list, in a content control. (Answer: True)

End of Tutorial Material

- **Review Assignments:** Review Assignments provide students with additional practice of the skills they learned in the tutorial using the same tutorial case, with which they are already familiar. These assignments are designed as straight practice only and should not include anything of an exploratory nature.

- **Case Problems:** A typical NP tutorial has four Case Problems following the Review Assignments. Short tutorials can have fewer Case Problems (or none at all); other tutorials may have five Case Problems. The Case Problems provide further hands-on assessment of the skills and topics presented in the tutorial, but with new case scenarios. There are four types of Case Problems:
  - **Apply**. In this type of Case Problem, students apply the skills that they have learned in the tutorial to solve a problem. Apply Case Problems can include Explore steps, which go a bit beyond what was presented in the tutorial, but should include only one or two Explore steps if any at all.
  - **Create**. In a Create Case Problem, students are either shown the end result, such as a finished Word document, and asked to create the document based on the figure provided; or, students are asked to create something from scratch in a more free-form manner.
  - **Challenge**. A Challenge Case problem involves three or more Explore steps. These steps challenge students by having them go beyond what was covered in the tutorial, either with guidance in the step or by using online Help as directed.
  - **Research**. In this type of Case Problem, students need to go to the Web to find information that they will incorporate in their work for the Case Problem.

  A tutorial does not have to include each of the four types of Case Problems; rather, the tutorial's content should dictate which Case Problems to include. It's possible, therefore, that some tutorials might have three Case Problems of one type and only one Case Problem of a different type. To the extent possible, the first Case Problem in a tutorial should be an Apply so that the Case Problems progress in degree of difficulty.

- **Internet Assignments:** Internet Assignments are additional exercises that students access via the Student Online Companion Web site. These assignments integrate the skills the students learned in the tutorial with research on the Web. Not all books or tutorials include Internet Assignments; for example, in the Office First Course text, only the application tutorials (Word, Excel, Access, and PowerPoint) have Internet Assignments.

- **ProSkills Exercises:** This feature is new for Office 2010 and Windows 7. ProSkills exercises integrate the technology skills students learn with one or more of the following soft skills: decision-making, problem-solving, teamwork, verbal communication, and written communication. The goal of these exercises is to enhance students' understanding of the soft skills and how to apply them appropriately in real-world, professional situations that also involve software application skills. ProSkills exercises

are offered at various points throughout a text, encompassing the concepts and skills presented in a standalone tutorial or a group of related tutorials.

Glossary of Key Terms

- American Psychological Association (APA) (WD 82)
- Bibliography (list of works cited) (WD 88)
- bullet (WD 54)
- bulleted list (WD 58)
- character-level formatting (WD 74)
- citations (WD 82)
- Clipboard (WD 62)
- Clipboard task pane (WD 63)
- content control (WD 81)
- copy (WD62)
- cut (WD 62)
- drag and drop (WD 61)
- field (WD 95)
- Find and Replace dialog box (WD 67)
- First Line Indent marker (WD 84)
- Footer (WD 86)
- hanging indent (WD 83)
- Hanging Indent marker (WD 84)
- header (WD 86)
- Left Indent marker (WD 84)
- Manual page break (WD 95)
- Modern Language Association (MLA) (WD 82)
- Navigation Pane (WD 54)
- numbered list (WD58)
- page number field (WD 86)
- paste (WD 62)
- paragraph-level formatting (WD 73)
- Right Indent marker (WD 84)
- search results (WD 67)
- search text (WD 68)
- sources (WD 88)
- Spelling and Grammar checker (WD 71)
- Style guide (WD 82)
- Style (Quick Style) (WD 73)
- theme (WD 76)

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