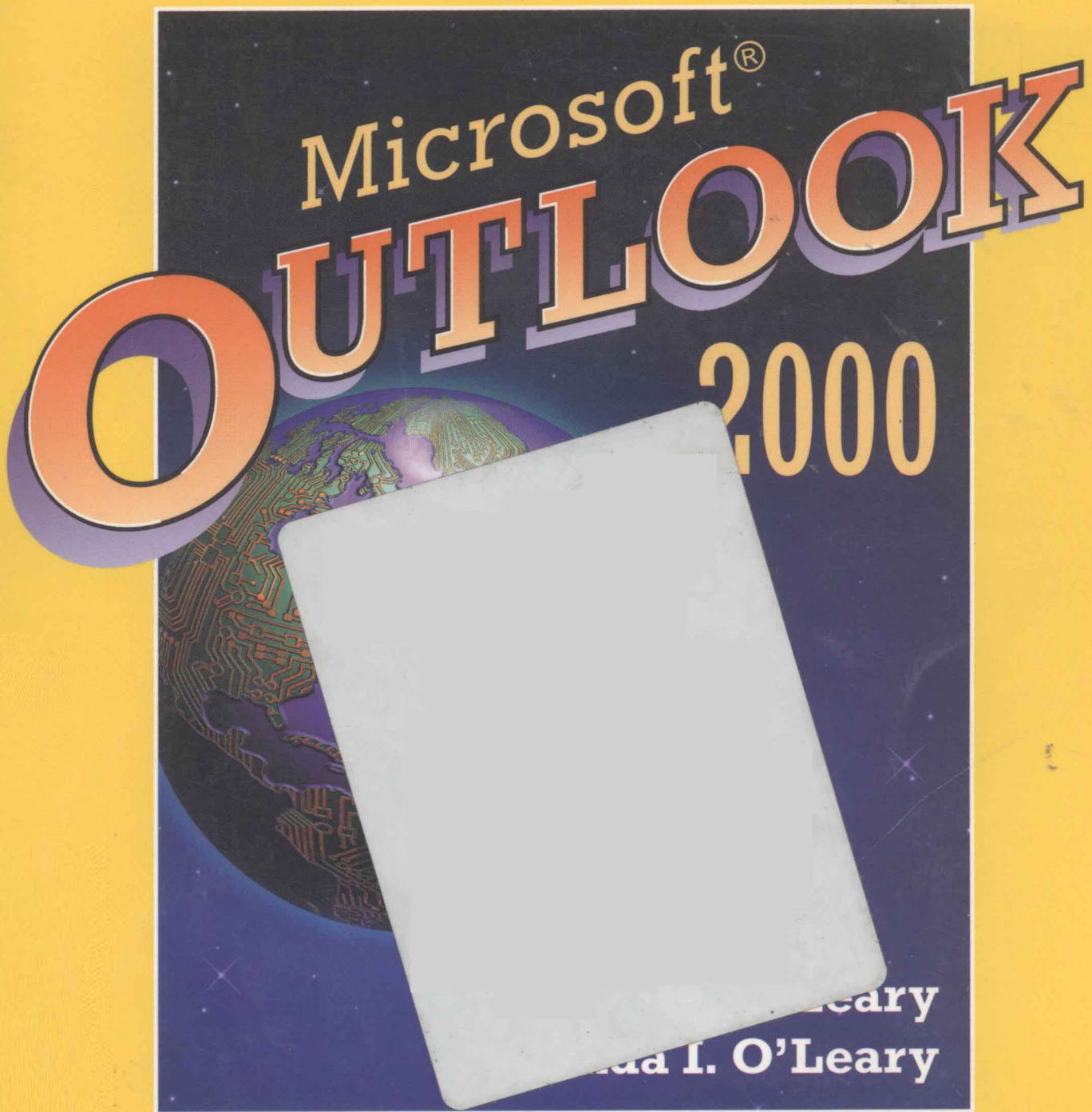


The **O'LEARY**

S E R I E S



Brief Edition



THE O'LEARY SERIES

Microsoft® Outlook 2000

Brief Edition

Timothy J. O'Leary

Arizona State University

Linda I. O'Leary

江苏工业学院图书馆
藏书章



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MICROSOFT® OUTLOOK 2000, BRIEF EDITION

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This book is printed on acid-free paper.

3 4 5 6 7 8 9 0 QWD/QWD 9 0 9 8 7 6 5 4 3 2

ISBN 0-07-237416-0

Vice president/Editor-in-chief: *Michael W. Junior*

Publisher: *David Brake*

Sponsoring editor: *Trisha O'Shea*

Senior project manager: *Beth Cigler*

Manager, new book production: *Melonie Salvati*

Freelance design coordinator: *Gino Cieslik*

Cover design: *Francis Owens*

Cover Illustration: *Paul Wiley*

Supplement coordinator: *Marc Mattson*

Compositor: *Rogondino & Associates*

Typeface: *11/13 Century Book*

Printer: *Quebecor World Dubuque*

Library of Congress Catalog Card Number 99-64293

<http://www.mhhe.com>

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Preface

Goals/Philosophy

The goal of *The O'Leary Series* is to give students a basic understanding of computing concepts and to build the skills necessary to ensure that information technology is an advantage in whatever path they choose in life. Because we believe that students learn better and retain more information when concepts are reinforced visually, we feature a unique visual orientation coupled with our trademark “learn by doing” approach.

Approach

The O'Leary Series is the true *step-by-step way to develop computer application skills*. The new Microsoft Office 2000 design emphasizes the step-by-step instructions with full screen captures that illustrate the results of each step performed. Each Tutorial (chapter) follows the “learn by doing” approach in combining conceptual coverage with detailed, software-specific instructions. A running case study that is featured in each tutorial highlights the real-world capabilities of each of the software applications and leads students step by step from problem to solution.

About the Book

The O'Leary Series offers 2 levels of instruction: Brief and Introductory. Each level builds upon the previous level.

- **Brief**—This level covers the basics of an application and contains two to three chapters.
- **Introductory**—This level includes the material in the Brief textbook plus two to three additional chapters. The Introductory text prepares students for the *Microsoft Office User Specialist Exam (MOUS Certification)*.

Each text features:

- **Common Office 2000 Features**—This section provides a review of several basic procedures and Windows features. Students will also learn about many of the features that are common to all Microsoft Office 2000 applications.
- **Overview**—The Overview contains a “Before You Begin” section which presents both students and professors with all the information they need to know before starting the tutorials, including hardware and software settings. The Overview appears at the beginning of each lab manual and describes (1) what the program is,

(2) what the program can do, (3) generic terms the program uses, and (4) the Case Study to be presented.

- **Working Together sections**—These sections provide the same hands-on visual approach found in the tutorials to the integration and new collaboration features of Office 2000.
- **Glossary**—The Glossary appears at the end of each text and defines all key terms that appear in boldface type throughout the tutorials and in the end-of-tutorial Key Terms lists.
- **Index**—The Index appears at the end of each text and provides a quick reference to find specific concepts or terms in the text.

Brief Edition

The Brief Edition is one tutorial.

Tutorial 1 In Tutorial 1 you will learn how to set up and organize Outlook to meet your particular needs. Then you will use the Calendar tool to schedule appointments, the Tasks tool to plan the completion of various projects, the Contacts tool to enter personal and business associates contact information, and the Notes tool to write reminder notes.

Each tutorial features:

- **Step-by-step instructions**—Each tutorial consists of step-by-step instructions along with accompanying screen captures. The screen captures represent how the student's screen should appear after completing a specific step.
- **Competencies**—Listed at the beginning of each tutorial, the Competencies describe what skills will be mastered upon completion of the tutorial.
- **Concept Overview**—Located at the start of each tutorial, the Concept Overviews provide a brief introduction to the concepts to be presented.
- **Concept boxes**—Tied into the Concept Overviews, the Concept boxes appear throughout the tutorial and provide clear, concise explanations of the concepts under discussion, which makes them a valuable study aid.
- **Marginal notes**—Appearing throughout the tutorial, marginal notes provide helpful hints, suggestions, troubleshooting advice, and alternative methods of completing tasks.
- **Case study**—The running case study carried throughout each tutorial and is based on real use of software in a business setting.
- **End-of-tutorial material**—At the end of each tutorial the following is provided:

Concept Summary—This two-page spread presents a visual summary of the concepts presented in the tutorial and can be used as a study aid for students.

Key Terms—This page-referenced list is a useful study aid for students.

Matching/Multiple Choice/True False Questions

Command Summary—The Command Summary includes keyboard and toolbar shortcuts.

Screen Identifications—These exercises ask students to demonstrate their understanding of the applications by identifying screen features.

Discussion Questions—These questions are designed to stimulate in-class discussion.

Hands-On Practice Exercises—These detailed exercises of increasing difficulty ask students to create Office documents based on the skills learned in the tutorial.

On Your Own—These problems of increasing difficulty ask students to employ more creativity and independence in creating Office documents based on new case scenarios.

Acknowledgments

The new edition of the Microsoft Office 2000 has been made possible only through the enthusiasm and dedication of a great team of people. Because the team spans the country, literally from coast to coast, we have utilized every means of working together including conference calls, FAX, e-mail, and document collaboration . . . we have truly tested the team approach and it works!

Leading the team from Irwin/McGraw-Hill is Trisha O'Shea, Sponsoring Editor. Her renewed commitment, direction, and support have infused the team with the excitement of a new project.

The production staff is headed by Beth Cigler, Senior Project Manager whose planning and attention to detail has made it possible for us to successfully meet a very challenging schedule. Members of the production team include: Gino Cieslik and Francis Owens, art and design, Pat Rogondino, layout; Betsy Blumenthal, Susan Defosset, and Joan Paterson, copy editing. While all have contributed immensely, I would particularly like to thank Pat and Susan . . . team members for many past editions whom I can always depend on to do a great job. My thanks also go to the project Marketing Manager, Jodi McPherson, for her enthusiastic promotion of this edition.

Finally, I am particularly grateful to a small but very dedicated group of people who helped me develop the manuscript. My deepest appreciation is to my co-author, consultant, and lifelong partner, Tim, for his help and support while I have been working on this edition. Colleen Hayes who has been assisting me from the beginning, continues to be my right arm, taking on more responsibility with each edition. Susan Demar and Carol Dean have also helped on the last several editions and continue to provide excellent developmental and technical support. New to the project this year are Bill Barth, Kathi Duggan, and Steve Willis, who have provided technical expertise and youthful perspective.

Reviewers

We would also like to thank the reviewers for their insightful input and criticism. Their feedback has helped to make this edition even stronger.

Josephine A. Braneky, *New York City Technical College*
Robert Breshears, *Maryville University*

Gary Buterbaugh, *Indiana University of Pennsylvania*
Mitchell M. Charkiewicz, *Bay Path College*
Seth Hock, *Columbus State Community College*
Katherine S. Hoppe, *Wake Forest University*
Lisa Miller, *University of Central Oklahoma*
Anne Nelson, *High Point University*
Judy Tate, *Tarrant County Junior College*
Dottie Sunio, *Leeward Community College*
Charles Walker, *Harding University*
Mark E. Workman, *Blinn College*

Additionally, each semester I hear from students at Arizona State University who are enrolled in the Introduction to Computers course. They constantly provide great feedback from a student's perspective . . . I thank you all.

Finally, I would like to thank Keri Howard, Manager for the Coffee Plantation, for her evaluation and input into the Downtown Internet Café case study.

Features of This Text

Concept Boxes identify the most important concepts in each Tutorial.

Concept 5 Automatic Grammar Check

The automatic grammar-checking feature advises you of incorrect grammar as you create and edit a document, and proposes possible corrections. If Word detects grammatical errors in subject-verb agreements, verb forms, capitalization, or commonly confused words, to name a few, they are identified with a wavy green line. You can correct the grammatical error by editing it or you can display a suggested correction. Not all grammatical errors identified by Word are actual errors. Use discretion when correcting the errors. Grammar checking does not occur until after you enter punctuation or end a line.

- 2 Right-click on **Announcing four** to display the Grammar shortcut menu.

Your screen should be similar to Figure 1-10.

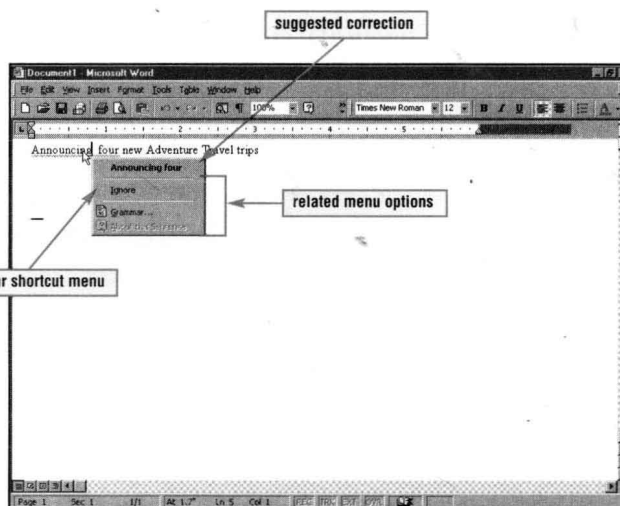


Figure 1-10

Tables provide quick summaries of toolbar buttons, key terms, and procedures for specific tasks.

Yellow **Additional Information** boxes appear throughout each tutorial and explain additional uses of the application or of a specific topic.

Additional Information

A dimmed option means it is currently unavailable.

A shortcut menu showing a suggested correction is displayed. The Grammar shortcut menu also includes several related menu options described below.

Option	Effect
Ignore	Instructs Word to ignore the grammatical error in this sentence.
Grammar	Opens the Grammar Checker and displays an explanation of the error.
About this Sentence	If the Office Assistant feature is on, this option is available. It also provides a detailed explanation of the error.

Because you cannot readily identify the reason for the error, you will open the Grammar Checker.



Other Features

Real World Case—Each O'Leary Lab Manual provides students with a fictitious running case study. This case study provides students with the real-world capabilities for each software application. Each tutorial builds upon the gained knowledge of the previous tutorial with a single case study running throughout each Lab Manual.

End-of-Chapter Material—Each tutorial ends with a visual **Concept Summary**. This two-page spread presents a concept summary of the concepts presented in the tutorial and can be used as a study aid for

Purple **marginal boxes** provide tips, shortcuts, and trouble-shooting advice.

1 Click  Show/Hide.

You may need to click  More Buttons on the Standard toolbar first to locate the Show/Hide  button.

The menu equivalent is **Tools/Options/View/All**.

Your screen should be similar to Figure 1-19.

Show/Hide button depressed indicating formatting marks are displayed

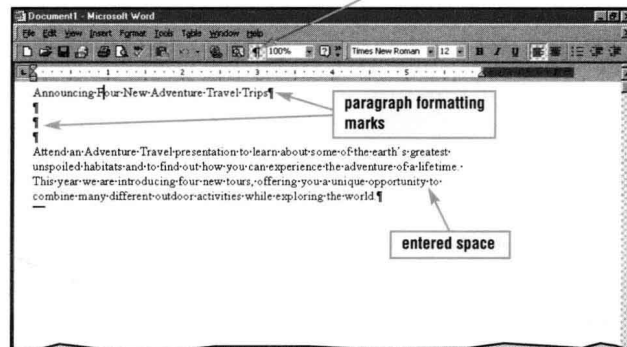


Figure 1-19

Clear **Step-by-Step Instructions** are provided in blue along with screen captures, detailing the steps of completing a task.

The document now displays the formatting marks. A paragraph formatting mark ¶ is displayed wherever the **Enter** key was pressed. Between each word, a dot shows where the **Spacebar** was pressed. Formatting marks do not appear when the document is printed. You can continue to edit your document while the formatting marks are displayed, just as you did when they were hidden.

As you continue to proof the letter, you decide that the paragraph is too long and should be divided into two separate paragraphs.

2 Move to T in This (beginning of second sentence).

Press **Enter** 2 times.

Your screen should be similar to Figure 1-20.

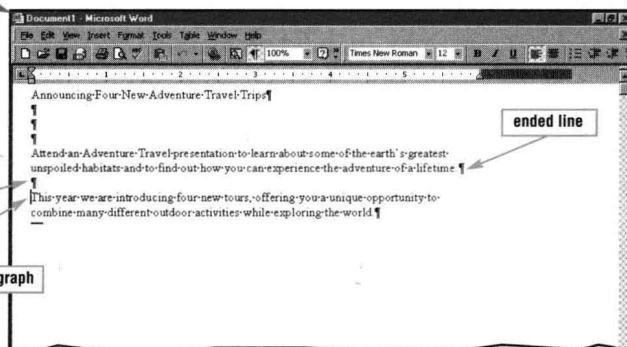


Figure 1-20

Text provides detailed explanation of the basic competencies in each chapter.

The ¶ character on the line above the insertion point represents the pressing of **Enter** that created the blank line between the paragraphs. The ¶ character at the end of the line above that represents the pressing of **Enter** that ended the paragraph and moved the insertion point and all text following it to the beginning of the next line.

As you continue to create a document, the formatting marks are automatically inserted and deleted. Now that you have separated the two sentences into separate paragraphs, you no longer want the space at the end

students. A **Key Terms** section and a **Command Summary** table follow the Concept Summary, providing a list of page-referenced terms and keyboard and toolbar shortcuts which can be a useful study aid for students. **Screen Identification, Matching, Multiple Choice, and True False Questions** provide additional reinforcement to the tutorial material. **Discussion Questions, Hands-on Practice Exercises, and On Your Own Exercises** develop critical thinking skills and offer step-by-step practice. These exercises have a rating system from Easy to Difficult and test the student's ability to apply the knowledge they have gained in each tutorial. Each O'Leary Lab Manual provides at least two **On the Web** exercises where students are asked to use the Web to solve a particular problem.

