

SHELLY CASHMAN GURGEL

**LEARNING
TO USE
WORDPERFECT 5.0 / 5.1**

Learning to Use WordPerfect 5.0/5.1

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Boyd & Fraser



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PREFACE

Today over 30 million microcomputers are in businesses, schools, and homes throughout the world. To use the power of these computers, a new generation of software, commonly called application software, has been developed. One of the most widely used types of application software is called word processing. Word processing skills are essential for students in secondary schools, colleges, universities, and technical schools, as well as for employees in nearly every area of business or government.

This textbook is designed to be used in an introductory course on word processing. It assumes no previous experience with computers and is written with continuity, simplicity, and practicality in mind—characteristics we consider essential for students who are learning about applications software for the first time. This textbook provides an introduction to computer concepts, an introduction to the use of the IBM Personal Computer Disk Operating System (PC-DOS), and detailed instructions on the use of WordPerfect, an industry-leading application software package. After completing this textbook, students will be able to implement a wide variety of applications using WordPerfect.

This textbook is a derivative of earlier works by Shelly and Cashman. Great care has been taken to maintain the content and philosophy of the original works, as well as the Shelly and Cashman pedagogy and teaching style — a style which has proven effective in educating millions of students.

ORGANIZATION OF THE TEXTBOOK

his textbook consists of two introductory chapters and six projects using WordPerfect 5.0 or WordPerfect 5.1.

An Introduction to Computers

Many students taking a course in the use of word processing software will have had little previous experience using microcomputers. For this reason this textbook begins with *Introduction to Computers*—coverage of computer hardware and software concepts important to first-time microcomputers users. These concepts include the functions of the computer and the components of a typical microcomputer system—the keyboard, the display, the processor unit, and the printer, as well as discussions of diskettes and hard disks as forms of auxiliary storage.

An Introduction to DOS

To use a computer effectively, students need a practical knowledge of operating systems. The second chapter in this text, therefore, is *Introduction to DOS*—an introduction to the most commonly used DOS commands—such as loading DOS, formatting a diskette, and copying files.

Six Problem-Oriented Projects

After presenting the basic microcomputer and DOS concepts, this textbook provides detailed instruction on how to use WordPerfect. This instruction is divided into six projects. In each of the projects students learn how to use WordPerfect by way of

the unique Shelly and Cashman problem-oriented approach, in which various problems are presented and then *thoroughly* explained in a step-by-step manner. Numerous carefully labeled screens and keystroke sequences illustrate the exact sequence of operations necessary to solve the problems presented. Using this approach, students are visually guided as they enter the various commands and can quickly become familiar with important concepts and techniques.

Because of the introductory nature of this book, students will encounter relatively few differences between WordPerfect 5.0 and WordPerfect 5.1 in the six projects. All differences are identified in the text and among the keystrokes and screens by the phrase “For 5.1 Users”. Note that each difference is identified only the *first* time that students encounter that difference. Keystroke Summaries for version 5.0 are included in the book; Keystroke Summaries for version 5.1 are included in the *Instructor's Materials* that accompany this book. These summaries may be photocopied for students who purchase this book.

The material instructing students how to use WordPerfect is divided among the six projects as follows:

Project 1—Typing, Saving, and Printing a Simple Letter The first project introduces students to using the keyboard and the WordPerfect template. After loading WordPerfect, students move the cursor and view the reveal codes, a practice emphasized throughout the remaining five projects. Students then apply this know-how by creating, saving, and printing a simple letter.

Project 2—Creating a Document with Word Wrap Students learn about word wrap. They then practice more efficient cursor movements. Finally they learn how to delete and restore text.

Project 3—Learning Special Features While creating a memo, students arrange text flush right, and learn how to center, boldface, and underline new and existing text. The value of the typeover function is demonstrated next. Finally, students practice using the indent key and right/left indent function.

Project 4—Modifying a WordPerfect Document Most of the major formatting functions are discussed in this project—margin changes, line spacing, justification, and centering a page top to bottom. Clear, simple instruction on tab settings follows. Students learn about the left, center, and right aligned tab settings, as well as how to invoke leader dots while using tab settings.

Project 5—Formatting Functions, File Management, and Macros Project 5 instructs students on file management within WordPerfect, creating headers and footers, using the date function, and macros. Students learn two ways to create macros by way of simple, easy-to-understand instruction.

Project 6—Advanced WordPerfect Features Students learn search and replace functions as they change a document they created in Project 5. Finally they practice all of the speller and thesaurus functions by using the WordPerfect demonstration example.

End-of-Project Summaries

Two helpful learning and review tools are included at the end of each project—the Project Summary and the Keystroke Summary. The Project Summary lists the key concepts covered in the project. The Keystroke Summary is an exact listing of each keystroke used to solve the project's problem.

Student Assignments

An important feature of this textbook is the numerous and wide variety of Student Assignments provided at the end of each project. These assignments include the following: true/false questions; multiple-choice questions; assignments that require students to write and/or explain various commands; and a series of realistic problems for students to analyze and solve by applying what they have learned in the project.

THE SUPPLEMENTS TO ACCOMPANY THIS TEXT

In addition to the educational software, six teaching and learning materials supplement this textbook. They are the Instructor's Materials, Data Diskette, MicroSWAT, HyperGraphics, *Instructor's Manual to Accompany HyperGraphics*, and *ClassNotes and Study Guide*.

Instructor's Materials

This manual includes four items to help improve instruction and learning. These items are Lesson Plans, Answers and Solutions, Test Bank, and Transparency Masters.

Lesson Plans—The lesson plans begin with chapter or project behavioral objectives. Next an overview of each chapter or project is included to help the instructor quickly review the purpose and key concepts. Detailed outlines of each chapter and/or project follow. These outlines are annotated with the page number of the textbook on which the outlined material is covered; notes, teaching tips, and additional activities that the instructor might use to embellish the lesson; and a key for using the Transparency Masters.

Answers/Solutions—Complete answers and solutions for the Students Assignments are included to ease course administration.

Test Bank—This is a hard copy version of the test questions. It is comprised of three types of questions—true/false, multiple-choice, and fill-in. Each project has approximately 50 true/false, 25 multiple choice, and 35 fill-ins. Answers to all of these test questions are included.

Transparency Masters—A Transparency Master is included for *every* figure in the textbook.

Instructor's Diskette

This free supplement contains the letters and memos used to teach WordPerfect in Projects 1 through 6.

MicroSWAT

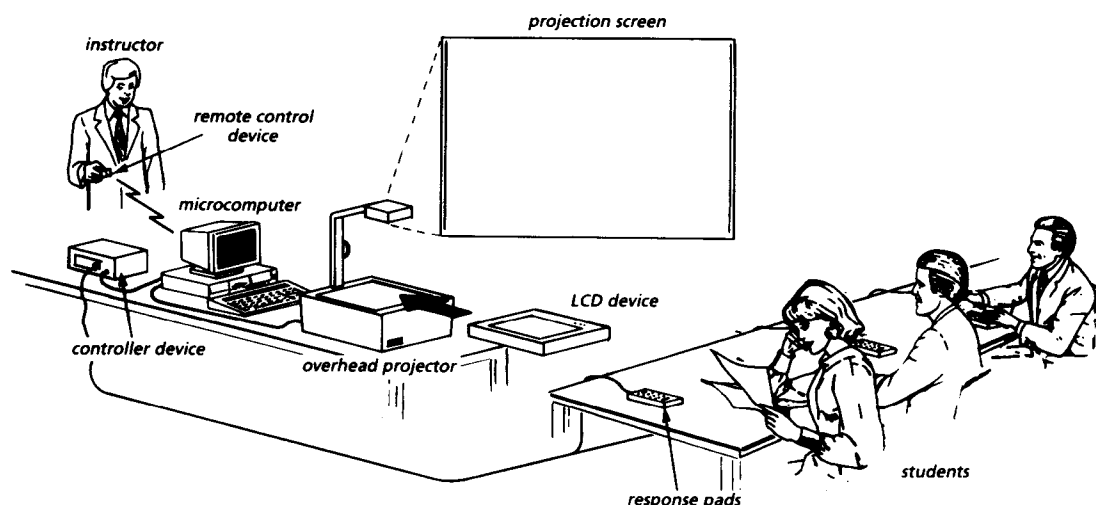
MicroSWAT, a computerized test-generating system, is available free to adopters of this textbook. It includes all of the questions from the Test Bank included in the Instructor's Materials for this book. MicroSWAT is an easy-to-use menu-driven package that provides instructors with testing flexibility and allows customizing of testing documents. For example, a user of MicroSWAT can enter his or her own questions and can generate review sheets and answers keys. MicroSWAT will run on any IBM PC, IBM PS/2, or IBM-compatible systems with two diskette drives or a hard disk.

HyperGraphics®

How instructors teach has changed very little in the last few decades. After all the flag waving about computer tutorials, CAI, and the like, we have learned that the human instructor is neither replaceable by a machine nor by someone who is untrained. HyperGraphics is a tool that acknowledges these facts.

What Is HyperGraphics? HyperGraphics is an instructional delivery system; it is a piece of software that presents all of the Shelly and Cashman textbook content with the use of graphics, color, animation, and interactivity. It is a powerful software tool that enhances classroom instruction. It is a state-of-the-art, computer-based teaching and learning environment that promotes interactive learning and self-study.

What Hardware Do You Need for HyperGraphics? You need three pieces of hardware to run HyperGraphics; two additional pieces are optional.



1. An IBM Personal Computer or PS/2 Series computer (or compatible) with a standard CGA graphics card.
2. A standard overhead projector and projection screen.
3. A standard projection device, such as a color projector or a liquid crystal display (LCD), that fits on the projection area of the overhead projector. The projection device is connected to the personal computer, resulting in the projection of the computer's screen.
4. A hand-held remote control device (*optional*), that allows the instructor to navigate throughout the presentation materials and still move freely around the classroom.
5. A set of at least eight response pads (*optional*), small pads consisting of 10 digit keys, that can be pressed to indicate a student's response. (These pads are linked to the microcomputer by a controller device.)

How Does the Instructor Use HyperGraphics? HyperGraphics is very easy to use. The instructor presses the appropriate keys on the hand-held remote control device or the keyboard and thereby controls the screen display. This display is projected through the LCD to the overhead projector. The instructor has complete control over the order and pacing of how the lessons are taught. By pushing one or more keys he or she can do such things as:

- View and select from the lesson menu
- Deliver the lesson's instructional materials in sequence
- Repeat any portion of a lesson to reinforce or review material
- Move ahead to specific portions of the lesson
- View the chapter objectives at any time
- View one or more questions about the lesson at any time
- Have students respond to one or more questions via the response pads
- Log students' responses to questions
- Randomly select students to respond to a question
- End a lesson
- Return directly to that point in the lesson where he or she stopped in the previous class meeting

What Are the Benefits of Using the Student Response Pads? Instructors have never before had the opportunity to assess student comprehension and retention of class instruction immediately and accurately. They can now do so if they use HyperGraphics with the student response pads.

For example, suppose the instructor presents a multiple-choice question on the screen at the end of a segment of a lesson. Students will see an indication light illuminate on their response pads, and they'll have a period of time (controlled by the instructor) to press the button corresponding to the answer of their choice. The answers are tabulated by the microcomputer, and an optional aggregate bar chart of the answers selected is immediately available for viewing by the entire class. Each student's answer is also available on disk for later analysis or review. Thus, the progress of the entire class, as well as each student, can be tracked throughout the course.

Using these response pads results in substantial and *measurable* benefits to instructors as well as to students. The pads provide a rich teaching and learning experience and actively promote student participation.

What Does HyperGraphics Cost? HyperGraphics is *free* to adopters of this textbook. The only cost is for the computer and the projection device and screen, equipment that most educational institutions already possess. (Student response pads and the controller device are available at an extra charge.) HyperGraphics revolutionizes classroom instruction. It brings classroom instruction alive through graphic imagery and interactivity, and it can provide immediate and direct feedback to students and instructors.


Instructor's Manual to Accompany HyperGraphics

This manual contains teaching tips and guidelines for enhancing your classroom instruction using HyperGraphics. Easy-to-follow installation instructions are also included.

ClassNotes and Study Guide

The active learning experience of HyperGraphics can also be promoted if students purchase this supplement. As its title suggests, the *ClassNotes and Study Guide* serves three purposes. First, it relieves students from laborious and tedious notetaking responsibilities, freeing them to concentrate on the instruction. Second, if used with HyperGraphics, it provides an active learning experience for students to fill in key terms and key concepts during classroom instruction. Third, used without HyperGraphics this supplement provides a chance for students to review and study independently, as they can with traditional study guides.

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Introduction to Computers



Introduction to Computers

OBJECTIVES

- Define computer and discuss the four basic computer operations: input, processing, output and storage.
 - Define data and information.
 - Explain the principal components of the computer and their use.
 - Describe the use and handling of diskettes and hard disks.
 - Discuss computer software and explain the difference between application software and system software.
-

The computer is an integral part of the daily lives of most individuals. Small computers, called microcomputers or personal computers (Figure 1), have made computing available to almost everyone. Thus, your ability to understand and use a computer is rapidly becoming an important skill. This book teaches you how to use a computer by teaching you how to use software applications. Before you learn about the application software, however, you must understand what a computer is, the components of a computer, and the types of software used on computers. These topics are explained in this Introduction.

FIGURE 1

Microcomputers: The IBM PS/2 Model 30 (left) and Compaq Deskpro 386S (right) are two examples of popular microcomputer systems.



WHAT IS A COMPUTER?

A computer is an electronic device, operating under the control of instructions stored in its own memory unit, that accepts input or data, processes data arithmetically and logically, produces output from the processing, and stores the results for future use. All computers perform basically the same four operations:

1. **Input operations**, by which data is entered into the computer for processing.
2. **Arithmetic operations**, are addition, subtraction, multiplication, and division. **Logical operations** are those that compare data to determine if one value is less than, equal to, or greater than another value.
3. **Output operations**, which make the information generated from processing available for use.
4. **Storage operations**, which store data electronically for future reference.

These operations occur through the use of electronic circuits contained on small silicon chips inside the computer (Figure 2). Because these electronic circuits rarely fail and the data flows along these circuits at close to the speed of light, processing can be accomplished in millionths of a second. Thus, the computer is a powerful tool because it can perform these four operations reliably and quickly.

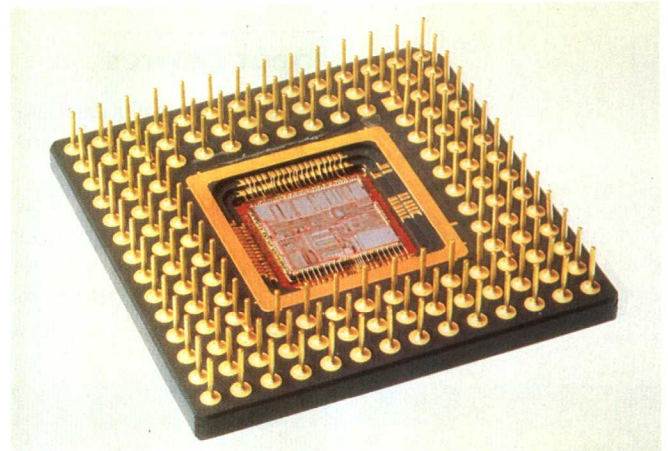


FIGURE 2
This microprocessor is shown "packaged" and ready for installation in a microcomputer.

WHAT IS DATA AND INFORMATION?

The four operations that can be performed using a computer all require data. **Data** is raw facts, the numbers and words that are suitable for processing in a predetermined manner on a computer to produce information. Examples of data include the hours posted to a payroll time card or the words comprising a memo to the sales staff. A computer accepts data, processes data and, as a result of the processing, produces output in the form of useful information. **Information** can therefore be defined as data that has been processed into a form that has meaning and is useful.

WHAT ARE THE COMPONENTS OF A COMPUTER?

To understand how computers process data into information, it is necessary to examine the primary components of the computer. The four primary components of a computer are:

1. input devices
2. processor unit
3. output devices
4. auxiliary storage units

Figure 3 illustrates the relationship of the various components to one another.

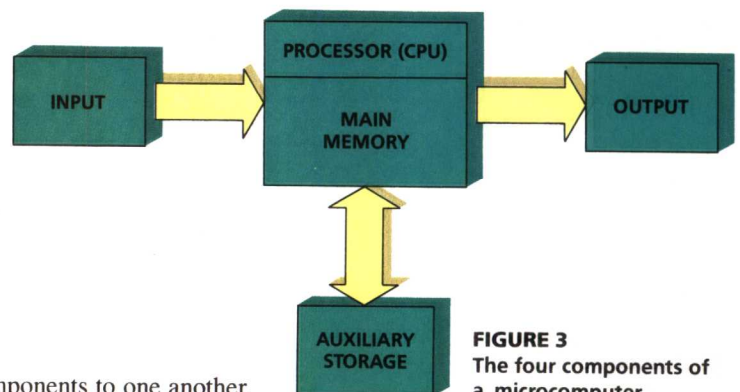


FIGURE 3
The four components of a microcomputer.

Input Devices

Input devices enter data into main memory. Several input devices exist. The two most commonly used are the keyboard and the mouse.

The Keyboard. The input device you will most commonly use on computers is the **keyboard** on which you manually “key in” or type the data (Figures 4a and b). The keyboard on most computers is laid out in much the same manner as a typewriter. Figures 4a and b show two styles of IBM keyboards: the original standard keyboard and a newer enhanced keyboard. Although the layouts are somewhat different, the use of the keys is the same.

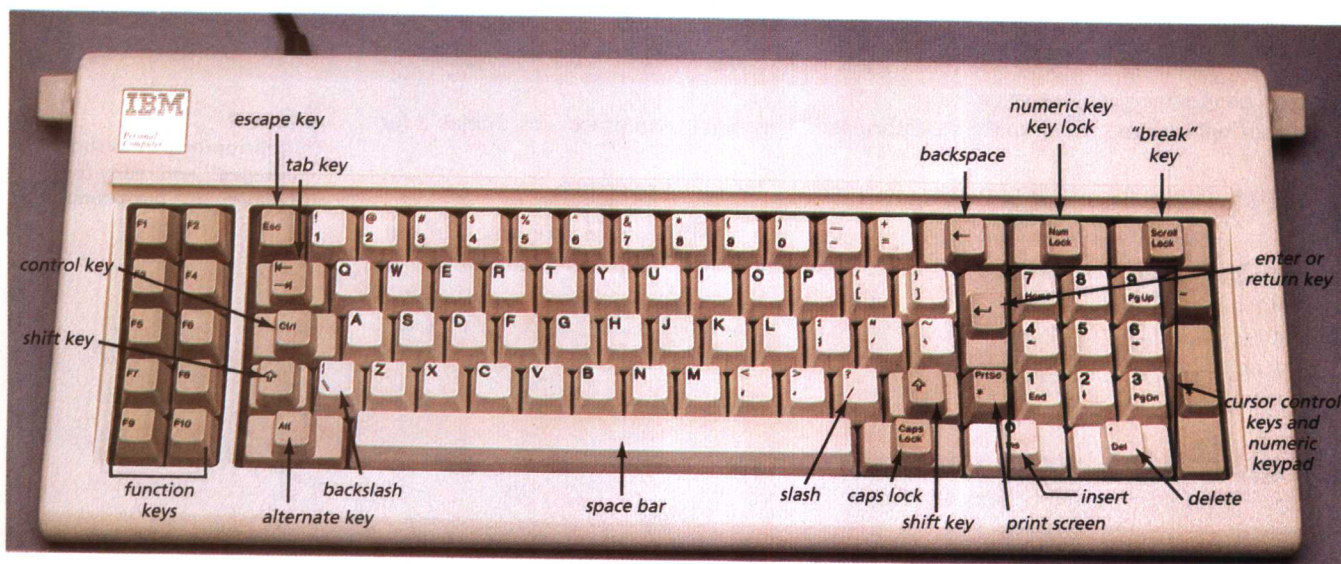


FIGURE 4a The IBM standard keyboard

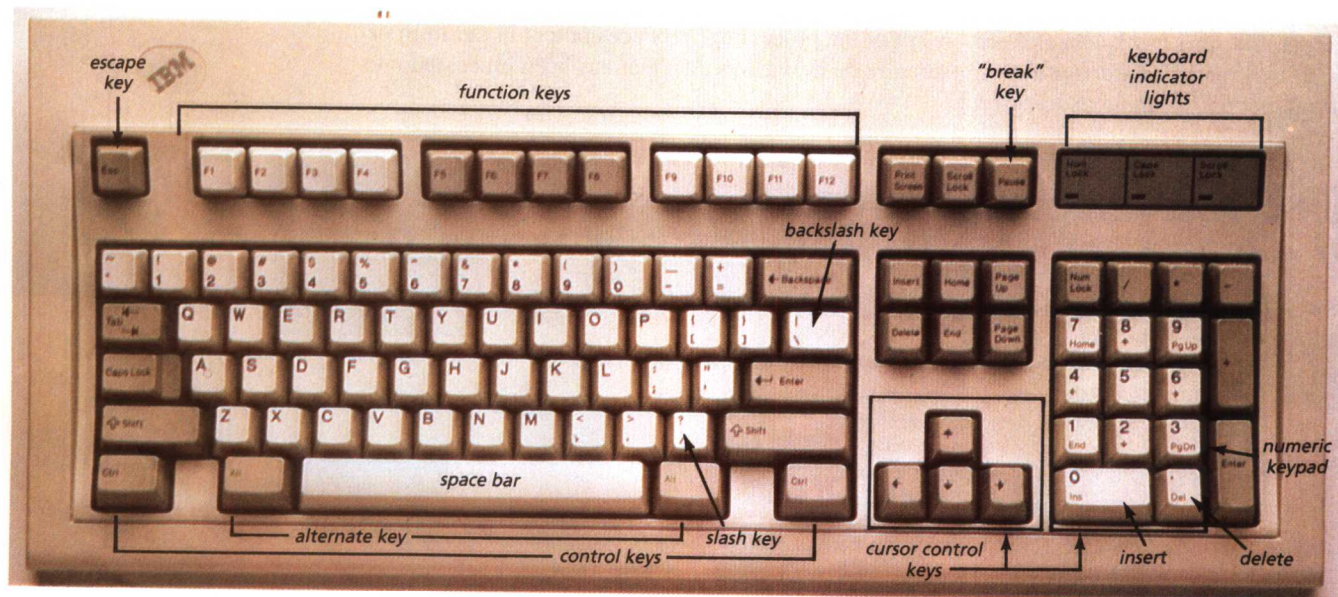


FIGURE 4b The enhanced IBM PS/2 keyboard. Note the different placement of the function and cursor keys.