

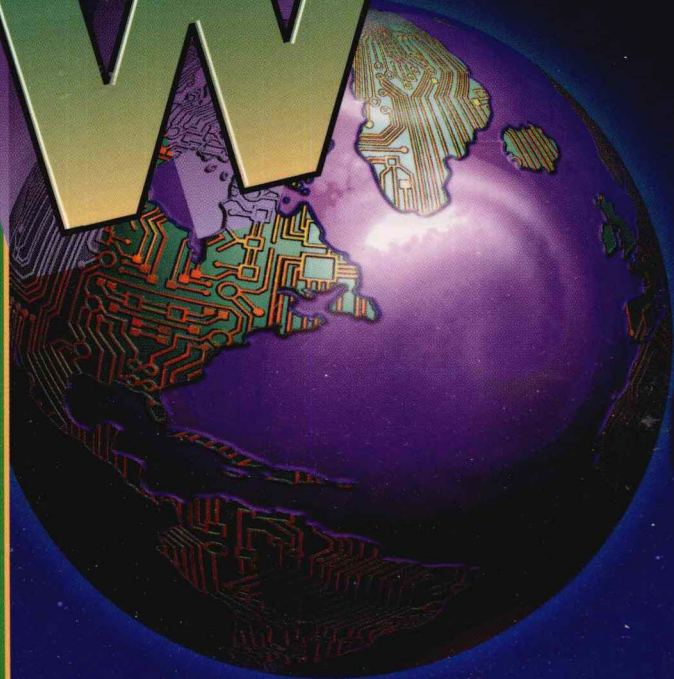
The **O'LEARY**

S E R I E S

Microsoft®

WORD

2000



**Timothy J.
Linda I.**

Brief Editio

THE O'LEARY SERIES

Microsoft® Word 2000

Brief Version

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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 emphasize 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 tutorial 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 Version

The Brief Version is divided into three tutorials, followed by Working Together, which shows the integration of Word 2000 with the World Wide Web.

Tutorial 1: Adventure Travel has developed four new tours for the upcoming year and needs to promote them, partly through informative presentations held throughout the country. Your first job as advertising coordinator is to create a flyer advertising the four new tours and the presentations about them.

Tutorial 2: Your next project is to create a letter to be sent to past clients along with your flyer. The letter briefly describes Adventure Travel's four new tours and invites clients to attend an informational presentation.

Tutorial 3: Part of your responsibility, as advertising coordinator is to gather background information about the various tour locations. You will write a report providing information about Tanzania and Peru for two of the new tours.

Working Together: Adventure Travel Company has a World Wide Web site for the company. You think the flyer you developed to promote the new tours and presentations could be used on the Web site.

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 are Kyle Lewis, Senior Sponsoring Editor, Trisha O'Shea, Sponsoring Editor, and Steve Fahringer, Developmental Editor. Their 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, 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 help 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, Kathy 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*
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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.

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.

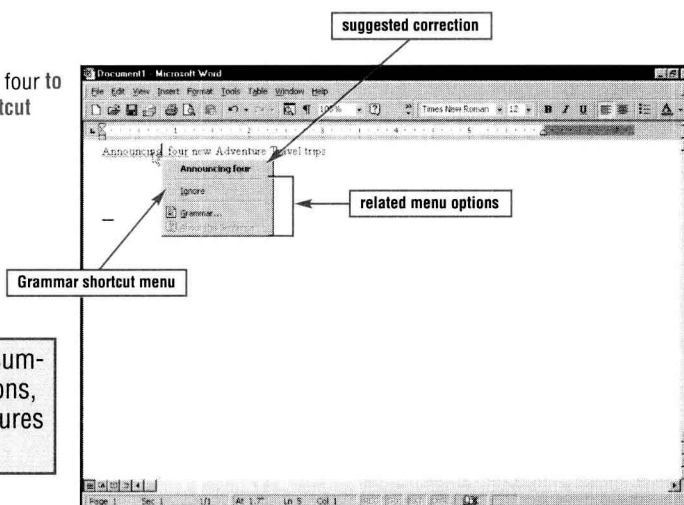


Figure 1-10

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 troubleshooting 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

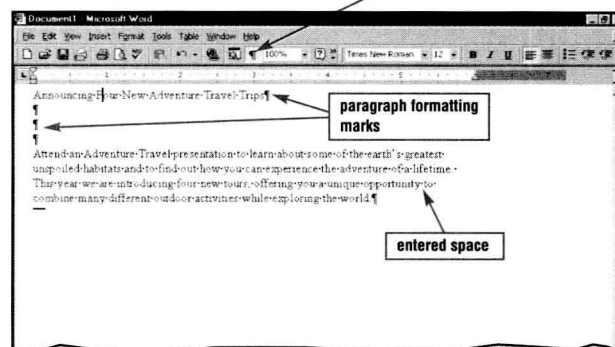


Figure 1-19

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.

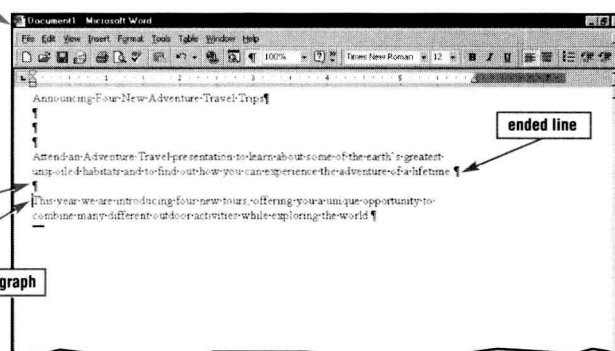


Figure 1-20

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 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.

Teaching Resources

The following is a list of supplemental material that can be used to help teach this course.

Active Testing and Learning Assessment Software (ATLAS)

Available for The O'Leary Series is our cutting edge "Real Time Assessment" ATLAS software. ATLAS is web enabled and allows students to perform timed tasks while working live in an application. ATLAS will track how a specific task is completed and the time it takes to complete that task and so measures both proficiency and efficiency. ATLAS will provide full customization and authoring capabilities for professors and can include content from any of our application series.

Instructor's Resource Kits

Instructor's Resource Kits provide professors with all of the ancillary material needed to teach a course. Irwin/McGraw-Hill is committed to providing instructors with the most effective instructional resources available. Many of these resources are available at our Information Technology Supersite, found at www.mhhe.com/it. Our Instructor's Resource Kits are available on CD-ROM and contain the following:

- **Diploma by Brownstone**—Diploma is the most flexible, powerful, and easy to use computerized testing system available in higher education. The Diploma system allows professors to create an exam as a printed version, as a LAN-based Online version, or as an Internet version. Diploma also includes grade book features, which automate the entire testing process.
- **Instructor's Manual**—The Instructor's Manual includes solutions to all lessons and end of the unit material, teaching tips and strategies, and additional exercises.
- **Student Data Files**—Students must have student data files in order to complete practice and test sessions. The instructor and students using this text in classes are granted the right to post student data files on any network or stand-alone computer, or to distribute the files on individual diskettes. The student data files may be downloaded from our IT Supersite at www.mhhe.com/it
- **Series Web site**—Available at www.mhhe.com/cit/oleary.

Digital Solutions

- **Pageout Lite**—This software is designed for you if you're just beginning to explore Web site options. Pageout Lite will help you to easily post your own material online. You may choose one of three templates, type in your material, and PageOut Lite will instantly convert it to HTML.
- **Pageout**—Pageout is our Course Web Site Development Center. Pageout offers a syllabus page, Web site address, Online Learning Center content, online exercises and quizzes, gradebook, discussion board, an area for students to build their own Web pages, plus all features of Pageout Lite. For more information please visit the Pageout Web site at **www.mhla.net/pageout**.
- **OLC/Series Web Sites**—Online Learning Centers (OLCs)/series sites are accessible through our Supersite at **www.mhhe.com/it**. Our Online Learning Centers/series sites provide pedagogical features and supplements for our titles online. Students can point and click their way to key terms, learning objectives, chapter overviews, PowerPoint slides, exercises, and Web links.
- **The McGraw-Hill Learning Architecture (MHLA)**—MHLA is a complete course delivery system. MHLA gives professors ownership in the way digital content is presented to the class through online quizzing, student collaboration, course administration, and content management. For a walk-through of MHLA, visit the MHLA Web Site at **www.mhla.net**.

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Introducing Common Office 2000 Features

This section will review several basic procedures and Windows features. In addition, you will learn about many of the features that are common to all Microsoft Office 2000 applications. Although Word 2000 will be used to demonstrate how the features work, only common features will be addressed. The features that are specific to each application will be introduced individually in each tutorial.

Turning on the Computer

If necessary, follow the procedure below to turn on your computer.

Do not have any disks in the drives when you start the computer.

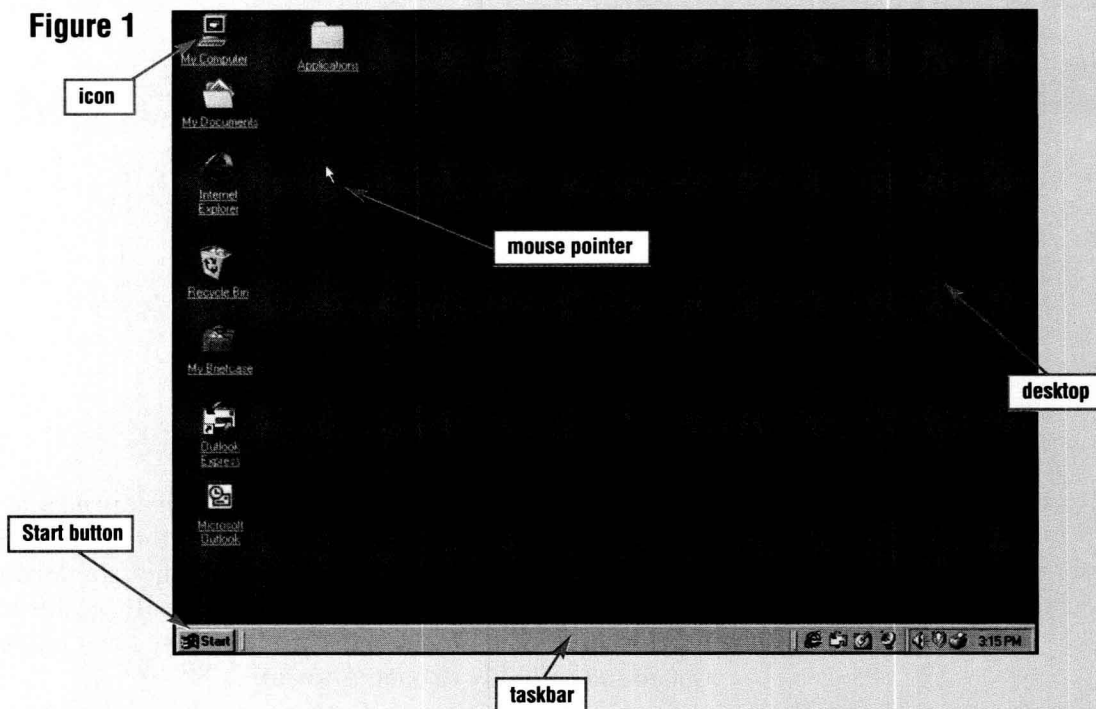
Press **Tab** to move to the next box.


- 1 ■ Turn on the power switch. The power switch is commonly located on the back or right side of your computer. It may also be a button that you push on the front of your computer.
- If necessary, turn your monitor on and adjust the contrast and brightness. Generally, the button to turn on the monitor is located on the front of the monitor. Use the dials (generally located in the panel on the front of the monitor) to adjust the monitor.
- If you are on a network, you may be asked to enter your User Name and Password. Type the required information in the boxes. When you are done, press **Enter**.

The Windows program is loaded into the main memory of your computer and the Windows desktop is displayed.

Your screen should be similar to Figure 1.

Figure 1

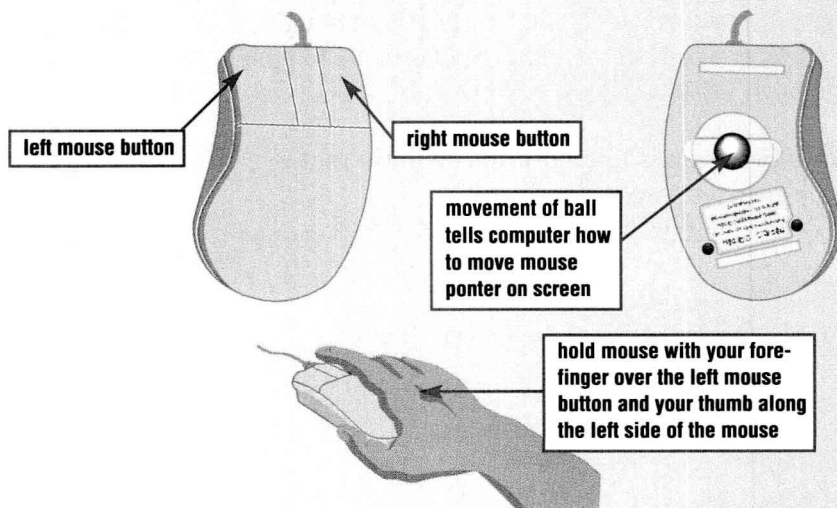


If a Welcome box is displayed, click  (in the upper right corner of the box) to close it.

If you are already familiar with using a mouse, skip to Loading an Office Application.





The **desktop** is the opening screen for Windows and is the place where you begin your work using the computer. Figure 1 shows the Windows 98 desktop. If you are using Windows 95, your screen will look slightly different. Small pictures, called **icons**, represent the objects on the desktop. Your desktop will probably display many different **icons** than those shown here. At the bottom of the desktop screen is the **taskbar**. It contains buttons that are used to access programs and features. The **Start button** on the left end of the taskbar is used to start a program, open a document, get help, find information, and change system settings.

Using a Mouse



The arrow-shaped symbol on your screen is the **mouse pointer**. It is used to interact with objects on the screen and is controlled by the hardware device called a **mouse** that is attached to your computer.

The mouse pointer changes shape on the screen depending on what it is pointing to. Some of the most common shapes are shown in the table below.



| Pointer Shape | Meaning |
|---|-----------------------|
|  | Normal select |
|  | Link select |
|  | Busy |
|  | Area is not available |

If your system has a stick, ball or touch pad, the buttons are located adjacent to the device.

On top of the mouse are two or three buttons that are used to choose items on the screen. The mouse actions and descriptions are shown in the table below.

| Action | Description |
|--------------|--|
| Point | Move the mouse so the mouse pointer is positioned on the item you want to use. |
| Click | Press and release a mouse button. The left mouse button is the primary button that is used for most tasks. |
| Double-click | Quickly press and release the left mouse button twice. |
| Drag | Move the mouse while holding down a mouse button. |

Throughout the labs, “click” means to use the left mouse button. If the right mouse button is to be used, the directions will tell you to right-click on the item.

- 1 Move the mouse in all directions (up, down, left, and right) and note the movement of the mouse pointer.
 Point to the  My Computer icon.

Your screen should be similar to Figure 2.

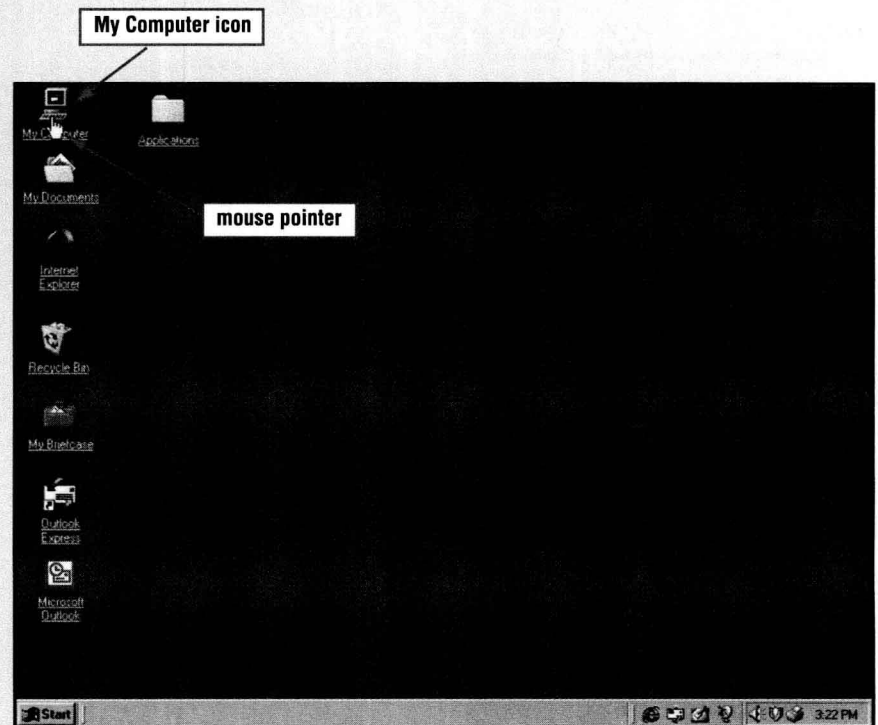



Figure 2

Depending on the version of Windows you are using and the setup, the mouse pointer may be and you will need to click on the icon to select it.

The pointer on the screen moved in the direction you moved the mouse and currently appears as a . The icon appears highlighted, indicating it is the selected item and ready to be used. A **ScreenTip** box containing a brief description of the item you are pointing to may be displayed.


Loading an Office Application

There are several ways to start an Office application. One is to use the Start/New Office Document command and select the type of document you want to create. Another is to use Start/Documents and select the document name from the list of recently used documents. This starts the associated application and opens the selected document at the same time. The two most common ways to start an Office 2000 application are by choosing the application name from the Start menu or by clicking a desktop shortcut for the program if it is available.


Point to a Start menu option to select it; click it to choose it.

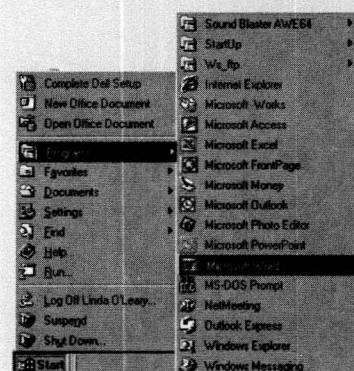
1 Click  to display the Start menu.

Select **P**rograms

Choose  Microsoft Word .

or

Double-click the  Word 2000 shortcut.



If you are using Windows 98, depending on your setup, you may only need to single-click the shortcut.

After a few moments, the Word application window is displayed, and your screen should be similar to Figure 3.

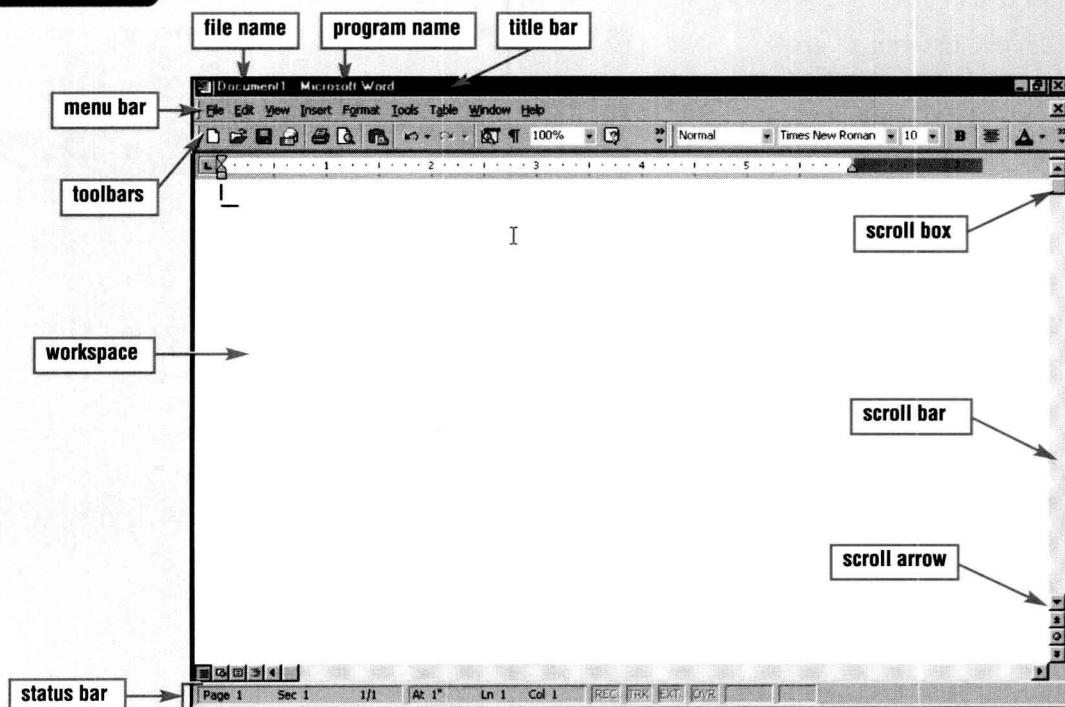


Figure 3