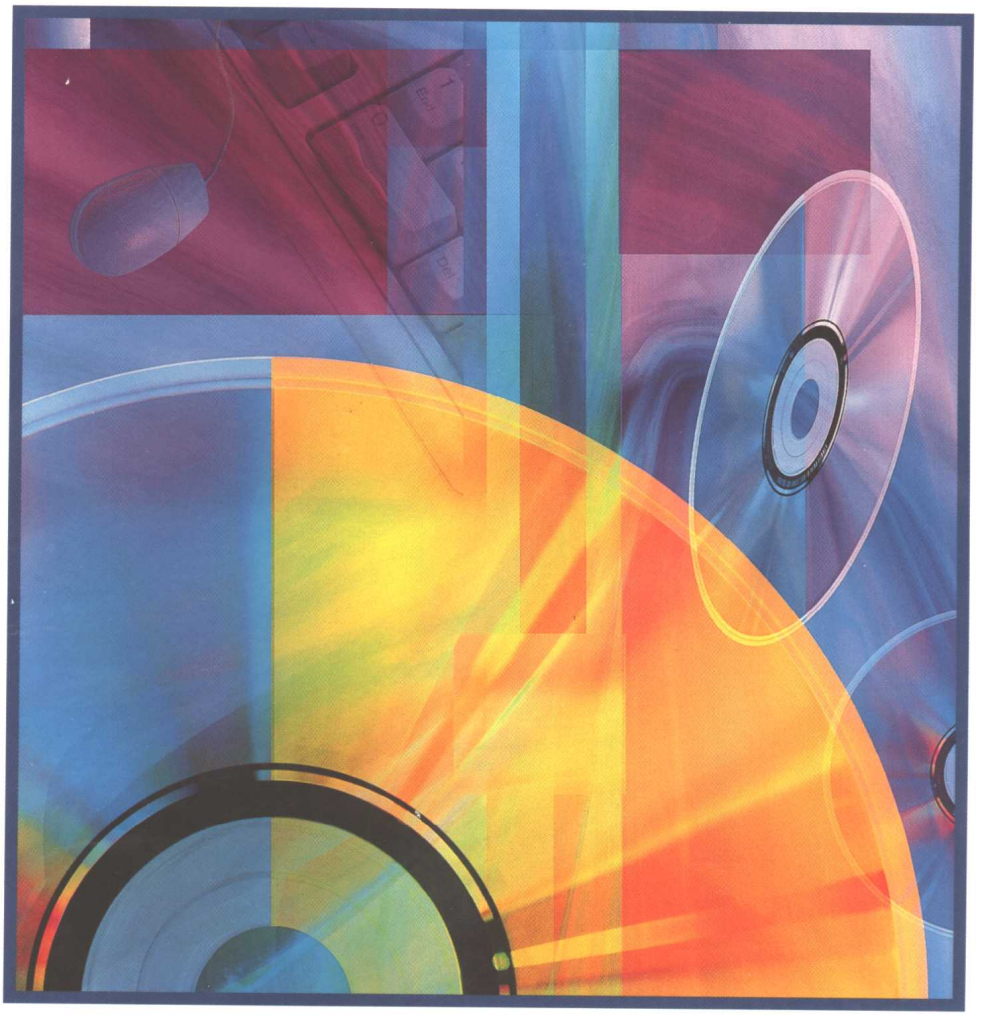
Effective Word 7.0



Fritz J. Erickson

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John A. Vonk

Effective Word 7.0

FRITZ J. ERICKSON
Millersville University of Pennsylvania

JOHN A. VONK
University of Northern Colorado

THE EFFECTIVE SERIES

IRWIN

Chicago • Bogotá • Boston • Buenos Aires • Caracas
London • Madrid • Mexico City • Sydney • Toronto

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Printer: *Von Hoffmann Press, Inc.*

Times Mirror
Higher Education Group

ISBN 0-256-22101-4

Printed in the United States of America
1 2 3 4 5 6 7 8 9 0 VH 3 2 1 0 9 8 7 6

Preface

We wrote the Effective Series because we wanted a computer application textbook to help us teach. At the time, most computer applications texts were written like cookbooks. Do this, do that, follow these steps. There was little or no explanation about why you should carry out specific tasks. Most books simply described a series of elaborate keystrokes. While these types of textbooks work fine as a personal reference, they did not help us to teach or our students to learn. These types of texts certainly did not help our students master computer applications with a high degree of understanding. Unfortunately, the trend continues where too many authors follow this cookbook approach.

One of the primary reasons so many applications books fail as instructional tools is that most current computer applications texts are not written by people like us, people who teach in the classroom. Unlike our Effective Series, most applications texts were, and still are, written by professional writers—people who have not been in the classroom in recent years or who have never taught. Their books are not guided, or revised, on the basis of teaching experience, experience working with students on a day-to-day basis, or on an ongoing educational pedagogy. Our goal was to take our ongoing classroom experience and classroom pedagogy and use it to guide us in the development of a computer text that would serve as a true instructional and learning tool. The outcome of this effort is a pedagogical model we call Success-Based Learning.

SUCCESS-BASED LEARNING

Success breeds success. You may have heard this simple statement before. As simple or as trite as this statement may sound, it is at the basis of our thoughtfully planned instructional pedagogy. We base our Success-Based Learning pedagogy on one primary assumption—the most successful teachers are those who have a strong desire for all students to learn. This desire serves as a threshold in the sense that teachers who want their students to learn, and who hold high expectations for student learning, have students who are successful in the classroom.

Putting high expectations into practice is the foundation for the five principles in our Success-Based Learning model. By combining five separate elements, students learn the material quicker, have a better understanding of how software operates, and retain and recall the material easier. It also makes it easier to teach. Most of our principles are based on social psychological theories that have been around for a long time. They are not new, nor are they exclusively ours. What is different here is that we have taken principles we use to teach in

the classroom and have used these principles to guide us in writing this series of books.

Learning is most likely to occur when students make a decision that they want to learn. If a student makes a conscious decision to learn something, and the teacher also wants that student to learn, the teaching–learning process becomes very easy. Unfortunately, in many instances this is not the case. One of the benefits of Success-Based Learning is that it provides a motivation, and a stimulus, to help students develop a desire to learn.

1. **Structured success.** Generally, when attempting any new behavior, if people experience immediate success they become more willing to try additional behaviors in that activity. On the other hand, if they experience failure, they become reluctant to attempt any further activity. Students need the opportunity to experience their own victories in order to reinforce what they learn and instill confidence in their ability. So, we provide highly structured activities and tightly correlated exercises early in every lesson. These activities and exercises are designed to provide opportunities for immediate success. When students experience this early success they are more likely to make a decision they want to learn more.

2. **Identifiable outcomes.** Students learn with confidence when they can anticipate the results of their work. In other words, students must know when they have learned something correctly. The important component here is not that students must know when they have learned something, but that they have learned it correctly. The example we like to use here involves the activity of making an omelet. Before you start to make an omelet you should know what an omelet looks like. This way, you will know if you have been successful in your attempt. Otherwise, when you try to make an omelet you might end up with some concoction of eggs and other ingredients that looks vaguely like scrambled eggs and not realize that you have made a mistake.

Each of our lessons begin with a set of objectives, followed by an extensive overview of what students can expect as they proceed through the lesson. We include several screen shots to show students exactly what to expect from their actions. Further, each major section within the lesson begins with a conceptual discussion of the reasons why an activity is important, what outcome should be gained from the activity, and how this is related to the overall goal of the lesson. From this, students know what to expect throughout the lesson and what they should understand at the end of the lesson. They know when they have been successful. Knowing when you have been successful is key in learning any behavior.

3. **Guided exploration.** Most of us agree that the best way to learn how to use software is to use it to solve a problem. But, this "hands on" approach should not be left to trial and error learning. It is important to provide a step-by-step road map through each new topic. This is the explanatory aspect of lecturing or working through class activities. It may also be referred to as the "How to" component of instruction. The goal here is to explain how to use this new idea, or new information, in their own experience.

We include several exercises in each lesson that are directly tied to an activity that is carried out throughout the lesson. Not only are these exercises tied to an activity, we provide several applications at the end of each lesson that are linked directly to lesson objectives. In this manner, students are provided with a map. That is, they are guided very closely toward achieving the objectives of each lesson.

Exercises embedded throughout each lesson and application projects at the end of each lesson provide personally meaningful experiences throughout the learning process. In addition, we also provide a series of data disk applications

which allow students to expand their understanding by modifying files. We also provide a comprehensive problem at the end of the lesson which is designed to link concepts in previous lessons to the current lesson. This helps students understand the connection between concepts and processes throughout the entire learning experience.

4. **Deductive reasoning.** We think it is best to provide students with broad general principles and then reduce these global conceptions to more specific, existential ideas or components. Most scientific reasoning is deductive rather than inductive, so it makes sense to follow this model when teaching scientific subjects. The second lesson of each module introduces students to the broad general, or global, aspect of the software. That is, in Lesson 2 of every module, students create a document, spreadsheet, or database. They learn to edit, change, save, and print the file. In each subsequent lesson the global commands introduced in Lesson 2 are broken down to their basic components and used as the basis for conducting additional activities. By moving from a global procedure in Lesson 2 to more specific activities in subsequent lessons, retention and recall is facilitated. Helpful Hints are also used to suggest alternative strategies for a task or to provide very brief instruction on a limited topic. The combination of Helpful Hints and the organization of each book on the basis of proceeding from general to more specific topics helps facilitate retention and recall.

5. **Critical mass.** This is an aspect of teaching that comes with experience and ongoing contact with students. Those of us who teach must carefully determine how much material we can safely introduce in one lesson. Too much and the student is overwhelmed. Too little and the student is not challenged. Identifying the critical mass for a classroom lecture, chapter topic, or even an entire course becomes a crucial variable for successful instruction. With an introductory course on computer applications, not everyone needs to know every command, every procedure, or every nuance of a particular piece of software. What is important, however, is that a student learn enough to feel comfortable with what they have learned, and feel comfortable enough to experiment. In several of the applications at the end of each lesson, we provide activities designed to encourage students to experiment.

Would you prefer a textbook written by professional writers who have not stepped into a classroom in several years, or who may have never been in the classroom? Or, would you rather use a textbook written by people who teach, who care about their students, and want their students to learn? We know this pedagogy works.

LESSON 2

First Document

OBJECTIVES

After completing this lesson, you will be able to

- Enter text.
- Move the insertion point.
- Delete text.
- Edit text.
- Use the insert and overtype modes.
- Use word wrap.
- Display paragraph marks.
- Save a document.
- Print a document.
- Close a document.
- Exit Word for Windows.

Identifiable outcomes

OVERVIEW

Creating a document with Microsoft Word is not difficult. In fact, there are only a few simple rules for creating documents. This lesson focuses on the basic elements of creating simple documents. These elements are presented in a step-by-step fashion.

The first step in creating a new document is to enter text. Writing with a word processor allows you to enter text in any form and then edit the text later. Although it may seem unusual to people who are new to word processing, the most efficient method for creating a document is to emphasize ideas rather than being overly concerned about spelling, layout, or even grammar. It is best just to write one's ideas down roughly and not to worry about cleaning up the document until later.

After entering an initial draft, the next step is to **edit.** Editing is nothing more than deleting undesired text and inserting correct text. There are two methods, or modes, for placing text. The **Insert** mode inserts text into a line without erasing what was typed previously. The **Overtype** mode allows new text to be typed directly over old text. Using these two techniques makes editing easy.

After you create and edit a document, it is crucial to save it on a disk. After all, as soon as the computer loses power all information, including a newly created document, is erased from memory. Placing the document on a disk stores it for future use. Saving is therefore an essential step in creating any document.

After saving a document, the next step is to send the document to the printer. Printing is not very difficult, but before trying to print you should understand the relationship between Microsoft Word, Microsoft Windows, and the printer.

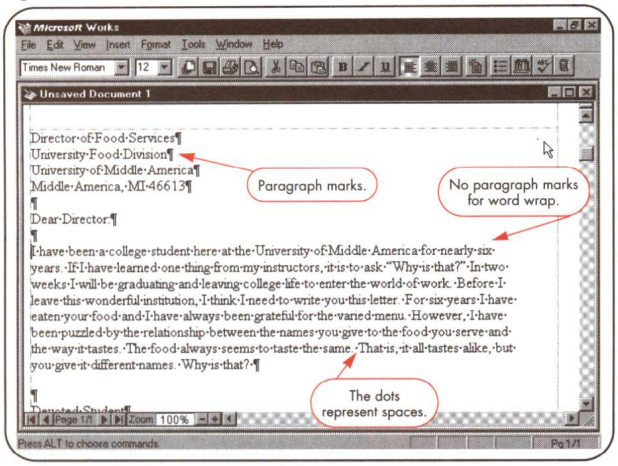
The final step is to exit Microsoft Word correctly. One common mistake made by new users of Microsoft Word is to exit incorrectly. This can cause a loss of part or all of a document. It can also cause some confusion when re-entering Microsoft Word.

Structured success

ACTIVITY

1. Point and click the mouse on the **View** menu and make sure the **All Characters** command is selected.
   A check mark will appear next to All Characters, which indicates this command is active. Also notice the paragraph mark appears at every location where you pressed Enter, and that dots appear at every location where you pressed the spacebar (Figure 2–10).

Figure 2–10



2. Move the insertion point in several directions with the **arrow keys.** Any time you insert a nonprinting character it appears in the workspace.
3. Click on the **All Characters** command again to toggle off this command.

Guided exploration

2–3 EXERCISE

Use the All Characters command in the View menu to view the document with paragraph and space marks. Delete all paragraph marks, and then disable the All Characters command. After deleting all these marks, reinsert them to restore the document to its original form. Leave the All Characters command disabled.

SAVING A DOCUMENT

Now that you have created your first document, it is time to save it. There are many reasons to save. Obviously, you want to save a document before you turn off your computer or start creating another document. In addition, saving should occur at various times while creating a document in the event that something happens to your computer or the power unexpectedly goes off. There is one other reason to save: Printing can cause problems that range from failing to print to "locking" your computer. For such reasons, it is a good idea to save your document before you print.

Works offers two ways to save a document. The first method is through the **Save** command in the File menu. Clicking on the Save button on the toolbar has the same effect as selecting the Save command. The other way is through the Save As command in the File menu.

To save a document for the first time, you should select the **Save As** command from the File menu. This produces the Save As dialog box. You may click on the Save button to produce the Save As dialog box if you have not previously saved the document. There are two important considerations when saving the file: the location and the filename. You specify the location first by setting the location next to Save in: in the Save As dialog box. For saving your document on a floppy disk, you normally select 3½ Floppy (A:) under My Computer.

Where files are stored is of utmost importance. After all, if you cannot locate the files you need, you cannot fully use the word processor. You may save your documents in any folder or on any disk that you like. However, there are pros and cons for each location. For example, storing data on a hard disk in a folder is convenient, but leaving files on a hard disk makes them available for any other user. If you are working in a computer lab, storing your files in a folder on a hard disk for public consumption may be disastrous. Also, you must use the same computer every time you want to retrieve your document. For these reasons, it is important to store all files on your own floppy disk.

When you select Save As, the Save As dialog box appears. To specify the A: click on the arrow next to the text box for Save in: A listing of available disks and folders appears. To save your document on your own floppy select 3½ Floppy (A:) under My Computer. This is critical. One of the most common mistakes made by new users is to fail to set the location before saving the file.

Deductive reasoning

2–5 HELPFUL HINT

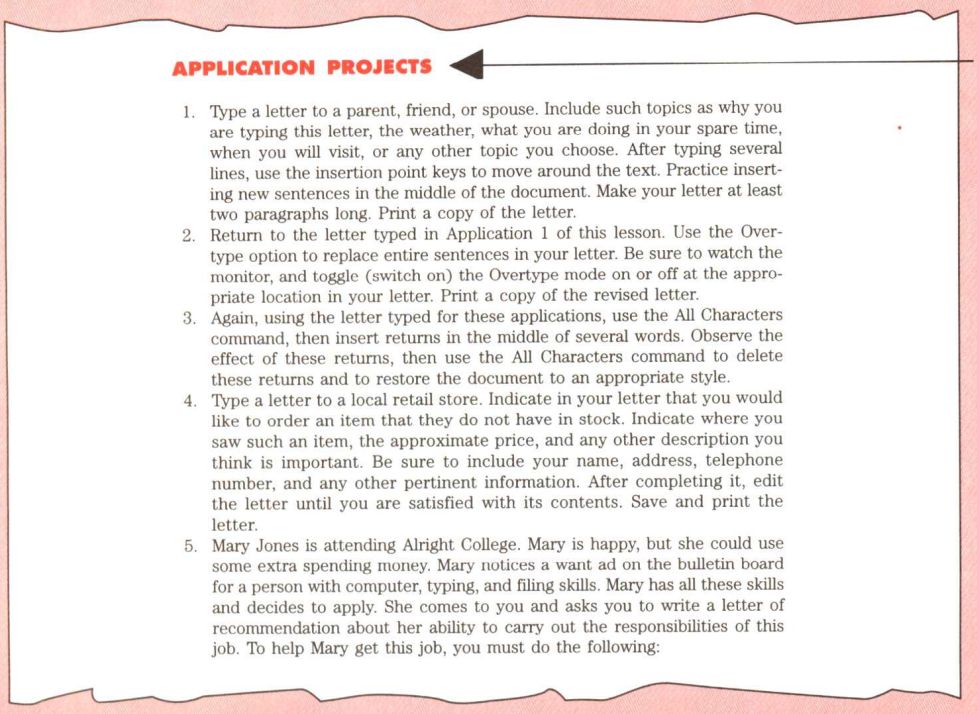
Use Save As When Saving the First Time

When saving a file for the first time, use the Save As command. After a file is named and loaded into Works, use the Save command or button to update or to replace the original file.

2–6 HELPFUL HINT

Don't Use These Characters

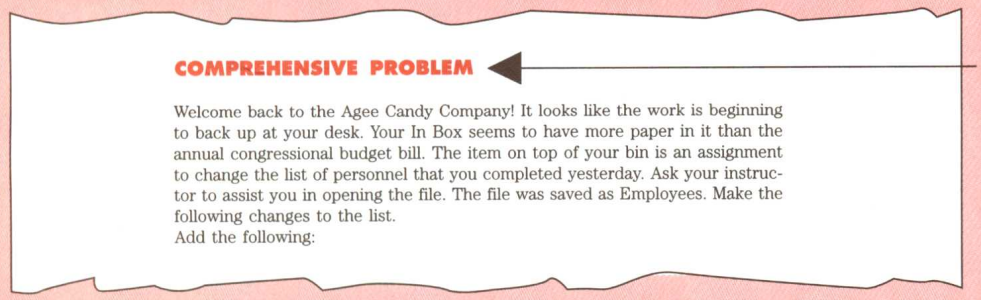
When naming a file do not use the following characters or they will cause an error. They are not allowed in Windows 95. They are / \ * | < > ? "



APPLICATION PROJECTS

1. Type a letter to a parent, friend, or spouse. Include such topics as why you are typing this letter, the weather, what you are doing in your spare time, when you will visit, or any other topic you choose. After typing several lines, use the insertion point keys to move around the text. Practice inserting new sentences in the middle of the document. Make your letter at least two paragraphs long. Print a copy of the letter.
2. Return to the letter typed in Application 1 of this lesson. Use the Overtype option to replace entire sentences in your letter. Be sure to watch the monitor, and toggle (switch on) the Overtype mode on or off at the appropriate location in your letter. Print a copy of the revised letter.
3. Again, using the letter typed for these applications, use the All Characters command, then insert returns in the middle of several words. Observe the effect of these returns, then use the All Characters command to delete these returns and to restore the document to an appropriate style.
4. Type a letter to a local retail store. Indicate in your letter that you would like to order an item that they do not have in stock. Indicate where you saw such an item, the approximate price, and any other description you think is important. Be sure to include your name, address, telephone number, and any other pertinent information. After completing it, edit the letter until you are satisfied with its contents. Save and print the letter.
5. Mary Jones is attending Alright College. Mary is happy, but she could use some extra spending money. Mary notices a want ad on the bulletin board for a person with computer, typing, and filing skills. Mary has all these skills and decides to apply. She comes to you and asks you to write a letter of recommendation about her ability to carry out the responsibilities of this job. To help Mary get this job, you must do the following:

Critical mass—activities designed to encourage students to experiment



COMPREHENSIVE PROBLEM

Welcome back to the Agee Candy Company! It looks like the work is beginning to back up at your desk. Your In Box seems to have more paper in it than the annual congressional budget bill. The item on top of your bin is an assignment to change the list of personnel that you completed yesterday. Ask your instructor to assist you in opening the file. The file was saved as Employees. Make the following changes to the list.
Add the following:

Concluding hands-on project

SUMMARY, KEY TERMS/COMMANDS, SELF-QUIZ, AND FILL-IN QUESTIONS

At the end of each chapter we conclude the lesson with a summary and a list of key terms. The summary reviews the important topics covered in each lesson while the list of key terms calls attention to a series of important concepts, commands, and procedures highlighted throughout the text. In addition to the summary and key terms, we have included numerous questions that help the reader review important concepts in the lesson. The review questions tend to be open-ended, discussion-type questions. The self-quiz questions are multiple choice questions. These multiple choice questions are followed by a series of fill-in-the-blank questions. As students review and try to answer these numerous questions, they are reinforcing important topics covered throughout the lesson.

HANDS-ON PROJECTS

As all of us who teach microcomputer applications know, there is no substitute for hands-on activities. Each lesson concludes with a series of application projects. The first group of application projects reviews the activities introduced throughout the lesson. The latter group of applications combine the activities of the current lesson with activities of previous lessons. Throughout these applications students create their own files and use them throughout the entire text. Following these application projects are a set of applications we call Data Disk Applications. These data disk applications are hands-on projects the students are asked to complete based on a set of files provided to the instructor of the class. Finally, each lesson concludes with a Comprehensive Problem based on a fictitious candy company and an extensive list of employees. With the comprehensive problem students are asked to carry out a number of the activities learned in the lesson, and they are encouraged to experiment on their own.

ANCILLARY MATERIAL

- ***Instructor's Guide.*** We have written our own instructor's guide for each Effective text. Most authors do not write their own instructor's guides. We felt it was important, however, to ensure that our instructional pedagogy was available to instructors who use these types of resource manuals. In our instructor's guide, we have detailed outlines of each lesson, lecture tips, helpful hints, and assignment suggestions that will help ensure that students master the material presented in each lesson. The instructor's guide also includes answers to review questions, self-quizzes, and fill-in questions.
- ***Student Data Disk.*** Accompanying the Instructor's Guide will be a student data disk containing exercises for the students to work through. By using these hands-on exercises the student will gain a more thorough understanding of the material presented.

ACCURACY

Class time is important. You shouldn't have to use your class time trying to deal with an inaccurate activity. All of the books in this series are developed as carefully as possible to ensure their quality and accuracy.

ACKNOWLEDGMENTS

To write a series of books like this takes a great deal of help and support. We have been extremely fortunate to have the very capable assistance of a number of dedicated people at Richard D. Irwin publishing. We are very grateful for the assistance of Garrett Glanz, Jane Lightell, Kristin Hepburn, Michelle Hudson, Tony Noel, Heidi Baughman, Dina Genovese, and Charleen Perez. We are most indebted to Michael Moses for his friendship, support, and drive for excellence. We would also like to thank our families. Thanks Jan, Jenna, John, Edsel, Ruth, Petie, Jennifer, Cody, Julie, Jacqui, Joey, and Helen. All of you made a labor of love less labor and more love.

Fritz J. Erickson
John A. Vonk

Contents

Effective Word 7.0

LESSON 1

Getting Started

OBJECTIVES

After completing this lesson, you will be able to

- Identify the purpose of Microsoft Word.
- Create a data disk.
- Start Microsoft Word.
- Identify the components of the opening screen.
- Identify the major items in the menu bar.
- Explain the purpose of a toolbar.
- Explain the purpose of the status bar.
- Use the Help feature.
- Use Menu commands.
- Exit Microsoft Word.

WHAT IS MICROSOFT WORD?

Microsoft Word is one of the most popular word processing programs available. It is an exceptionally powerful word processing program and, because it uses the popular Microsoft Windows environment, it is very easy to learn and use.

What makes Microsoft Word so powerful is its full range of word processing features. These features range from a very simple method of entering and editing text to being able to incorporate graphics and change the appearance of text. By combining the easy-to-use Microsoft Windows environment with the powerful features of Microsoft Word, you can create almost any document quickly and easily.

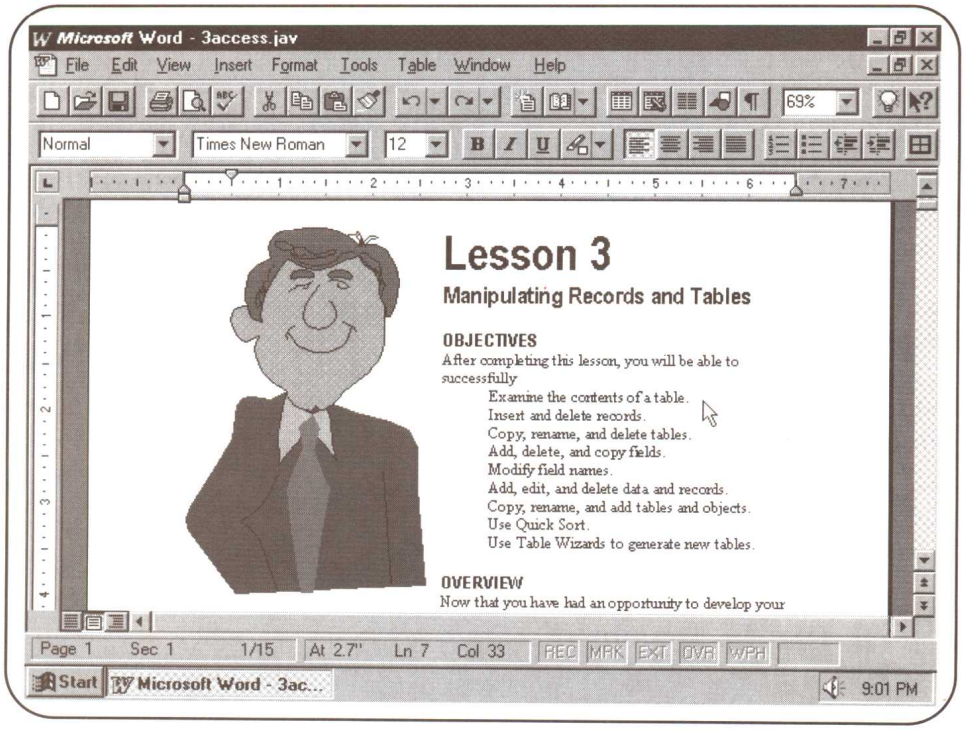
Two of the most attractive features of Microsoft Word are an uncluttered workspace and readily accessible command buttons. (See Figure 1–1.) Microsoft Word is designed so you only need to learn a few basic features to begin creating documents. As your requirements increase, you will only need to learn a few more features and commands to create even more elaborate documents.

In fact, the easiest way to learn Microsoft Word is to begin creating very simple documents. From these documents you will learn new features and commands and increase your ability. By going step by step and building on your knowledge, you will rapidly become an experienced user of Microsoft Word.

BEFORE YOU BEGIN

Before you begin, you must make sure that your software is correctly installed on a hard disk or a Local Area Network (LAN). Correct installation ensures that the computer and the connected printer will operate properly. If Microsoft Word, Microsoft Windows, or your printer have not been correctly installed, consult the appropriate installation guides.

Figure 1-1



All data files created within each lesson should be saved on a floppy disk. More specifically, all examples used in this book use the A: drive as the location for saving and retrieving files. These include files created with activities, exercises, and application projects. You must have a formatted floppy disk to accomplish these and other tasks. For those unfamiliar with formatting data disks, the next section provides a brief overview of formatting in Microsoft Windows 95. In addition, you may consult the Microsoft Windows 95 text in this series or a Windows 95 reference guide.

1–1 HELPFUL HINT

Learn Microsoft Windows 95

You should have a basic understanding of Microsoft Windows 95 before trying to learn and use Microsoft Word. Windows (as it is commonly called) is an operating environment that controls the way you interact with the computer. It is easy to lose valuable information if you do not understand how to use Windows. Take some time now to learn about Windows. It may save a great deal of time later.

Formatting Disks

All information entered into a computer resides in memory. This memory is known as random access memory, or **RAM.** RAM performs the very important function of storing information, but it has one major drawback. When the computer loses power, the computer loses the contents of RAM. Turning off the power with data in RAM means losing the data. The best way to avoid this is to take the information from RAM and store it on an outside source before you turn off the computer. For this module, that outside source is a floppy disk.

However, before you can store any information on a floppy disk, you must prepare the disk to receive the information. The process of preparing a disk for use on a computer is called **formatting.**

Formatting a disk using Microsoft Windows 95 begins by using the My Computer program, typically found on your Windows desktop. To access the My Computer program double-click on the My Computer icon. A window containing several icons appears, including an icon for each available drive location. Icons appear for each floppy drive (A and B), each hard drive (C and possibly others), and any other devices such as a CD-ROM drive (D or other label). Each type of