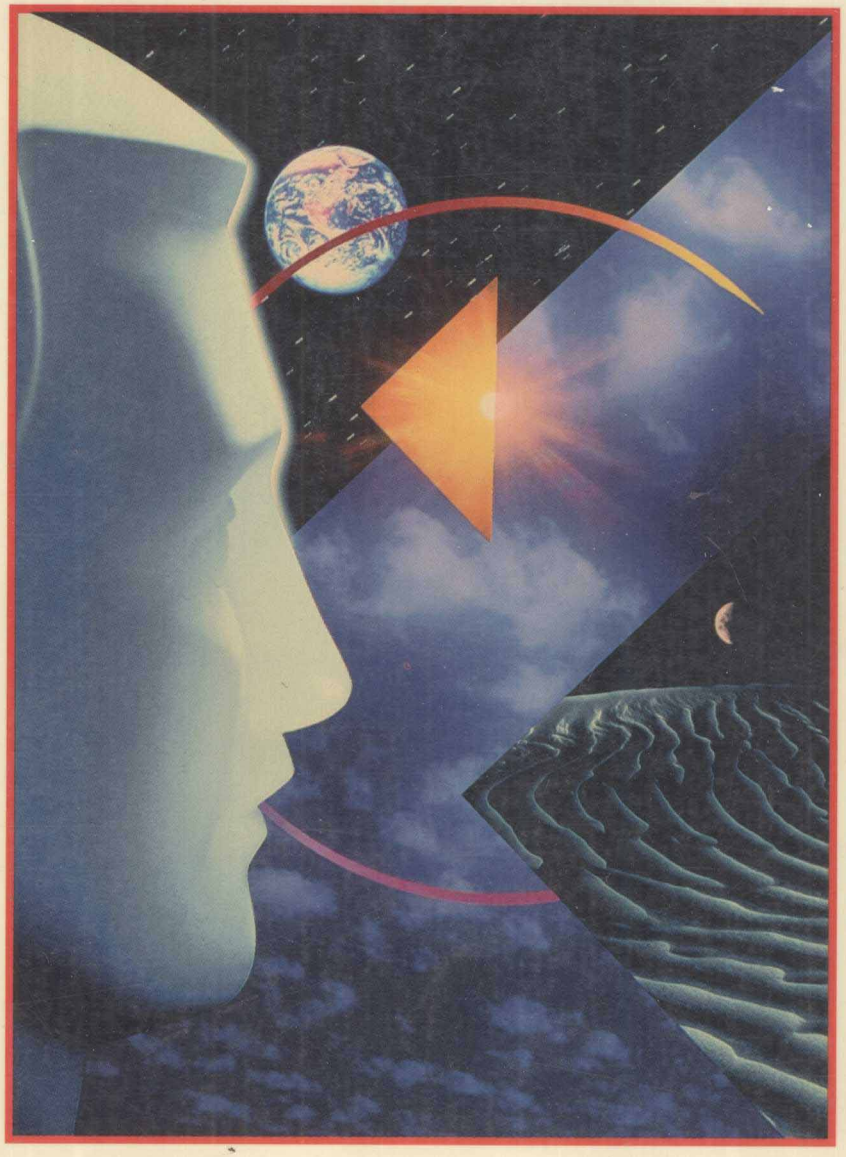
PC Version

WordPerfect® 5.0

Workbook and Reference



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Brent D. Simonson

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WORKBOOK AND REFERENCE

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To my wife, Marita, and our children, Marguerite, Claire, and Brent.

L.S.I.

To my mother, Kathryn, and in memory of my father, Arne.

B.D.S.

Preface

The advent of the microcomputer continues to bring revolutionary changes to the information environment of today's organizations. As these changes continue to affect every aspect of the organization, many individuals, untrained in the discipline of programming theory, will be expected to use microcomputers to perform their everyday tasks.

This textbook is designed for the course that deals with information systems, communications technology, modern office applications, or related fields in which learning to use word processing software as a productivity tool is necessary. The text has been carefully conceived to provide students with extensive hands-on experience in using microcomputers. Every portion of the text has been thoroughly tested with students of varying degrees of technical sophistication with microcomputers. The result is a text that will work equally well with students who have significant microcomputer background as with those who have little or no exposure to the computer and to computer fundamentals.

TEXT ORGANIZATION / SCOPE AND SEQUENCE

This text has been organized into four sets of tutorial lessons, and includes an extensive command summary for the software. Following each tutorial are several related short exercises designed to bridge the tutorial and command summary materials. The modular format allows the instructor to choose which software features to teach and in what order.

The tutorial modules are written and organized from an end-user perspective. They are titled: *WordPerfect Introductory*, *WordPerfect for the Student, WordPerfect in Business,* and *WordPerfect for Publications.* While each tutorial focuses on software features considered most applicable to the general topic area, all tutorial modules contain information useful to the beginning word processing user.

The text has been organized in an easy-to-follow format that has been developed for maximum flexibility:

- *Introduction to Microcomputers* The text begins with a comprehensive, yet concise, discussion of microcomputer hardware, software and the process involved in applying the microcomputer system to accomplishing tasks. The objective of the introduction is to provide a general knowledge base upon which students may begin to build an understanding of data processing and their microcomputer skills.

- *Tutorial Modules* Following the introductory materials are four tutorial modules. Each tutorial module begins with a set of experiential lessons that take the student step-by-step through the basics of the software, introducing them to essential commands, concepts, and structures. The objective of the tutorials is to bring students to an initial level of familiarity and competency with certain features of the software.

The tutorials are designed to allow the student to stop working on the microcomputer at approximately 20 minute intervals. The full set of lessons within a tutorial module takes approximately two hours to complete.

Following each tutorial are exercises that instruct the student to first review certain command features in the command summary, then accomplish a certain word processing task. The objective of each exercise is to teach students how to use microcomputer reference materials while reinforcing the learning that occurred during completion of the associated tutorial.

The exercises are real-world oriented and average between one and two hours of microcomputer time each to complete.

Each tutorial module ends with a set of study questions that focus on the software command features presented in the module. The questions are concept, rather than keystroke, specific in nature.

- *Hints and Hazards* The Hints and Hazards section presents tips for improving efficiency and avoiding frustrating pitfalls in the use of the software. It is a section that beginning users will want to reference early in their learning endeavors.
- *Case Problems* The text includes six case problems, each of which invites students to demonstrate the full extent of their acquired word processing skills.
- *Operation and Command Summary* The command summary for WordPerfect includes a quick reference index of commands, control keys, and a top-down view of the software's command structure using tree-style diagrams. Following the quick reference material are brief explanations and/or examples of using each WordPerfect command or feature. This summary is both an effective reference guide and review source. The summary has been tabbed in the book so that the students can easily locate it.
- *Appendixes A, B, and C* Three important appendixes are included in the text. They are titled: *The Basics of DOS, DOS Exercises,* and *DOS Command Summary.* The materials in these appendixes explore the important topics of the microcomputer's operating system and, since they are not necessarily introductory materials in nature, they were placed into appendixes so that they may be covered at any time during the course.

DESIGN FEATURES

Because it is important for students to check their work against what is happening on the computer screen while they are learning, we have included accurate representations of the screens throughout

every instructional step of each tutorial module. These screen representations provide immediate feedback regarding student's correct interaction with the software, as well as signaling errors or hazards that may have occurred while the student was inputting data. These should be checked at every stage while the student is working through software.

The use of gray tones in this text has been designed for maximum instructional benefit. Every time the text signals hands-on work at the keyboard, the type appears with a gray background. The explanations, then, are distinct from the tutorial sections, and students are easily prompted as to when they are next expected to enter data with the keyboard.

ACKNOWLEDGMENTS

In 1982, the Chiles Foundation provided a grant to the School of Business Administration, Portland State University, for the purchase of a microcomputing laboratory to be used by students and faculty. Without this farsighted action and the Foundation's continued support, this text would not have had the opportunity to be written.

After several years of use here at PSU, the material in this text has evolved through five rewrites to its present form. Its continued success at reaching its learning objectives is due largely to the constructive feedback of over several thousand PSU students and their instructors.

A special acknowledgment is appropriate for Debra S. Peterson, School of Business Administration PSU 1989 graduate. Without Debra's meticulous testing and accuracy checking methodologies, management skills, and constant desire to achieve excellence, much of the material in this manual would have suffered.

When it became time to have the manual published, a new group of individuals became involved in helping produce the finished product. These individuals reviewed the manuscript and then provided many valuable additional comments and suggestions. They are: Linda Adkins, Glendale Community College; Sarah Alexander, Palm Beach Junior College; Dineen Mary Ebert, St. Louis Community College; Lois T. Elliott, Prince George's Community College; Neely B. Wills, Santa Fe Community College; and Betty Skinner, Austin Community College.

Finally, the staff of Richard D. Irwin, Inc. deserve special recognition for their efforts to produce this text. Their attention to detail, concern for pedagogical issues, and commitment of resources have resulted in producing the best possible finished product.

Contents

Introduction to Microcomputers

FUNDAMENTALS OF USING MICROCOMPUTERS

The microcomputer is a tool—a means to an end. Every tool holds functional properties that make it the "more appropriate" or "best" tool to use in accomplishing a given task or solving a particular problem. A hammer, for instance, is an excellent tool for driving nails, but is nearly impossible to use for correctly driving screws. It is the responsibility of the tool user to decide which tools are appropriate for accomplishing a certain task or reaching a desired objective. To make such decisions, the user must have access to a selection of alternate tools and an understanding of each tool's functional properties.

The computer's basic value as a tool lies in its ability to rapidly organize or calculate data items into a useful or meaningful form. The end results (the organized or calculated data) of using the tool are referred to as *information*. The original (unorganized/uncalculated) data items are referred to as *data*, and the computer's act of organizing or calculating the data items is called *data processing* (DP) or *electronic data processing* (EDP).

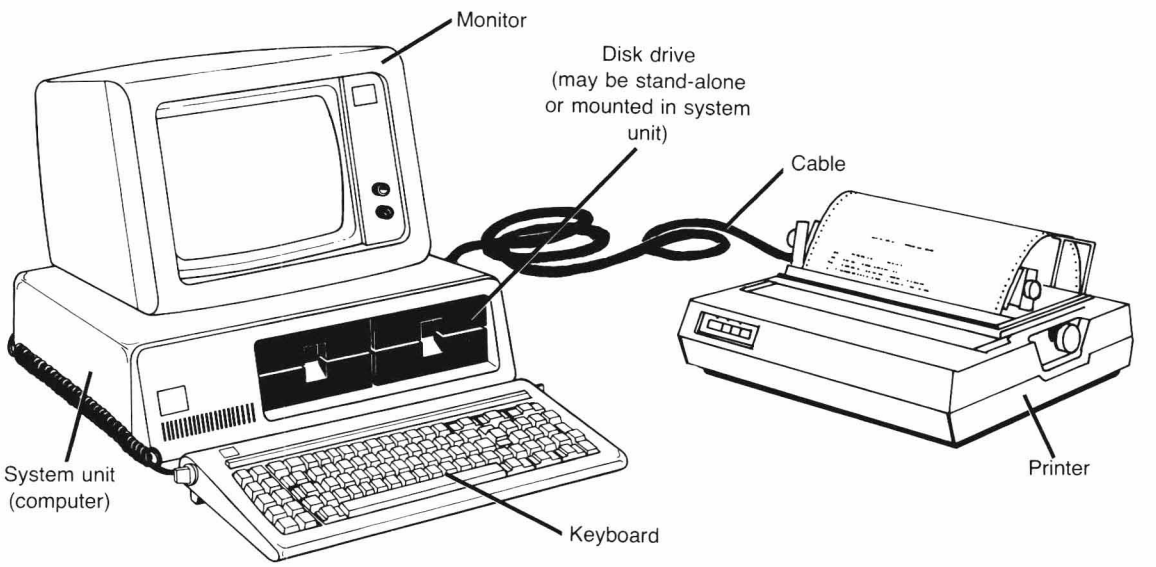
The scope and variety of tasks to which the microcomputer can be applied as a tool are immense. For this reason the microcomputer can be considered a general purpose tool—one which provides the user with the means to accomplish many different ends. The microcomputer obtains its flexible nature from the fact that it operates within a "system" of component elements.

MICROCOMPUTER SYSTEMS

The three major components of any microcomputer system are its hardware, software, and user(s). Microcomputer systems differ from other computer systems because they usually are designed for a single user. In this manual you will be considered the user. In this role, your objective will be to gain a functional understanding of how you can use the hardware and software covered here to solve organizational problems.

MICROCOMPUTER HARDWARE

The tangible (or physical) part of a microcomputer system is a piece of equipment with individual mechanical and electronic parts. The equipment and its parts are referred to as computer *hardware*. The hardware of a microcomputer system consists of at least five basic devices, as shown in the following drawing.



The System Unit

The system unit is the central hardware component. It is the device that contains the microprocessor and integrated circuit (IC) chips that perform the manipulations (organization and calculation) of data items.

Within the circuit chips of the system unit, data items are represented by electrical patterns of high and low voltages. A single voltage pattern element is called a *bit* (binary digit). Its current state (high or low voltage) is usually represented by a "1" for high voltage, and a "0" for low voltage. Eight bits are combined to create a single pattern called a *byte*. In general, it takes a byte (a single pattern of eight bits) to represent one character of data in the circuit chips of the system unit.

Computing standards have been established to specify the bit patterns to be used when representing certain data characters. For instance, one well known standard called ASCII (American Standard Code for Information Interchange) establishes that the upper case "A" character is represented by the seven-bit pattern 1000001. (When the ASCII standard was established, one bit in the byte, called the *parity check bit*, was used to check for errors in the byte's pattern of bits, and did not appear as an element of the pattern itself.)

The byte is the basic data unit of the computer. One measure of a system unit's computing capacity is the number of bytes of data its circuit chips are able to hold at one time. The capacity to hold data is referred to as being the system's *memory* (or *primary storage*), which is usually described in 1024 byte (kilobytes or K), or 1,048,576 byte

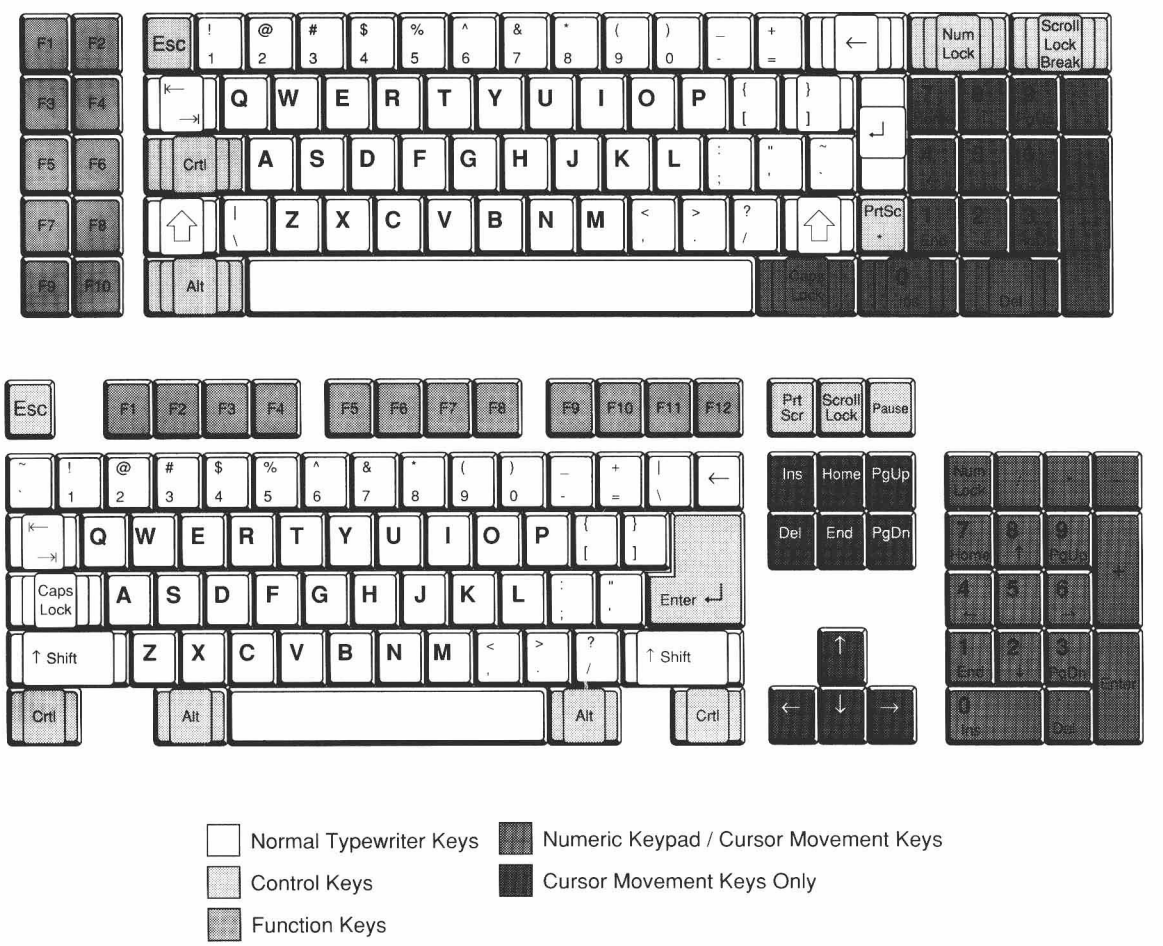
(megabyte or M) quantities. That is, a microcomputer having 640K of memory is able to hold 655,360 characters of data in memory.

Another measure of a system unit's computing performance is the speed at which it can perform the individual manipulations of data. A microcomputer's speed is a function of two main factors: the rate at which it performs the manipulations (determined by the system's *clock speed*), and the number of adjacent bits it can manipulate at one time (called the *word size*). The system unit's clock speed is rated in millions of cycles per second (megahertz or MHz). Clock speeds between 4 and 16 MHz are common, with 16 MHz being four times faster than 4 MHz. Word size refers to the number of bits the microprocessor manipulates at once. Microprocessors commonly found in microcomputers are identified as 8-bit, 16-bit, and 32-bit processors, referring to their word size. In general, the larger the bit processor, the faster the microcomputer.

The Microcomputer Keyboard

The microcomputer's keyboard (also called the console) provides the user with a way to enter characters of data to be held in the microcomputer's memory. In addition to the keys you would normally find on a standard typewriter, a microcomputer's keyboard includes control keys, function keys, cursor movement keys, and a numeric keypad for 10-key data entry.

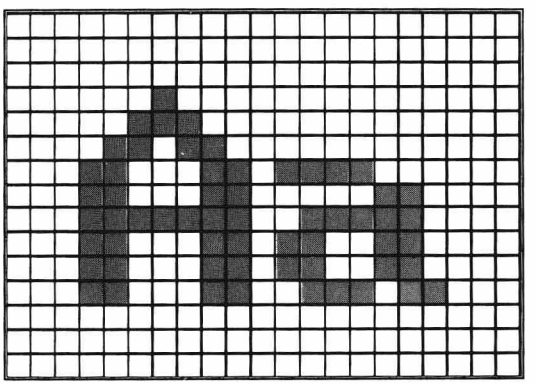
There are two common styles of keyboards currently used with the IBM and compatible microcomputers. The keyboards differ mainly in the location of their keys.



The Microcomputer Monitor

The microcomputer monitor is used to display an image of the data being transmitted between the user and the rest of the microcomputer system. The most popular type of monitor [one that uses a cathode-ray tube (CRT)] produces an image on a phosphor-coated screen by passing an electronic beam across it. A fairly new type of monitor, called a "flat screen" monitor, utilizes liquid crystal display (LCD) technology to produce its image of the data.

Monitor quality is often expressed in units of screen resolution called *pixels*. A pixel describes the smallest discrete image that the monitor is able to produce. The resolution of the monitor is defined by the number of pixels on a screen. For instance, a high resolution monitor has a display of 640 pixels horizontally by 460 pixels vertically. The following illustration shows an arrangement of pixels used to create upper and lower case images of the letter "A" on a high resolution monitor screen:



The Microcomputer Disk Drive(s)

The microcomputer's disk drive devices are usually mounted in the front of (or inside) the system unit. They are, nonetheless, hardware components considered separate from the system unit.

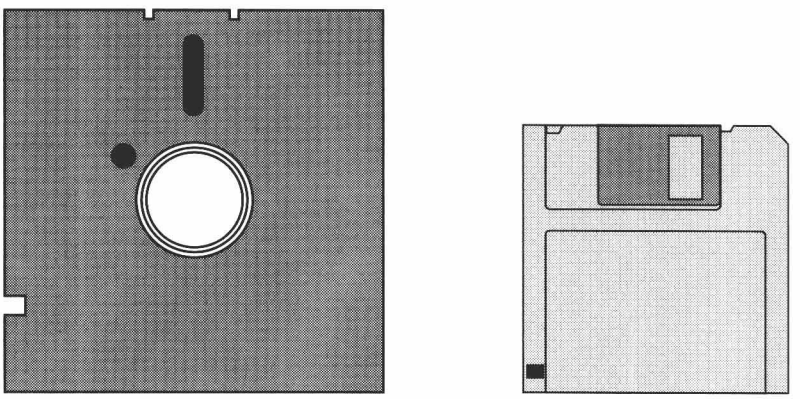
As mentioned earlier, data are represented in the microcomputer's memory (primary storage) in patterns of high and low voltages. When the electrical power to the system unit is disrupted, the patterns cease to exist. To help overcome the volatility of the microcomputer's primary storage, disk drives are utilized to provide what is called *secondary storage*.

Secondary storage involves a process of recording (copying) the patterns of data currently in memory onto a medium made of material coated with iron oxide (called *magnetic storage media*). The process is quite similar to recording sounds (patterns of vibration) onto an audio cassette tape. The act of copying data from memory onto magnetic storage media is termed a *write* operation. The process of copying data from magnetic storage into memory is termed a *read* operation.

Secondary Storage Types

A microcomputer's magnetic storage media usually comes in the form of a flat, circular disk that is placed into the disk drive. To copy the data currently in memory onto the disk (or vice versa), the disk drive spins the disk while it moves a *read/write head* (the disk drive's read/write mechanism) back and forth across the surface of the disk. A disk's capacity to hold data is usually expressed in kilobyte or megabyte quantities, in the same manner as memory's capacity to hold data. Two types of disks are now commonly used: *floppy disks* and *hard disks*.

Floppy Disks. Floppy disks are made of oxide-coated mylar and are enclosed in a cover (called a *disk jacket*). For the IBM and compatible microcomputers, floppy disks come in two different sizes, commonly called 5¼-inch and 3½-inch disks:



The two sizes of floppy disks require different types of disk drives to read and write their data. The 5¼-inch floppy disks are usually capable of holding 360K of data. Although smaller in size, the newer 3½-inch floppy disks may hold up to 1.44M (or 1,440K) of data.