Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

SKU: 9781305870994-SOLUTIONS

Answers to Critical Thinking Questions – Intro Module

Student answers could vary from those presented in this document.

Apply Your Knowledge – Assignment Instruction

11. [CT] What other commands might you find useful to include on the Quick Access Toolbar?

Apply Your Knowledge – Possible Answer

11. Student answers will vary but could include the following commands: New, Open, Email, Print Preview and Print, Spelling & Grammar, and Draw Table.

Extend Your Knowledge – Assignment Instruction

7. What search text did you use to perform the searches above? Did it take multiple attempts to search and locate the exact information for which you were searching?

Extend Your Knowledge – Possible Answer

7. Student answers will vary but might be similar to the following:
a. word 2016 new features
b. word help training
c. customize ribbon
d. office clipboard
e. read mode
f. mail merge
g. insert pictures
h. change text size
i. zoom document
j. insights pane

Expand Your World – Assignment Instruction

7. Based on your current knowledge of OneDrive, do you think you will use it? What about the Word Online app?

Expand Your World – Possible Answer

7. Student answers will vary, but they should indicate whether they think they would use OneDrive and the Word Online app.

Lab 1 – Assignment Instruction

8. Think about how you use your computer for various tasks (consider personal, professional, and academic reasons). What folders do you think will be required on your computer to store the files you save?

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Lab 1 – Possible Answer

8. Student answers will vary, but they should indicate the folder names they would use on their computers.

Lab 2 – Assignment Instruction

9. Based on your current knowledge of Windows and Word, how will you organize folders for assignments in this class? Why?

Lab 2 – Possible Answer

9. Student answers to how they would organize their folders for this class assignments will vary. They should support their response with reasons.

Lab 3 – Consider This: Your Turn

See the Consider This: Your Turn Rubric Files for possible answers to their critical thinking questions.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

ROADMAP

Review the general activities that will be performed in this module:

- Sign in to an account
- Use Windows
- Use features in Word that are common across Office Apps
- File and folder management
- Switch between apps
- Save and manage files
- Change screen resolution
- Exit apps
- Use additional Office app features
- Use Office and Windows Help

OFF 2: Introduction to the Windows 10 Operating System

LECTURE NOTES

- Introduce Windows 10 and define operating system, app, gesture, scroll bar, scroll arrows, scroll box, keyboard shortcut, user account, user name, password, user icon, lock screen, sign-in screen, Recycle Bin, and file
- Use Figure 1 to illustrate using the desktop
- Use Tables 1 and 2 to illustrate using a touch screen and a mouse
- Use Figure 2 to illustrate scrolling
- Use Figures 3to illustrate the lock screen
- Use Figures 4 and 5 to illustrate signing in to an account

TEACHER TIPS

If you are at a location that requires user id's and passwords for your workstations, check with someone on your tech support staff to make sure that all of your students have a login and password. If you plan, it will save frustration when the students go to the lab for the first time.

Double-clicking can be a difficult skill to master. Students may not click quickly enough, or may move the mouse between the first and second click. With practice, however, double-clicking soon should become second nature.

Learning how to drag takes practice as well.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students what operating system they are running on their PCs at home and/or at work. What do they like about their operating system? Why was that operating system chosen for their home or place of work?

2. Class Discussion: Ask the class to share the types of activities that they do with their personal computers. How many have a computer network in their home? Ask them to brainstorm the advantages of a computer network over non-networked computers.

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

3. Class Discussion: Many injuries have been related to continued keyboard use. Repetitive stress injury (RSI), a type of musculoskeletal disorder, afflicts more than 1.8 million people in the United States. The Bureau of Labor Statistics reports that work-related musculoskeletal disorders account for one-third of all occupational injuries and illnesses. These disorders are the largest job-related injury and illness problem in the United States today. Whose responsibility is safe computer usage — the employee or the employer?

4. Group Activity: Divide the class into small groups. Have each group play "Hot Ball" using questions based on Table 1 on page OFF 3 of the text. That is, one person asks, "What is the gesture for 'tap'?" and tosses the "Hot Ball" (can be a ball, a crumpled up page of paper, or whatever) to another student, who answers, "Quickly touch and release one finger one time" (or words to that effect). Then, the answerer asks and tosses, and so on. Make sure each group covers all of the items in the table. Do the same for Table 2 on page OFF 4, having students ask questions about mouse operations.

5. Assign a Project: Have students examine the desktop on the computers of several different people. Note the differences and similarities. Then, have them write a brief report detailing their findings, including in detail whose computers they looked at and why they think that person chose those desktop icons, backgrounds, and so on.

6. Assign a Project: Developing icons for a graphical user interface, like that used by Windows 10, is not an easy task. A good icon need not be a work of art, but it must be a memorable symbol of the task it represents. According to Susan Kare, creator of the icons used with many popular GUIs, "The best icons are more like traffic signs than graphic illustrations." Have students choose three commonplace activities (walking to class, calling for a date, and so on) and, using three sheets of graph paper, create an icon to represent each. Color the appropriate squares on the graph paper to create the image for each icon. On the back of the graph paper, have students explain why the icon is suitable for the activity chosen.

7. Assign a Project: Once a nondescript box perched on a large ball bearing, today the computer mouse comes in a wide range of shapes with a variety of capabilities. There are cordless mice, ergonomic mice, whimsically designed mice, ring mice (worn on the finger like a ring), and even tough mice that can be dropped from a five-story building, plunged under water, or run over by a truck without damage. Information about different types of mice can be found on the World Wide Web. Have students visit several websites to find out more about the mouse. Which mouse is the most unusual? Why? Which mouse has the most capabilities? Which mouse is least expensive? Which is most expensive? How is the difference in price justified? Which mouse would they most like to own? Why?

8. Quick Quiz:

1) What is an operating system? (Answer: A computer program that coordinates all the activities of computer hardware, such as memory, storage devices, and printers)
2) Which 'Shut down options' command waits for Windows 10 to save your work and then turns off the computer fans and hard disk? (Answer: The Sleep command)
3) What is a password? (Answer: A private combination of letters, numbers, and special characters associated with the user name that allows access to a user's account resources)

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

4) What is a scroll bar? (Answer: A horizontal or vertical bar that appears when the contents of an area may not be visible completely on the screen)

LAB ACTIVITIES

1. Different factors add to a computer's start up time. Have students turn on their computers and, using a stopwatch or the second hand on a watch or clock, determine how long it is from the time the computer is turned on until the Windows 8 Welcome screen appears. Encourage them to discuss the launch time of their computers with other students. How does it compare? Have students make a list of the factors they think were in play for their machine and how they compare to other students.

2. Tell students that there are a number of accessories in Windows 10. Ask the students to look at the Accessories folder on their workstations and make a list of the accessories and what they are used for. Some of the accessories they may not have access to use. You also could divide the class into groups and assign each group a different topic.

OFF 7: Introduction to Microsoft Office 2016

LECTURE NOTES

- Introduce Microsoft Office 2016 and the apps it includes: Microsoft Word 2016, Microsoft PowerPoint 2016, Microsoft Excel 2016, Microsoft Access 2016, Microsoft Outlook 2016, Microsoft Publisher 2016, and Microsoft OneNote 2016Define suite, Microsoft Office 365, Microsoft Office Online, and OneDrive

CLASSROOM ACTIVITIES

1. Quick Quiz:
   1) What is a suite? (Answer: A collection of individual apps available together as a unit)
   2) What is the name of an Office 2016 suite that includes apps that allow you to edit and share files on the web? (Answer: Microsoft Office Online)

OFF 9: Running and Using an App

LECTURE NOTES

- Introduce Word, and define Start button, folder, Start menu, menu, command,
- Use Figures 6 through 9 to illustrate running an app using the Start menu to create a blank document
- Define maximize
- Use Figure 10 to illustrate maximizing a window
- Use Figures 11 through 19 to describe the Word document window, Print Layout view, status bar, tab, group, tool tabs, gallery, live preview, ScreenTip, Dialog Box Launcher, task pane, Tell Me box, mini toolbar, Quick Access Toolbar, KeyTips, and active tab
- Use Figure 20 to illustrate displaying a different tab on the ribbon
- Define Full Screen mode and use Figures 21 through 24 to illustrate collapsing and expanding the ribbon and using Full Screen mode
- Define shortcut menu and use Figures 25 through 27 to illustrate using a shortcut menu to relocate the Quick Access Toolbar
- Use Figures 28 and 29 to illustrate customizing the Quick Access Toolbar
- Use Figures 30 and 31 to illustrate entering text in a document

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Microsoft Word 2016

Module Two: Creating a Research Paper with References and Sources

A Guide to this Instructor's Manual:

We have designed this Instructor's Manual to supplement and enhance your teaching experience through classroom activities and a cohesive module summary.

This document is organized chronologically, using the same heading in **red** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Teacher Tips, Classroom Activities, and Lab Activities. Pay special attention to teaching tips, and activities geared towards quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

In addition to this Instructor's Manual, our Instructor's Resources also contain PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

Table of Contents

Objectives
WD 57: Introduction
WD 57: Project — Research Paper
WD 60: Changing Document Settings
WD 64: Creating a Header
WD 68: Typing the Research Paper Text
WD 95: Creating an Alphabetical Works Cited Page
WD 98: Proofreading and Revising the Research Paper
WD 111: Summary
End of Module Material

Objectives

Students will have mastered the material in Module Two when they can:

- Describe the MLA documentation style for research papers
- Modify a style
- Change line and paragraph spacing in a document
- Use a header to number pages of a document
- Apply formatting using keyboard shortcuts
- Modify paragraph indentation
- Insert and edit citations and their sources
- Add a footnote to a document
- Insert a manual page break
- Create a bibliographical list of sources
- Cut, copy, and paste text
- Find text and replace text
- Find a synonym
- Check spelling and grammar at once
- Look up information

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

WD 57: Introduction

LECTURE NOTES

- Define research paper

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students about their experience writing research papers.

2. Group Activity: Project for the class (or provide copies of) a well-formatted and well-documented research paper to showcase the best practices.

WD 57: Project — Research Paper

LECTURE NOTES

- Identify the two popular documentation styles for research papers, the Modern Language Association of America (MLA) and the American Psychological Association (APA)
- Use Figure 2-1 to illustrate the research paper created in this project, and to point out the spacing, margins, indentation, and page numbers used in MLA style
- Use the Roadmap to review the general activities that will be performed in this module
  - Change the document settings
  - Create the header for each page of the research paper
  - Type the research paper text with citations
  - Create an alphabetical works cited page
  - Proofread and revise the research paper
- Discuss the specifics of the MLA documentation style
- Define parenthetical references
- Explain how explanatory notes are indicated and formatted
- Describe the works cited page

TEACHER TIP

The Modern Language Association of America (www.mla.org) was founded in 1883 and today has more than 30,000 members in 100 countries. The goal of the MLA is to strengthen the study and teaching of language and literature. The MLA provides opportunities for members to share scholarly findings and teaching experiences and discuss trends. The MLA hosts an annual convention and other meetings, works with related organizations, and publishes a quarterly newsletter and four major periodicals.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students about their experience writing research papers. Survey them about their experience using either MLA or APA style. If possible, show a research paper written according to APA style as a companion piece to the paper in MLA style in Figure 2-1. Tabulate and present the results of this in-class survey.

2. Group Activity: Have students list some of the research documents they have had to create during the past several years and anticipate creating in the future. Ask them to put an "I" beside the names of those that contain information obtained from the Internet and a "C" beside the names of those for which they used a computer to create the final document.

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

3. Quick Quiz:
   1) What term does the MLA documentation style use for bibliographical references? (Answer: Works cited)

4. Critical Thinking: Most schools and businesses require some standard style of documentation for written reports. Why? What disadvantages, if any, might there be to insisting that all reports conform to a certain style?

LAB ACTIVITIES
1. Ask students to use computers in the lab to visit the MLA and APA Web sites for details about these styles, and to write a report that compares and contrasts the MLA and APA documentation styles according to their findings in the lab.

WD 60: Changing Document Settings

LECTURE NOTES
- Review the steps how to run Word and refer students to the Office and Windows module for information about how to change the computer's resolution
- Remind students of the steps to display formatting marks and why it is helpful to display nonprinting characters
- Define style, review the Normal style, and use Figures 2-2 through 2-4 to illustrate modifying a style
- Define line spacing and paragraph spacing, and contrast Word's default line spacing and the line spacing required by MLA style
- Define double-space, and use Figure 2-5 to illustrate changing line spacing
- Use Figure 2-6 to illustrate removing space after a paragraph
- Use Figure 2-7 to illustrate updating a style to match a selection

CLASSROOM ACTIVITIES
1. Class Discussion: In Word, you can single-space, double-space, or even-triple space documents. Which types of documents lend themselves to single-spacing? What documents lend themselves to double-spacing or triple-spacing? Why?

2. Quick Quiz:
   1) What is the required line spacing in a document following MLA documentation style? (Answer: Double-spaced)

LAB ACTIVITIES
1. Have students experiment with the variety of options available on the Line spacing gallery and print out the result.

WD 64: Creating a Header

LECTURE NOTES
- Define header and footer
- Use Figures 2-8 and 2-9 to illustrate switching to the header

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

- Define right-aligned, and use Figure 2-10 to illustrate right-aligning a paragraph
- Review the steps to enter text
- Use Figures 2-11 and 2-12 to illustrate inserting a page number
- Use Figure 2-13 to illustrate how to close the header

TEACHER TIP
Mention why, although the Insert Page Number menu commands can be used to number pages, the command alone cannot be used to number pages as required by the MLA style.

CLASSROOM ACTIVITIES
1. Quick Quiz:
   1) Text printed at the top of every page is called a header. What do you call text printed at the bottom of every page? (Answer: Footer)

LAB ACTIVITIES
1. Have students experiment with headers and footers. Add a header and a footer containing various elements to an existing document. Print out the result.

WD 68: Typing the Research Paper Text

LECTURE NOTES
- Use Figure 2-14 to review the entry of name and course information in the research paper
- Define Click and Type, and use Figures 2-15 and 2-16 to illustrate Click and Type
- Use Table 2-1 to identify shortcut keys for formatting characters and Table 2-2 to point out shortcut keys for formatting paragraphs
- Review the steps to format text using a keyboard shortcut, and to save a document
- Use Figure 2-17 to illustrate displaying the rulers, making sure to define horizontal ruler and vertical ruler
- Define ruler, first-line indent, First Line Indent marker, and Left Indent marker, and use Figures 2-18 through 2-21 to illustrate a first-line indenting paragraph
- Describe the AutoCorrect feature and use Figures 2-22 and 2-23 to illustrate AutoCorrect as you type
- Discuss the use of the AutoCorrect Options button, and use Figures 2-24 and 2-25 to illustrate using the AutoCorrect Options button
- Use Figures 2-26 and 2-27 to illustrate creating an AutoCorrect entry, reviewing the features of the AutoCorrect dialog box
- Review how to enter more text, using Figure 2-28 to show the results
- Review the process for adding citations in Word, and use Figure 2-29 to illustrate changing the bibliography style
- Use Figures 2-30 through 2-34 to illustrate inserting a citation and creating its source, and define field
- Use Figure 2-35 to discuss entering more text
- Review how to save an existing document with the same file name
- Define note reference mark, footnote, endnote, and note text, and use Figure 2-36 to illustrate inserting a footnote reference mark
- Review how to enter footnote text

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

- Use Figures 2-37 and 2-38 to illustrate inserting a citation placeholder
- Discuss the footnote text style
- Use Figures 2-39 through 2-42 to illustrate modifying a style using a shortcut menu
- Use Figures 2-43 through 2-46 to illustrate editing a source, and use Figures 2-47 through 2-49 to illustrate editing a citation
- Discuss how to work with footnotes and endnotes, including deleting them, moving them, changing their numbers (or the format thereof), and converting footnotes to endnotes
- Review how to enter more text
- Use Figure 2-50 to illustrate how to count words
- Define automatic (or soft) page breaks, and background repagination
- Review the steps to enter more text and insert a citation placeholder
- Define widow and orphan
- Use Figures 2-51 and 2-52 to illustrate hiding and showing white space
- Review the steps to edit a source and show the result in Figure 2-53
- Review the steps to enter more text and show the result in Figure 2-54
- Review how to save an existing document with the same file name

TEACHER TIPS

For more precision in setting a first-line indent, you can click the Paragraph Dialog Box Launcher, click the Indents and Spacing tab, click the Special box arrow, and then click First line.

Students should be careful what they add to the AutoCorrect list. For example, suppose they frequently type "from" as "form" and they decide to put this on their AutoCorrect word list. If they do, they will have problems if they really mean to type "form."

Point out that you can have Word modify a style automatically, meaning that Word detects when you alter the formatting of text containing a style, and then automatically updates the style. When Word automatically updates the style, all text formatted with that style is updated to match the formatting of the text you just changed.

Automatic page breaks are called "soft" because they can change as text is added to, or deleted from, a document. Manual page breaks, which are discussed later in this project, are called "hard" because they do not change.

CLASSROOM ACTIVITIES

1. Group Activity: Divide the class into small groups. Ask each group to play "Hot Ball" using Tables 2-1 and 2-2 on page WD 71 of the text. That is, one person asks, "What is the shortcut key for 'changing the case of letters'?", and tosses the "Hot Ball" (can be a ball, a crumpled-up piece of paper, or whatever) to another student, who answers. Then, the answerer asks and tosses, and so on. Have each group cover all of the items in the two tables.

2. Class Discussion: All of the formatting tasks described in Tables 2-1 and 2-2 can be performed using commands accessed in other ways. Shortcut keys can save time but, of course, they must be memorized to be used. Considering the types of documents you feel you will most likely create in the future, which shortcut keys in Tables 2-1 and 2-2 would be most important to memorize? Why?

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

3. Class Discussion: Poll the class on whether, as readers, they prefer footnotes or endnotes and why. Unless there are several explanatory notes on a page or the notes are very long, most readers probably favor footnotes.

4. Assign a Project: Ask students to view the contents of the AutoCorrect tab in the AutoCorrect dialog box and note the list of things that Word corrects automatically. If any of these things do not fit with the way they type, they can uncheck them by selecting them. Next, ask them to look at the list of words that Word will AutoCorrect and make note of any words that they commonly misspell.

5. Assign a Project: Have students open several different documents in Word and do a word count in each one. Ask them to keep track of the word and line count for each document, and then calculate the average number of words per line in the documents.

6. Quick Quiz:

1) What is a tag name? (Answer: An identifier that links a citation to a source)
2) Do you have to type the footnote text for one footnote before you can add another? (Answer: No)
3) Will Word keep track of the numbering of footnotes if you rearrange, insert, or remove them? (Answer: Yes)

7. Critical Thinking: Check boxes in the AutoCorrect dialog box (Figure 2-27) instruct Word to correct two initial caps, capitalize the first letter of sentences, capitalize the first letter in a table cell, capitalize names of days, correct accidental use of caps lock, and replace text as it is typed. When might you want to set an exception to any of Word's AutoCorrect features? Why?

8. Critical Thinking: Word count often is important when writing research papers. In what other situations might word count be important (i.e., when might it be necessary to have a minimum, or maximum, number of words in a document)?

LAB ACTIVITIES

1. Encourage students to go into the lab and explore the application to find the list of errors that AutoCorrect detects.

WD 95: Creating an Alphabetical Works Cited Page

LECTURE NOTES

- Explain what a works cited page is
- Use Figure 2-1 on page WD 59 to illustrate a works cited page
- Define manual (or hard) page break, and use Figure 2-55 to illustrate inserting a manual page break
- Use Figure 2-56 to illustrate applying a style, and review the steps to center text
- Define bibliographic list, and use Figures 2-57 and 2-58 to illustrate creating the list
- Define hanging indent, explain the function of the Hanging Indent marker, and review the techniques for creating a hanging indent

TEACHER TIPS

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

There are a number of different ways to adjust page breaks in a document. A manual page break can be deleted. Although automatic page breaks cannot be deleted, a number of paragraph options can be used to adjust automatic page breaks. If automatic page breaks occur at an undesirable location, students can select the paragraph before or after the unwanted page break, use (or remove) the Keep lines together, Keep with next, and Page break before features. Certain section breaks (Next page, Even page, or Odd page section breaks) also will break a page.

Explain that the content of references on a works cited page is the same for most styles of documentation, but the order in which they are presented may vary. For written works, references usually include the author's name, the title of the work, the place of publication, the publisher's name, the date of publication, and the page number on which the reference is found. For electronic sources, some items may be changed or missing. For example, in place of a title there may be a file name; the place of publication and the name of the publisher may be replaced by the protocol and address. On the Web, page numbers often have little or no meaning. Because most Web browsers allow users to search for specific words or phrases within an electronic document, designating the location of a specific reference usually is unnecessary. Whether a source is written or electronic, however, mention to students that experts agree that when in doubt about what information to include, it is better to have too much than too little.

CLASSROOM ACTIVITIES

1. Class Discussion: Emphasize that unlike automatic page breaks, manual page breaks can be removed.

2. Quick Quiz:
   1) Word never moves a manual page break. True or false? (Answer: True)
   2) What is a bibliography? (Answer: An alphabetical list of sources referenced in a paper)
   3) According to the MLA style, what is the works cited page? (Answer: A list of sources that are referenced directly in a research paper)

LAB ACTIVITIES

1. Have students go into the lab to use a Web search engine to learn more about bibliographic styles and their guidelines.

WD 98: Proofreading and Revising the Research Paper

LECTURE NOTES

- Define proofreading
- Use Figure 2-59 to illustrate modifying a source, and use Figures 2-60 and 2-61 to illustrate updating a field
- Review the steps to covert a field to regular text
- Suggest circumstances when it might be desirable to go to a specific spot in a document
- Discuss using the Navigation Pane and use Figure 2-62 to illustrate going to a (specific) page
- Define copying, cutting, and pasting, and explain the function of the Office Clipboard
- Use Figures 2-63 through 2-65 to illustrate copying and pasting
- Use Figure 2-66 to illustrate displaying the Paste Options menu
- Use Figures 2-67 and 2-68 to illustrate finding text, and use Figures 2-69 and 2-70 to illustrate replacing text

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

- Discuss the use of the Replace All, Replace, and Find Next buttons, and the use of the Undo button on the Quick Access Toolbar
- Define synonym, thesaurus, and antonym and use Figures 2-71 and 2-72 to illustrate finding and inserting a synonym
- Remind students how they learned in Module 1 to use Word's spelling and grammar check as they typed, and use Figures 2-73 and 2-74 to illustrate checking spelling and grammar at once
- Review the steps to view or modify entries in a custom dictionary, and to set the default custom dictionary
- Use Figures 2-75 to illustrate looking up information
- Use Figure 2-76 to illustrate zooming multiple pages
- Review the steps to change Read mode color and use Figures 2-77 and 2-78 as before-and-after illustrations
- Review the steps to save and print a document and exit Word

TEACHER TIPS

Emphasize as strongly as possible that Word's spell check and grammar check will catch many errors, but it will not catch *all* errors (such as homonyms).

Caution students to be careful when using find and replace to give enough of the word or phrase they want to replace so as to be sure that Word will do only what they want it to. For example, suppose for some reason students decide to replace every occurrence of the word "he" with the word "Bob". If they are not careful, they may end up with the word "the" becoming the word "tBob." To avoid this, they can type " he" (i.e., [space] he) in the Find what text box, and " Bob" ([space] Bob) in the Replace with text box.

Students may be surprised to learn that Word's standard dictionary does not contain every correctly spelled word. The dictionary contains most common words, but it might not include technical terms, proper names, acronyms, and so on. If students frequently use special terminology, or if they often use a name that does not appear in Word's standard dictionary, they may want to add the terminology or name to Word's custom dictionary so that these words are not flagged as spelling errors. Mention as well that it is possible to have multiple custom dictionaries.

CLASSROOM ACTIVITIES

1. Class Discussion: The Synonyms submenu offers a list of synonyms for a word. Is it always a good idea to use whatever synonyms are presented on the Synonyms submenu for a given word? Why or why not?

2. Class Discussion: Plagiarism always has been a problem at academic institutions, and the problem is growing. Some college students have no qualms about lightening their workload by copying and pasting information from a website into their research papers. What is plagiarism? (A good definition is "using someone else's words or ideas and claiming them as your own.") What are the ethics of plagiarism?

3. Quick Quiz:

1) What is the Office Clipboard? (Answer: A temporary storage area that holds up to 24 items copied from any Office program)

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

2) Which of the following involves removing the selected item from the document and then placing it on the Office Clipboard?
a) pasting b) dragging c) cutting d) copying (Answer: c)
3) What is the process of copying an item from the Office Clipboard into the document at the location of the insertion point called? (Answer: Pasting)

4. Critical Thinking: Creating a custom dictionary takes time and effort. Who might take the trouble to create custom dictionaries? Why? (*Note*: Examples might be people who work with specialized sets of terminology, such as medical or legal terms, or people who frequently use words from a foreign language.)

LAB ACTIVITIES
1. Have students use the Research task pane to search for more information, either from a list of terms you provide or a list of topics from this project. Ask them to write a one-page summary of the findings of their research.

WD 111: Summary

LECTURE NOTES
- Review the skills learned in this module

End of Module Material

- **Apply Your Knowledge** is an assignment that helps students reinforce their skills and apply the concepts learned in this module.
- **Extend Your Knowledge** is an assignment that challenges students to extend the skills learned in this module and to experiment with new skills. Students may need to use Help to complete the assignment.
- **Expand Your World** is an assignment where students create a solution that uses cloud or web technologies by learning and investigating on their own from general guidance.
- **In the Labs** is a series of assignments that ask students to design and/or format a document using the guidelines, concepts, and skills presented in this module.

Top of Document

© 2017 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part, except for use as permitted in a license distributed with a certain product or service or otherwise on a password-protected website for classroom use.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Farrah Iman Hakimi

Mr. Danshov

English 103

November 15, 2017

Wearable Devices

A wearable device or wearable is a small, mobile computing device designed to be worn by a consumer. These devices often communicate with a mobile device or computer using Bluetooth. Three popular types of wearable devices are activity trackers, smartwatches, and smart glasses.

An activity tracker is a wearable device that monitors fitness-related activities such as distance walked, heart rate, pulse, calories consumed, and sleep patterns. These devices typically sync, usually wirelessly, with a web or mobile app on your computer or mobile device to extend the capability of the wearable device (Pappas 32-41).

A smartwatch is a wearable device that, in addition to keeping time, can communicate wirelessly with a smartphone to make and answer phone calls, read and send messages, access the web, play music, work with apps such as fitness trackers and GPS, and more. Most include a touch screen (Carter and Schmidt).

Smart glasses, also called smart eyewear, are wearable head-mounted eyeglass-type devices that enable the user to view information or take photos and videos that are projected to a miniature screen in the user's field of vision. For example, the device wearer could run an app while wearing smart glasses that display flight status information when he or she walks into an airport. Users control the device through voice commands or by touching controls on its frame. Some smart glasses also include mobile apps, such as fitness trackers and GPS (Yazzie).

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Activity trackers, smartwatches, and smart eyewear are available from a variety of manufacturers. Before making a purchase, consumers should research costs and features of all options to determine the device that best suits their requirements.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Works Cited

Carter, Calvin J. and Karl Hans Schmidt. "Smartwatch Review." *Technology Trends* Aug. 2017: n. pag. Web. 12 October 2017.

Pappas, Anastasia Maria. *Activity Trackers and Other Wearable Devices*. Dallas: Western Star Publishing, 2017. Print.

Yazzie, Nina Tamaya. *Evaluating Today's Smart Glasses*. 25 Aug. 2017. Course Technology. Web. 25 Sept. 2017.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Bryan Wagner

Dr. Rosenberg

Technology 104

October 27, 2017

Two-Step Verification

In an attempt to protect personal data and information from online thieves, many organizations, such as financial institutions or universities, that store sensitive or confidential items use a two-step verification process. With two-step verification, a computer or mobile device uses two separate methods, one after the next, to verify the identity of a user.

ATMs (automated teller machines) usually require a two-step verification. Users first insert their ATM card into the ATM (Step 1) and then enter a PIN, or personal identification number, (Step 2) to access their bank account. If someone steals these cards, the thief must enter the user's PIN to access the account (Tanaka).

Another use of two-step verification requires a mobile phone and a computer or mobile device.[1] When users sign in to an account on a computer or mobile device, they enter a user name and password (Step 1). Next, they are prompted to enter another authentication code (Step 2), which is sent as a text or voice message or via an app on a smartphone. This second code generally is valid for a set time, sometimes only for a few minutes or hours. If users do not sign in during this time limit, they must repeat the process and request another verification code

---

[1] According to Moore and O'Sullivan, users should register an alternate mobile phone number, landline phone number, email address, or other form of contact beyond a mobile phone number so that they still can access their accounts even if they lose their mobile phone (54).

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

(Marcy). Microsoft and Google commonly use two-step verification when users sign in to these websites (Moore and O'Sullivan).

Some organizations use two separate methods to verify the identity of users. These two-step verification procedures are designed to protect users' sensitive and confidential items from online thieves.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Works Cited

Marcy, Fredrick Lee. *Two-Step Verification*. n.d. Course Technology. Web. 18 Sept. 2017.

Moore, Aaron Bradley and Brianna Clare O'Sullivan. *Authentication Techniques*. Detroit: Great Lakes Press, 2017. Print.

Tanaka, Hana Kei. "Safeguards against Unauthorized Access and Use." *Technology Today* Sept. 2017: n. pag. Web. 3 Oct. 2017.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Lab 2-3 Consider This: Your Turn

Wireless Communications Paper

Sample Grading Rubric

Part 1:

Consider This: Plan Ahead Guidelines	Grading Notes	Suggested Percent	Score
1. Select a topic.	N/A		
2. Research the topic and take notes, being careful not to plagiarize.	N/A		
3. Organize your notes into related concepts, identifying all main ideas and supporting details in an outline.	N/A (notes are in Data Files)		
4. Write the first draft from the outline, referencing all sources of information and follow the guidelines identified in the required documentation style.			
a) **Organize the sentences and paragraphs so that they have a natural flow.**	• The paper should be organized into five sections: introduction, Wi-Fi paragraph, Bluetooth paragraph, NFC paragraph, and conclusion. (Note that students should organize list in introduction and conclusion to match order of paragraphs in paper).	**5**	
	• The title should be appropriate. • The sentences within the paragraph should be organized so that they have a natural flow. (The notes in the Data Files are in random order and not in a natural flow. Students should reorganize the sentences in each paragraph.)	**20**	
	• Paper should be created according to MLA style.	**30**	
b) **Add citations where appropriate.**	• Each supporting paragraph (Wi-Fi, Bluetooth, and NFC) should have a citation. • Citation in Wi-Fi paragraph should reference authors named Brewer and Galens. • Citation in Bluetooth paragraph should reference author named	**20**	

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

	Adams. • Citation in NFC paragraph should reference author named Nitz. This citation also should have page numbers 114-135 referenced because it is a book citation. • Citations should be entered according to MLA style.		
5. Create the list of sources using the formats specified in the required documentation style.	• Works Cited page should have three sources, as specified in the Lab 2-3 Consider This Your Turn Wireless Communications Notes file, formatted according to MLA documentation style.	**20** **(10% extra credit if students add their own footnote and source)**	
6. Proofread and revise the paper.		**5**	

Part 2: Critical Thinking Decisions

This assignment requires students to explain why they made these decisions in creating their research papers:

- organization of notes into paragraphs
- organization of paragraphs
- where to place citations
- how to format sources
- if required, which source on the web to use for the footnote text

Students also should explain additional revisions required when they proofread the paper.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

TEACHER TIP:
Students may have used OneNote in the past, or some Microsoft or third-party predecessors that employed notes of some kind or another. Point out that people who use these apps can be casual users who use them as necessary, or power users who understand the power of programs like OneNote and who learn more how they can be used to share information with others. Explain to students that one of the most important features of OneNote is its ability to share a variety of things between users and across devices.

CLASSROOM ACTIVITIES
1. Try This Now:
Ask students to complete each of the "Try This Now" activities on page PA-5, in order to familiarize them with the basics of OneNote. As this can take more than one class session, when each activity is complete, ask students to report on how easy or difficult it was to use OneNote as directed, and why.

2. Class Discussion:
Read each of the "On The Job Now" captions in this part of the module. Ask the class if, or when, they might use OneNote as described, and why.

Introduction to Sway

LEARNING OUTCOMES
- Understand Microsoft Sway
- Add Content to Build a Story
- Design, Publish, and Share a Sway

LECTURE NOTES:
- Refer to Figure 6 on Page PA-6 to show how Sway can be used to tell a story by way of presentation that can make things look far more dynamic and interesting than can usually be done with PowerPoint alone, or simple bulleted lists.
- Direct students to www.cengagebrain.com and show them selected companion Sways in order to give them an idea of what they can do with Sway.

CLASSROOM ACTIVITIES
1. Discussion:
Direct students to www.cengagebrain.com and show them selected companion Sways in order to give them an idea of what they can do with Sway. Ask students if they would be more inclined to try Sway on their own, or if they'd more likely use it when directed to do so at work or school.

2. Critical Thinking:
Is Sway a better mode of presentation than Microsoft PowerPoint, or is the reverse true, and why?

LAB ACTIVITY
Guide the class through each of the "Try This Now" activities on Page PA-9, sharing selected (or very well-crafted) Sway presentations with the class if applicable.

© 2017 Cengage Learning®. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Answers to Critical Thinking Questions – Module 02

Student answers could vary from those presented in this document.

Apply Your Knowledge – Assignment Instruction

15. Answer the questions posed in #5, #6, #7, and #14. How would you find and replace a special character, such as a paragraph mark?

Apply Your Knowledge – Possible Answers

17.
#5 – 5 occurrences
#6 – 3 replacements
#7 – answers will vary but could include over, ended, done, kaput, complete, and completed
#14 – answers will vary but could include Wikipedia articles about prosthesis and dental prosthesis, images of arm and leg prosthetics, and the Oxford University Press as the dictionary.

To find and replace a special character, be sure the Find and Replace dialog box is expanded (click the More button, if necessary) and then use the Special button in the Find and Replace dialog box.

Extend Your Knowledge – Assignment Instruction

15. Answer the questions posed in #4, #5, #9, and #10. Where did you insert the second footnote and why?

Extend Your Knowledge – Possible Answer

15.
#4 – The footnotes were positioned immediately below the last line of text on the page instead of at the bottom of the page.
#5 – The endnotes were positioned immediately below the last line of text on the works cited page.
#9 – answers will vary but should be close to these numbers: words- 441; characters without spaces – 2,496; characters with spaces – 2,925; paragraphs – 16; lines – 44.
#10 – Flesch Reading Ease score – 21.9; Flesch-Kincaid Grade Level – 12.0. To increase the reading ease score, use easier words and shorter sentences. New statistics will vary but the ease score should be higher. Because of the topic of this paper, the categories themselves are higher grade level words, making it difficult to lower the grade level. Sample paper has a 30.9 Flesch Reading Ease score.

The second footnote should have been inserted in the fourth paragraph where it first mentioned data warehouses, such as at the end of the fourth sentence.

Expand Your World – Assignment Instruction

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

7. Which online bibliography tools did you evaluate? Which one did you select to use and why? Do you prefer using the online bibliography tool or Word to create sources? Why? What differences, if any, did you notice between the list of sources created with the online bibliography tool and the lists created when you use Word?

Expand Your World – Possible Answer

7. Students should evaluate at least two online bibliography tools (i.e., EasyBib). Student answers to their online bibliography tool preference will differ. They should support their response with reasons. Student answers to their preference between using the online bibliography tool and Word to create sources also will differ. They should support their preference. Differences between the two resulting lists of sources also will differ.

Lab 1 – Assignment Instruction

13. Read the paper in Print Layout view. Switch to Read mode and scroll through the pages. Do you prefer reading in Print Layout view or Read mode. Why? In Read mode, which of the page colors do you like best and why?

Lab 1 – Possible Answer

13. It will be a personal preference whether students prefer to read the paper in Print Layout view or in Read mode. Students should select the color that is most pleasing to them visually. They might choose and justify any of the three options: None, Sepia, or Inverse.

Lab 2 – Assignment Instruction

6. This paper uses web sources. What factors should you consider when selecting web sources?

Lab 2 – Possible Answer

6. Students should evaluate sources for authority, currency, and accuracy. Sources should be selected from a reputable institution or group, where the information is presented without bias. Author credentials should be listed and verifiable. The information should be current and free of errors.

Lab 3 – Consider This: Your Turn

See the Consider This: Your Turn Rubric Files for possible answers to their critical thinking questions.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

A 3-D printer can print solid objects, such as clothing, prosthetics, eyewear, implants, toys, parts, prototypes, and more. 3-D printers use a process called additive manufacturing to create an object by adding material to a three-dimensional object, one horizontal layer at a time. Using a digital model created with CAD (computer-aided design), 3-D printers begin creating an object at the bottom and add layers of material to the object until it is complete. Depending on the type of printer, the layers are built with liquid polymer, gel, or resin.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Alverez, Juan and Tracy Marie Wilson. *Radon in the Home*. Chicago: Martin Publishing, 2017. Print.

Buchalski, Leonard Adam. *Radon and Your Health*. Los Angeles: Coastal Works, 2017. Print.

Johnson, Shantair Jada. "Radon Facts." *Environment Danger* Aug. 2017. Web. 31 Aug. 2017.

SampleLastNamefromStudentSuppliedSource, SampleFirstName SampleMiddleName. *Sample Website Name*. Date or No Date Note. Sample Publisher. Web. Day Month Year.

Slobovnik, Vincent Alexander. *The Radon Guide*. Aug. 2017. Course Technology. Web. 18 Sept. 2017.

Wakefield, Ginger Lynn and Bethany Olivia Ames. "Radon Removal Systems." *Living Well Today* Aug. 2017. Web. 3 Oct. 2017.

Zhao, Shen Li. *Radon Testing Procedures*. Sept. 2017. Course Technology. Web. 8 Sept. 2017.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Amanda Williamson

Mr. Jeffries

English 102

October 31, 2017

Types of Databases

Every database is based on a specific data model.[A] A data model defines how users view the organization of the data. It does not define how the operating system actually arranges the data on the storage media. Three popular data models in use today are relational, object-oriented, and multidimensional.

A relational database is a database that stores data in tables that consist of rows and columns. In addition to storing data, a relational database also stores data relationships. A relationship is a link within the data. Applications best suited for relational databases are those whose data can be arranged into a two-dimensional table. That is, they can exist as tables with rows and columns. Many organizations use relational databases for business areas. Examples include payroll, accounts receivable, accounts payable, general ledger, inventory, order entry, and invoicing.

An object-oriented database (OODB) stores data in objects. An object is an item that contains data, as well as the actions that read or process the data. One example use of an OODB is a media database that store images, audio clips, and/or video clips. Another example is a groupware database that store documents, such as schedules, calendars, manuals, memos, and reports. A third example is a CAD (computer-aided design) database that stores data about engineering, architectural, and scientific designs (Mendez).

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

A multidimensional database stores data in dimensions. Whereas a relational database is a two-dimensional table, a multidimensional database can store more than two dimensions of data. These multiple dimensions allow users to access and analyze any view of the database data. One use of multidimensional databases is a data warehouse.[B] The database in a data warehouse often is distributed. The data in a distributed database exists in many separate places in a network or the Internet. The data is accessible through a single server. The actual location of the server on which it is stored is transparent, and often unknown, to the user (Wang and Patel).

Organizations often use a database to manage business or other functions. A database usually is based on one data model. Current data models include relational, object-oriented, and multidimensional.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Works Cited

Mendez, Anita Rae. "Relational and Object Databases." *Technology Today* Aug. 2017: n. pag. Web. 15 Sept. 2017.

Schwimmer, Karen Ann. *Database Models*. Boston: Harbor Press, 2017. Print.

Wang, Gen Ho and Marisa Bel Patel. *Data Warehouses and Distributed Databases*. Sept. 2017. Course Technology. Web. 17 Sept. 2017.

[A] According to Schwimmer, a data model consists of rules and standards that define how a database organizes data (15).

[B] A data warehouse is a huge database that stores and manages the data required to analyze past and current transactions.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Oswald Carter

Ms. Ruiz

English 104

October 10, 2017

Safely Using Headphones and Earbuds

People often listen to sound from their computers or mobile devices through headphones or earbuds. Headphones cover or are placed outside of the ear, whereas earbuds rest inside the ear canal. With these listening devices, only the individual wearing the device hears the sound. Using headphones or earbuds improperly can lead to permanent hearing loss. Items that may protect hearing include quality of these devices and volume levels.

The features of certain headphones and earbuds can help to prevent hearing loss. Higher-quality headphones and earbuds tend to produce a clearer sound, enabling wearers to listen at a lower volume (Tu). Properly designed headphones should have a close fit for optimal listening. Similarly, earbuds should seal tightly in the ear canal of the person wearing the device. Headphones and earbuds also should include noise-cancelling technology.[1]

The volume level of the sound that transmits from headphones or earbuds into the ear of a person wearing this type of device has been linked to hearing loss. The volume should be set low enough that other people nearby cannot hear the sound being transmitted. The quieter the sounds, the less possibility of hearing damage. Further, listening at a higher volume for extended periods

[1] Gupta and Padro state that effective noise-cancelling technology reduces the interference of sounds from the surrounding environment, reducing the volume level required by headphones and earbuds (75-78).

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

of time could be unsafe. One expert suggests people should listen at only 30 percent maximum volume (Chamberlain).

More and more people are using headphones and earbuds with their computers and mobile devices. Using high-quality listening devices and lowering the volume can help to minimize potential hearing loss from the use of headphones and earbuds.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual

Works Cited

Chamberlain, Megan Lynn. *Understanding How Volume Levels Affect Hearing*. n.d. Course Technology. Web. 16 Sept. 2017.

Gupta, Elena Maia and Adelbert Luis Padro. *Hearing Protection Methods*. Orlando: Palm Press, 2017. Print.

Tu, Mingzhu Lin. "Headphones and Earbuds." *Technology Trends Today* Aug. 2017: n. pag. Web. 3 Oct. 2017.

Shelly Cashman Series Microsoft Office 365 and Word 2016 Introductory 1st edition Vermaat Solutions Manual