Shelly Cashman Series Microsoft Office 365 and Publisher 2016 Comprehensive Loose leaf Version 1st edition Starks Solutions Manual

SKU: 9781305871205-SOLUTIONS

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Microsoft Publisher 2016

Module 2: Publishing a Trifold Brochure

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.

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Objectives

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

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- Discuss advantages of the brochure medium
- Choose brochure options
- Copy and paste with paste options
- Wordwrap text
- Swap pictures using the scratch area
- Use a picture as a background
- Insert and format a shape
- Use stylistic sets
- Search for online pictures
- Arrange thumbnails
- Edit captions and caption styles
- Check the spelling of the entire publication
- Run the Design Checker
- Choose appropriate printing services, paper, and color libraries
- Package a publication for a printing service

TEACHER TIP
You may choose to gather a number of real-world trifold brochure examples students can use for evaluation purposes as they work through this module

PUB 49: Introduction

LECTURE NOTES

- Define the term brochure

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students to discuss the kinds of brochures that they have come across recently. For which business or organization was the brochure created? What did the brochure look like? What kind of information did the brochure contain?

2. Critical Thinking: Why are brochures popular advertising or information media for businesses and other organizations?

3. Quick Quiz:
   1. Another name for a brochure is a(n) ____. (Answer: Pamphlet)

PUB 49: Project—Park Brochure

LECTURE NOTES

- Use Figures 2-1a and 2-1b to illustrate the trifold brochure that students will create in this module

ROADMAP

- Customize the brochure template options such as page size, color scheme, and font scheme
- Edit template text and objects
- Swap pictures and use picture backgrounds
- Create picture styles and shapes
- Use stylistic sets to enhance brochure text
- Search for online pictures
- Insert captions for each photo

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- Check the publication for errors
- Pack the publication for a printing service

TEACHER TIP
You may choose to invite an experienced individual who uses desktop publishing software to create brochures or other publications for a business or organization to speak to the class on planning, creating, and printing publications.

CLASSROOM ACTIVITIES
1. Class Discussion: Why is it important to spend time brainstorming ideas for a new brochure?

2. Critical Thinking: Why might a brochure be an effective medium to inform students about professional internships at a zoo?

3. Group Activities: Break students into groups and then give each group a real-world trifold brochure to evaluate. Ask students to identify the parts of the brochure (using Figures 2-1a and 2-1b as their guide) and the brochure's text box, shape, and graphic elements. Then have each group report back to the class on the group's evaluation of the brochure's effectiveness at communicating its advertising or information message.

4. Quick Quiz:
1. Brochures commonly have a wider audience than flyers. True or False? (Answer: True)
2. Brochures generally have a shorter shelf life than flyers. True or False? (Answer: False. Brochures typically have a longer shelf life than flyers)

PUB 51: The Brochure Medium

LECTURE NOTES
- Define the term in-house
- Use Table 2-1 to illustrate the benefits and advantages of using the brochure medium

CLASSROOM ACTIVITIES
1. Class Discussion: Why is a brochure generally more expensive to publish than a flyer or newsletter?

2. Group Activities: Break students into groups; ask each group to identify a real-world brochure's benefits and advantages based on the four aspects (exposure, information, audience, and communication) itemized in Table 2-1.

PUB 52: Creating a Trifold Brochure

LECTURE NOTES
- Define the terms page size, form options, order form, response form, and sign-up form
- Use Figures 2-2 and 2-3 to illustrate selecting a brochure template
- Review the steps to open and maximize the page navigation pane

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- Use Figure 2-4 to illustrate editing text in the right panel
- Use Figure 2-5 through 2-7 to illustrate using the AutoCorrect Options button
- Use Figure 2-8 to illustrate editing text in the middle panel

TEACHER TIPS
You may choose to emphasize the use of templates by reminding students of the benefits they experienced when using a flyer template in Module 1.

You may choose to note that brochures also have a "target" audience or audiences. Determination of a brochure's target audience is also an important part of the planning process.

CLASSROOM ACTIVITIES
1. Class Discussion: Ask students to describe a brochure's turnaround documents.

2. Class Discussion: What should students consider when choosing a brochure's color scheme?

3. Critical Thinking: How do you decide on a brochure's content? Why might it be useful to have someone else evaluate your work if you are creating objects from scratch?

4. Quick Quiz:
   1. _____, which appear on page 2 of a brochure, include Order form, Response form, and Sign-up form. (Answer: Form options)
   2. The Response form displays fields for the description of items ordered as well as payment information. True or False? (Answer: False. The Order form displays these fields)

5. Assign a Project: Ask students to determine a brochure type, purpose, audience, shelf life, and layout. Students should create a planning document to which they can add other items as they work through the chapter. (This brochure is called the "personal brochure" in the remaining sections of this instructor's manual.)

PUB 56: Copying, Cutting, and Pasting

LECTURE NOTES
- Define the terms Office Clipboard, Windows Clipboard, copying, cutting, pasting, Paste Options
- Use Table 2-2 to illustrate methods for copying, cutting, pasting, and deleting text
- Use Figures 2-9 and 2-10 to illustrate copying and pasting
- Use Table 2-3 to illustrate paste options
- Use Figures 2-11 and 2-12 to illustrate selecting a paste option

CLASSROOM ACTIVITIES

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1. Class Discussion: What is the difference between the Office Clipboard and the Windows Clipboard?

2. Class Discussion: How is cutting different from deleting?

3. Critical Thinking: Compare the various methods or copying, cutting, pasting and deleting text. Which seem the most efficient? Why?

4. Quick Quiz:
   1. The _____ is a temporary storage area that holds up to 24 items copied from any Office program. (Answer: Office Clipboard)
   2. _____ is the process of copying an item from the Office Clipboard into a publication. (Answer: Pasting)

PUB 59: Typing Paragraphs of Text

LECTURE NOTES

- Define the terms wordwrap, hard return, formatting mark, and nonprinting character
- Use Figure 2-13 to illustrate editing heading text in the left panel
- Use Figure 2-14 to illustrate displaying formatting marks
- Use Figures 2-15 to illustrate wordwrapping text as you type

TEACHER TIP
You may choose to explain to the students that differences in wordwrap relate to the printer being used and that it is possible that the same publication could wordwrap differently if printed on different printers.

CLASSROOM ACTIVITIES
1. Class Discussion: How might formatting marks be helpful during the design of a brochure?

2. Quick Quiz:
   1. A(n) _____ is a special character that Publisher displays on the screen, but is not visible on a printed publication. (Answer: Formatting mark)
   2. You can press CTRL+SHIFT+Z to display formatting marks: True or False? (Answer: False, you should press Y, not Z)

PUB 61: Swapping Pictures

LECTURE NOTES

- Define the scratch area, swap icon, portrait, and landscape
- Use Figures 2-16 and 2-17 to illustrate inserting multiple pictures from a storage device
- Use Figures 2-18 through 2-21to illustrate swapping pictures
- Use Figures 2-22 and 2-23 to illustrate using a picture as a background

TEACHER TIP

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You may choose to remind students of the horizontal alignment buttons on the Formatting toolbar: Align Text Left, Center, Align Text Right, and Justify. You may also choose to demonstrate how to open the Paragraph dialog box by clicking the Line Spacing button on the Formatting toolbar.

CLASSROOM ACTIVITIES

1. Class Discussion: What is the scratch area and how is it used?

2. Describe how difficult or easy it is to swap pictures.
3. Critical Thinking: Why do many brochures use pictures in the background?

4. Quick Quiz:
    1. _____ pictures are taller than they are wide. (Answer: Portrait)
    2. Pictures that are _____ oriented are wider than they are tall. (Answer: Landscape)

LAB ACTIVITIES

1. Have students practice applying a picture to the background of their personal brochures.

PUB 64: Resetting Pictures and Picture Styles

LECTURE NOTES

- Define the terms Reset command, picture styles
- Use Figures 2-24 and 2-25 to illustrate resetting a picture
- Review the step for resizing a picture
- Use Figures 2-26 through 2-28 to illustrate applying a picture style
- Use Figures 2-29 through 2-31 to illustrate changing the border color and weight
- Use Figures 2-32 through 2-34 to illustrate changing the font color
- Use Figure 2-35 to illustrate autofitting headings
- Use Figure 2-36 to illustrate increasing the font size of the story

TEACHER TIP

You may choose to remind students that photographs found online are protected by copyright law; students must have permission to use photographs owned by others. You may also choose to advise students on your school's format for noting the source of photographs in publications.

CLASSROOM ACTIVITIES

1. Class Discussion: Explain why the picture on the front of the brochure will be slanting up and to the right.

2. Class Discussion: How do you change the border color and weight?

PUB 70: Shapes

LECTURE NOTES

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- Use Figures 2-37 and 2-38 to illustrate inserting a shape
- Use Figures 2-39 through 2-41 to illustrate recoloring a shape
- Use Figure 2-42 to illustrate sending a shape backwards

BREAK POINT: TAKE A BREAK, IF DESIRED, AND RESUME THE STEPS IN THE TEXT AT A LATER TIME.

PUB 73: Editing the Inside Panels of a Brochure

LECTURE NOTES

- Define grouped object
- Use Figure 2-43 to illustrate switching to page 2
- Use Figure 2-44 to illustrate inserting and formatting a shape

- Use Figure 2-45 to illustrate editing the left panel on page 2
- Use Figure 2-46 to illustrate editing the middle panel on page 2
- Use Figure 2-47 to illustrate editing the form

CLASSROOM ACTIVITIES

1. Class Discussion: Why would a shape need to be formatted?

2. Critical Thinking: How do group objects help readers understand the information in a brochure?

3. Project: Have students brainstorm appropriate group objects for their personal brochures.

4. Quick Quiz:
    1. Publisher forms consist of text boxes, graphic boxes, and ____ grouped together in an attractive and usable format. (Answer: Lines)

PUB 77: Stylistic Sets

LECTURE NOTES

- Define stylistic set, glyph, serif, sans serif, stylistic alternate, and typography
- Use Figures 2-48 through 2-50 to illustrate formatting with a stylistic set

CLASSROOM ACTIVITIES

1. Class Discussion: After defining glyph, ask students to give examples of glyphs.

2. Critical Thinking: How can swashes enhance a font? How might they add interest to text in a brochure?

3. Critical Thinking: How might a stylistic alternate set enhance the font in a brochure?

4. Quick Quiz:

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1. What does "sans serif" mean? (Answer: Without flourish)
2. Do all fonts have a stylistic alternate? (Answer: No, only some fonts have a stylistic alternate.)
3. ____ refers to specialized effects and fonts. (Answer: Typography)

LAB ACTIVITIES
1. Have students choose a stylistic set for the headings in their personal brochures. While doing it, they should point to each stylistic set and watch the live preview in the text box.

PUB 79: Online Pictures

LECTURE NOTES
- Define online pictures and arrange thumbnails
- Use Figures 2-51 through 2-53 to illustrate searching for online pictures
- Use Figures 2-54 and 2-55 to illustrate selecting multiple pictures by dragging
- Use Figure 2-56 to illustrate arranging thumbnails
- Use Figure 2-57 to illustrate swapping, placing and resetting pictures

CLASSROOM ACTIVITIES
1. Class Discussion: What search engine does Publisher 2016 use?

2. Critical Thinking: Why would selecting multiple pictures be helpful?

3. Critical Thinking: Describe how you arrange thumbnails.

4. Quick Quiz:
1. To swap pictures, _____ the picture you want to the desired location. (Answer: drag)
2. What tab needs to be open to get to the picture menu? (Answer: Insert tab)

LAB ACTIVITIES
1. Have students practice arranging thumbnails and then swapping pictures in their brochure.

PUB 83: Captions

LECTURE NOTES
- Define caption
- Use Figures 2-58 and 2-59 to illustrate editing captions
- Use Figures 2-60 and 61 to illustrate ungrouping
- Use Figure 2-62 to illustrate adjusting font sizes on page 2
- Use Figures 2-63 through 2-65 to illustrate using the Caption gallery

TEACHER TIP

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Warn students that if they are trying to delete a caption that they must be sure to delete the text box as well as the text. If the caption is part of a group, tap or click once to select the group, then point to the border of the text box and tap or click to select it. Finally, press the DELETE key to delete the caption text box.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students when captions might be helpful in a brochure. Should you always use a caption when using a graphic figure or photo? Why or why not?

2. Class Discussion: Why would ungrouping be needed?

3. Quick Quiz:
   1. A ____ can be as simple as a figure number, or it can identify people, places, objects, or actions occurring in a graphic. (Answer: Caption)
   2. The ____ button is under the Home tab l Arrange Group. (Answer: Ungroup)

LAB ACTIVITIES

1. Ask the students to point to each of the thumbnails in the Caption gallery and watch how the graphic and caption change.

PUB 88: Checking the Publication

LECTURE NOTES

- Define Design Checker
- Use Figures 2-66 and 2-67 to illustrate checking the spelling of an entire publication
- Use Figures 2-68 and 2-69 to illustrate running the Design Checker

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students to give examples of the types of errors they might find when proofreading a brochure.

2. Class Discussion: Will the Design Checker fix any problems with a publication automatically?

3. Quick Quiz:
   1. Publisher does not look for grammatical errors. True or False? (Answer: True)
   2. The _____ finds potential design problems in the publication, such as objects hidden behind other objects. (Answer: Design Checker)
   3. You cannot check the spelling of just a section of a publication. True or False? (Answer: False. You may select certain text to check the spelling of just that selection.)

LAB ACTIVITIES

1. Have students proofread each other's personal brochures and make a list of all errors to be corrected or suggested changes to be made. Each student then uses his or her reviewer's list to edit their own personal brochure.

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BREAK POINT: TAKE A BREAK, IF DESIRED, AND RESUME THE STEPS IN THE TEXT AT A LATER TIME.

PUB 91: Previewing and Printing

LECTURE NOTES

- Use Figures 2-70 and 2-71 to illustrate previewing multiple pages and printing

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students why it is a good idea to preview each page before printing when you are working with multi-page publications.

2. Class Discussion: What is the best way to preview a brochure?

PUB 92: Printing Considerations

LECTURE NOTES

- Define outsource, set up, 20 lb. bond paper, glossy paper, linen paper, blade-coated paper, RGB, libraries, black-and-white printing, spot color, spot-color printing, color-matching library, separated, process-color printing, image setter, printing plates, digital printing, and brochure paper
- Use Table 2-4 to discuss choosing a printing option

CLASSROOM ACTIVITIES

1. Class Discussion: When do businesses outsource? What special considerations must you make when preparing a publication for outside printing?

2. Critical Thinking: Before deciding on the best printing option, why should you ask yourself whether the quality of photos and color is a high priority for you?

3. Critical Thinking: Why is it important to consider the kind of paper on which you want your brochure to be published?

4. Critical Thinking: What are some color-related decisions to make before printing? Why is it important to make such decisions?

5. Quick Quiz:

1. When creating a brochure from scratch, it is best to _____ the publication for the type of printing your want before you place objects on the page. (Answer: Set up)
2. _____ stands for three colors — red, green, and blue — used to print the combined colors of a publication. (Answer: RGB)
3. The CMYK color model defines color as it is absorbed and reflected on the printed page not in its liquid state. True or False? (Answer: True)

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6. Group Activity: Divide students into groups and have each group evaluate printing options for group members' personal brochures using Table 2-4 as their guide.

PUB 95: Packaging the Publication for the Printing Service

LECTURE NOTES

- Define Pack and Go Wizard Use Figures 2-72 through 2-73 to illustrate using the Pack and Go Wizard

CLASS ACTIVITIES

1. Class Discussion: Discuss the advantages and disadvantages of the Pack and Go Wizard.

2. Group Activity: Break students into groups. Have each group contact a commercial printer to research the document formats, costs, and turnaround times for a publication. Include both offline and online commercial print services.

PUB 97: 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 Lab** 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. The labs are listed in order of increasing difficulty.

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Name:_____ Class:_____ Date:_____

Productivity App: Productivity Apps for School and Work

1. OneNote will not function at all without an Internet connection.
   a. True
   b. False

ANSWER: False
POINTS: 1
REFERENCES: PA-2
Syncing a Notebook to the Cloud
QUESTION TYPE: True / False
HAS VARIABLES: False
DATE CREATED: 4/26/2016 7:21 PM
DATE MODIFIED: 4/26/2016 7:26 PM

2. OneNote allows users to convert handwriting to text using the Ink to Text button.
   a. True
   b. False

ANSWER: True
POINTS: 1
REFERENCES: Converting Handwriting to Text
PA-3
QUESTION TYPE: True / False
HAS VARIABLES: False
DATE CREATED: 4/26/2016 7:26 PM
DATE MODIFIED: 4/26/2016 7:27 PM

3. It is possible to record audio conversations with OneNote if your computer or device has a camera and/or a microphone.
   a. True
   b. False

ANSWER: True
POINTS: 1
REFERENCES: PA-4
Recording a Lecture
QUESTION TYPE: True / False
HAS VARIABLES: False
DATE CREATED: 4/26/2016 7:27 PM
DATE MODIFIED: 4/26/2016 7:29 PM

4. Microsoft Sway is available as an app on Office365 or at Sway.com.
   a. True
   b. False

ANSWER: True
POINTS: 1
REFERENCES: Introduction to Sway
PA-6

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