Illustrated Microsoft Office 365 and Word 2016 Introductory 1st edition Duffy Solutions Manual

SKU: 9781305878280-SOLUTIONS

PRESS RELEASE

FOR IMMEDIATE RELEASE
September 7, 2017

Contact:
Your Name
910-555-2938

MATOS 2017
Manchester Artists Open Their Studios to the Public

MANCHESTER, NH -- The fall 2017 Open Studios season kicks off with Manchester Art/Tech Open Studios (MATOS) on Saturday and Sunday, October 13 and 14, from 11 a.m. to 6 p.m. More than 60 Manchester artists will open their studios and homes to the public for this annual event, now in its twelfth year.

Manchester is a historic and diverse city, long home to a flourishing community of artists. Quiet residential streets lined with charming Victorians edge a vibrant commercial and industrial zone, all peppered with the studios of printmakers, sculptors, painters, glass and jewelry makers, illustrators, potters, photographers, watercolorists, and other artists working in a wide range of digital mediums.

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Studio location maps will be available prior to the opening at businesses and public libraries, and on the days of the event in Victory Park. Victory Park is located at the junction of Amherst Street and Chestnut Street in downtown Manchester.

Manchester is easily accessible from all points in New England by car or bus, and from other cities by air. On Saturday, non-Manchester residents may park in permit-only areas provided they display a copy of the MATOS 2017 map on the dashboard. There are no parking restrictions on Sundays in Manchester.

MATOS 2017 receives funds from participating artists and from the Manchester Arts Council, the North Hampshire Cultural Council, and the NEA, with valuable support from local universities and businesses.

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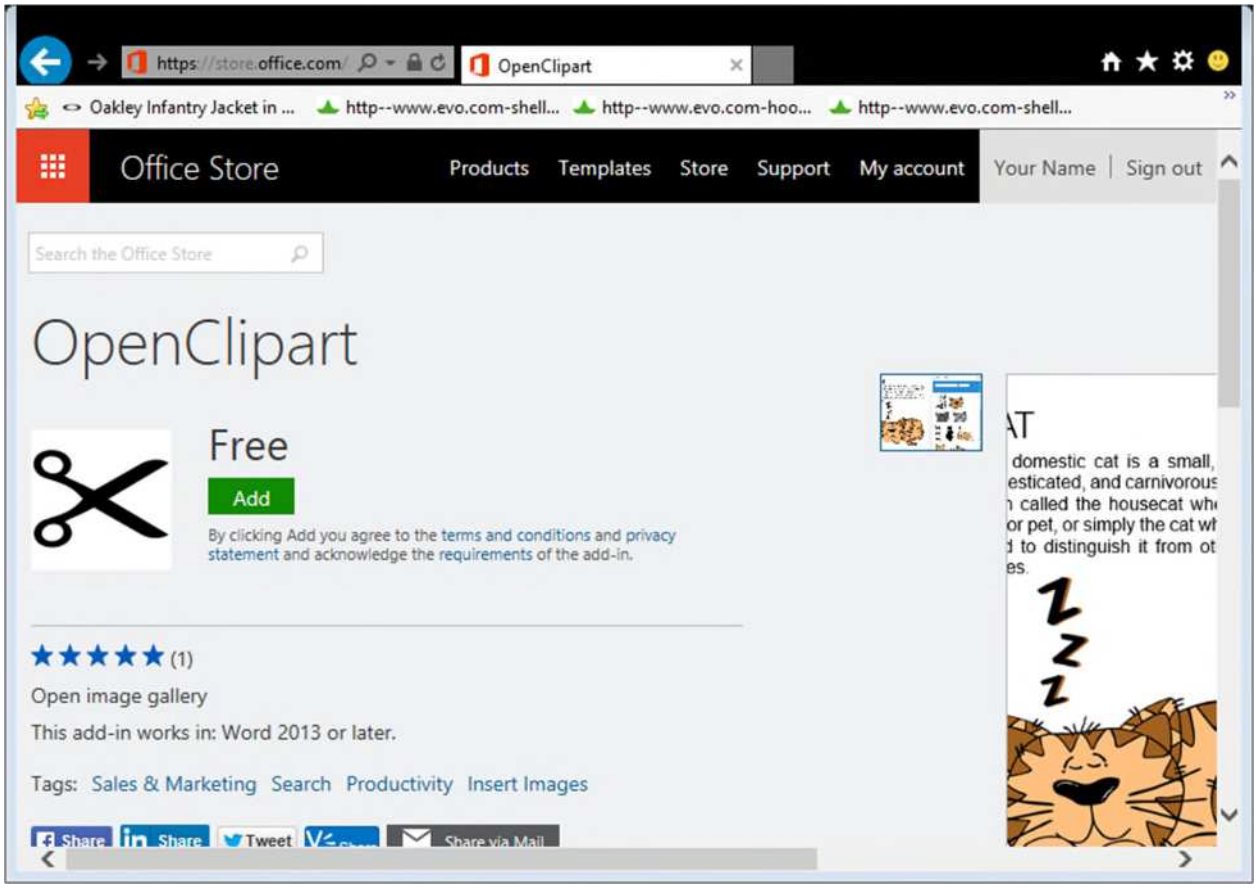
Your Name
Today's Date

1. Search the World Wide Web for online guides to English language grammar, style, and usage. Below, list the names of at least two websites you find, and format the names as hyperlinks to the websites.

English Grammar

One Look Dictionary

2. Search the Office Add-ins store to find add-ins that might be useful to you in your work. Insert a screenshot of an add-in webpage below.



Your Name

973 Aspen Street, Apt. 2, Detroit, MI 48207
Tel: 313-555-8383; E-mail: yourname@aol.com

September 8, 2017

Ms. Selena Torres
Director of Recruiting
ThinkPoint Technologies
700 Woodward Ave.
Detroit, MI 48226

Dear Ms. Torres:

I am writing to apply for the administrative assistant position (B16F5) at ThinkPoint Technologies' Detroit office that was advertised in The Detroit News. My administrative office experience, combined with my coursework in business, management, and computer science make me an ideal candidate for the position.

As you can see from the enclosed resume, my background includes strong computer skills. I have worked extensively with Microsoft Word, PowerPoint, Excel, and OneNote, and with several e-mail programs. In my current position at Blodget Enterprises, I am responsible for organizing meetings, trade shows, and conferences, as well as for producing newsletters and slide presentations. Additionally, I do minor bookkeeping and track the budget for office supplies. My references will vouch for my excellent communication, organizational, and interpersonal skills.

I would appreciate the opportunity to meet with you to discuss the position, my skills, and my experience. You can reach me by telephone at (630) 555-8383 or by e-mail at yourname@aol.com.

Sincerely,

Your Name

Enc.

Illustrated Microsoft Office 365 and Word 2016 Introductory 1st edition Duffy Solutions Manual

Your Name

863 East 18th Street, Apt. 4, New York, NY 20211; Tel: 212-555-9384

1/12/2017

Embassy of the Republic of Korea
2320 Massachusetts Avenue NW
Washington, DC 20008

Dear Sir or Madam:

I am applying for a long-stay tourist visa to South Korea, valid for four years. I am scheduled to depart for Seoul on March 9, 2017, returning to Chicago on September 22, 2017.

During my stay in South Korea, I will be interviewing musicians and recording footage for a film I am making on contemporary Korean music. I would like a multiple entry visa valid for four years so I can return to South Korea after this trip to follow up on my initial research. I will be based in Seoul, but I will be traveling frequently to record performances and to meet with musicians and producers.

Included with this letter are my completed visa application form, my passport, a passport photo, a copy of my return air ticket, and the visa fee. Please contact me if you need further information.

Sincerely,

Your Name

Enc: 5

Illustrated Microsoft Office 365 and Word 2016 Introductory 1st edition Duffy Solutions Manual

Continuing Education Memo

Date: 10/7/2017

To: Business Instructors

From: Your Name

RE: Course schedule for spring 2018 semester

We are in the process of finalizing the business course schedule for the spring 2018 continuing education courses. Registration begins December 1 and ends on the first day of the spring semester, January 20. The final class schedule will be printed and posted to our website at the end of next week. The following courses are scheduled to meet twice a week for twelve weeks:

Accounting for Small Business
Business Leadership
Financial Accounting
Human Resources and Work Readiness
Human Resources Management
International Marketing
Introduction to International Business
Introduction to Microsoft Access
Marketing Fundamentals
Microsoft Excel for Business
Microsoft PowerPoint Basics
Microsoft Word for Business
Professional Leadership Development

In addition, we will offer the following one-day seminars:

Business Ethics
Creating an Ergonomic Workspace
Demystifying Computers
Green Business Practices
How to Buy a Computer
Make your Own Webpage
Professional Image Building
Public Speaking

If you are planning to teach a business course that is not on these lists, please contact me immediately. I will be working in the continuing education office (28 Butler Hall) from 12:30 to 4:30 every day this week. You can also leave a voice mail for me on extension 7736 or e-mail me.

Illustrated Microsoft Office 365 and Word 2016 Introductory 1st edition Duffy Solutions Manual

The Adelaide Opera House

32 King William Street, Adelaide SA 5001, Australia

March 12, 2017

Ms. Georgina Fuller
12-34 Wattle Street
Adelaide SA 5006

Dear Ms. Fuller:

When the Adelaide community sought to recapture the splendor and promise of the Adelaide Opera House, its many supporters helped to realize the successes we now celebrate. The Adelaide Opera House serves as a reminder of the vital role the arts have played in the lives of Australians. Since its revitalization, the programs offered by the performance venue have benefited individuals and families throughout the region and beyond.

The Adelaide Opera House is a nonprofit organization and is dependent upon its supporters to continue to fulfill its mission. Ticket sales cover only a portion of our operating expenses. We count on contributions to continue to provide the high quality and wide range of programs we present each season.

This year we are grateful to be able to celebrate many notable accomplishments. Thousands of Australians participated in a season that included operas, musicals, symphony orchestras, jazz ensembles, popular and traditional music, dance, family and children's events, and some of the finest independent films available. School children from the Adelaide region attended special school performances at the theatre.

In addition, significant capital improvements helped make the theatre more comfortable. As a result, the Arts Council selected the Adelaide Opera House as a site for its Film Preservation Tour, a series of screenings of restored classic films.

Please help us continue to bring the magic of the performing and visual arts to the Adelaide region. Every contribution – large or small – supports our programs. At this time we ask you to be as generous as you can.

Sincerely,

Your Name
Executive Director

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Reason2Go Press Release

520 Westwood Blvd ● Los Angeles, CA 90024 ● Tel: 213-555-1223 ● Fax: 213-555-0937 ● www.r2g.com

For Immediate Release
September 19, 2017

Contact:
Your Name
213-555-1223

Pedro Soares to Speak in R2G's San Diego Lecture Series

LOS ANGELES – The inaugural event in Reason2Go's new San Diego Lecture Series will feature acclaimed Canadian environmental journalist Pedro Soares, author of more than fifteen books and numerous essays. Soares will present slides and speak about his recent experience exploring the headwaters of the Amazon River in Peru.

The event will be held October 12 at 12:30 p.m. in the historic Globe Theatre on F Street in San Diego's Gaslamp Quarter. San Diego Union-Tribune travel editor Maya Starr will introduce the speaker.

This is the first event in a monthly luncheon series that will feature a presentation by a prominent international expert. Each presentation will showcase a different corner of the world, giving viewers a glimpse into the heart of R2G project locales. Our speaker list for the 2017 San Diego Lecture season includes Alaskan guide Michael Coonan, African wildlife biologist Marcia Stone, travel film producer Hillary Bellman, Himalayan geologist Russell Newby, environmental economist Jessica Chi, documentary filmmaker Marta Santiago, and wind farm specialist Lee Duong. A detailed schedule is available on the R2G website at www.r2g.com.

Tickets are $12 for non-members. A one-year membership to the series is $85 for an individual or $120 for two people residing at the same address. Tickets can be purchased at R2G or online at www.r2g.com/events.html. Ticket prices include lunch.

# # # # #

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520 Westwood Blvd ● Los Angeles, CA 90024 ● Tel: 213-555-1223 ● Fax: 213-555-0937 ● www.r2g.com

For Immediate Release
September 19, 2017

Contact:
Mary Watson
213-555-1223

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Module 2
Editing Documents

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Independent Challenge 4: Explore **Error! Bookmark not defined.**
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Module 2: Editing Documents

Concepts Review

Screen Labeling	Matching Items	Multiple Choice
1. Paste button	6. b	15. d
2. Copy button	7. a	16. a
3.Show/Hide ¶ button	8. e	17. d
4. Paragraph mark; non-printing character	9. h	18. c
5. Paste Options button	10. d	19. b
	11. f	20. c
	12. i	
	13. c	
	14. g	

Skills Review

In lessons 1-5, students edit a press release. Print the WD 2- MATOS 2017 PR.docx file to see the solution. Student solutions should match. Look for student sentences to be in the same order as those in the solution file, for all spelling and grammar errors to be corrected, for the second paragraph to include a synonym for "thriving," and for "Street" to be spelled out throughout the document.

In lessons 6-7, students prepare a copy of the press release for electronic distribution to the public. Examine the WD 2- MATOS 2017 PR Public.docx file in Word to see the solution. Also, Figure 2-17 on page Word 44 shows the completed document. Student solutions will include hyperlinks to their email address and to www.nea.gov, and all document property information will be removed from the file.

Filenames: WD 2- MATOS 2017 PR.docx and WD 2- MATOS 2017 PR Public.docx



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Independent Challenge 1

This exercise requires students to edit a letter and to edit the document properties. Print the WD 2-Fundraising Letter.docx file to see the solution. Student solutions should match. Look for students' return address and inside address to be the same as those in the solution letter, for paragraphs to be in the same order as those in the solution letter, and for all spelling and grammar errors to be corrected. Also, check the document properties in student files. Look for the title "Adelaide," the keyword "fund-raising," and a custom property named "Project" with value "Letter for the capital campaign."

Estimated completion time: 15 minutes

Filenames: WD 2-Fundraising Letter.docx



The Adelaide Opera House
32 King William Street, Adelaide SA 5001, Australia

March 12, 2017

Ms. Georgina Fuller
12-34 Wattle Street
Adelaide SA 5006

Dear Ms. Fuller:

When the Adelaide community sought to recapture the splendor and promise of the Adelaide Opera House, its many supporters helped to realize the successes we now celebrate. The Adelaide Opera House serves as a reminder of the vital role the arts have played in the lives of Australians. Since its revitalization, the programs offered by the performance venue have benefited individuals and families throughout the region and beyond.

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Sincerely,

Your Name
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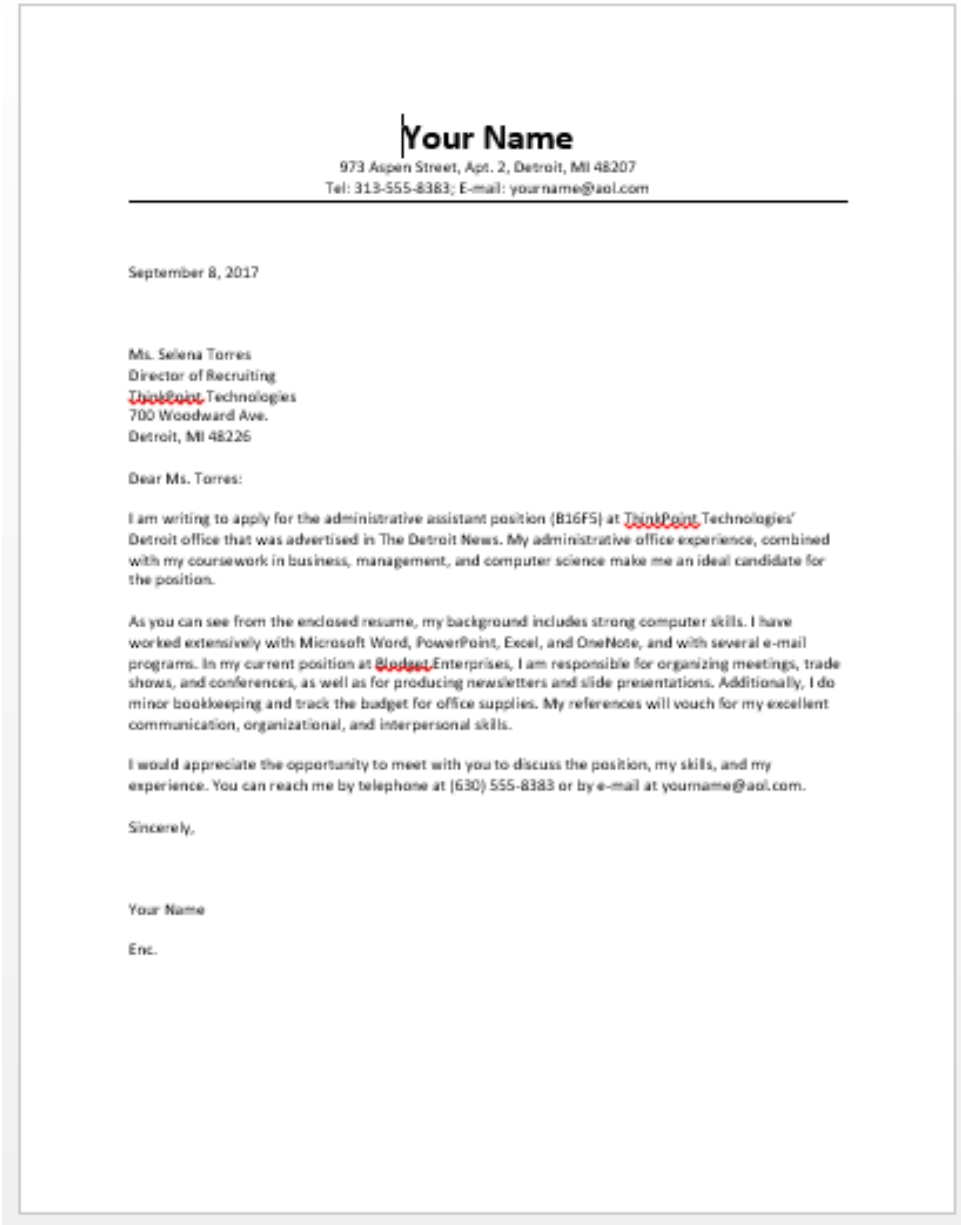
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Independent Challenge 2

This exercise requires students to write a cover letter to apply for one of the jobs listed in the ad shown in Figure 2-19 on page Word 46. Student letters will vary, but should match the format and be similar in content to the following sample solution letter. Look for the letter to be addressed properly, for the letter to reference the position code, for the student to describe his/her qualifications, for an enclosure line to be included, and for the letter to be free of spelling and grammar errors. Print the WD 2- ThinkPoint Cover Letter.docx file to better see the sample solution.

Estimated completion time: 25 minutes

Filename: WD 2-ThinkPoint Cover Letter.docx



Your Name
973 Aspen Street, Apt. 2, Detroit, MI 48207
Tel: 313-555-8383; E-mail: yourname@aol.com

September 8, 2017

Ms. Selena Torres
Director of Recruiting
ThinkPoint Technologies
700 Woodward Ave.
Detroit, MI 48226

Dear Ms. Torres:

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I would appreciate the opportunity to meet with you to discuss the position, my skills, and my experience. You can reach me by telephone at (630) 555-8383 or by e-mail at yourname@aol.com.

Sincerely,

Your Name

Enc.

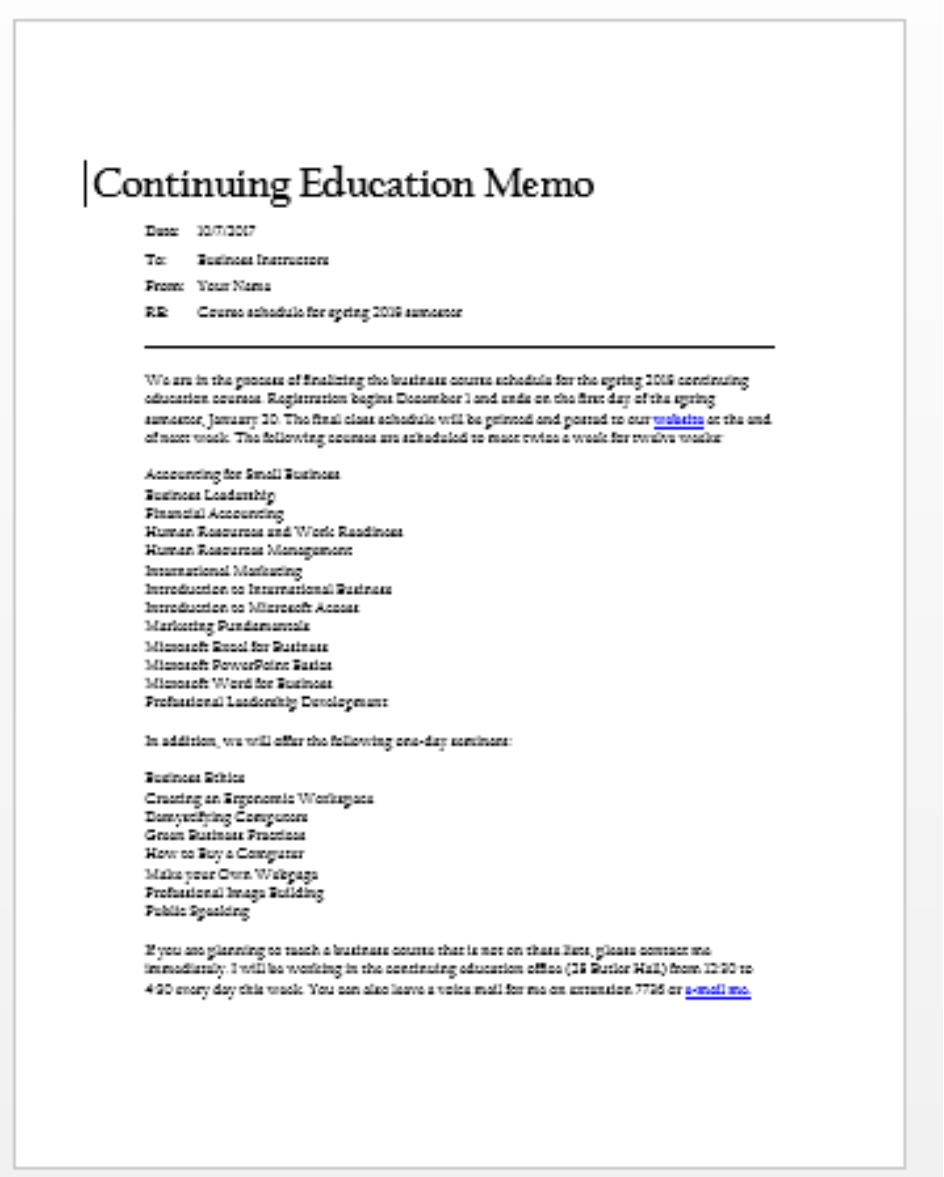
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Independent Challenge 3

This exercise requires students to use the cut and paste commands to reorganize the text in a memo, to add hyperlinks to the memo, to strip the file of document property information, and to use the Split command to split the document window, and then to move a sentence from one pane to another. Print the WD 2-Business Courses Memo.docx to see the solution. Student solutions should match. Look for student sentences to be in the same order as the solution file, for the list of courses to be in alphabetical order, for the memo to include two hyperlinks, and for all spelling and grammar errors to be corrected.

Estimated completion time: 15 minutes

Filename: WD 2-Business Courses Memo.docx



Continuing Education Memo

Date: 10/7/2017

To: Business Instructors

From: Your Name

RE: Course schedule for spring 2018 semester

We are in the process of finalizing the business course schedule for the spring 2018 continuing education courses. Registration begins December 1 and ends on the first day of the spring semester, January 20. The final class schedule will be printed and posted to our website on the end of next week. The following courses are scheduled to meet twice a week for twelve weeks:

Accounting for Small Business
Business Leadership
Financial Accounting
Human Resources and Work Readiness
Human Resources Management
International Marketing
Introduction to International Business
Introduction to Microsoft Access
Marketing Fundamentals
Microsoft Excel for Business
Microsoft PowerPoint Basics
Microsoft Word for Business
Professional Leadership Development

In addition, we will offer the following one-day seminars:

Business Ethics
Creating an Ergonomic Workspace
Demystifying Computers
Green Business Practices
How to Buy a Computer
Make your Own Webpage
Professional Image Building
Public Speaking

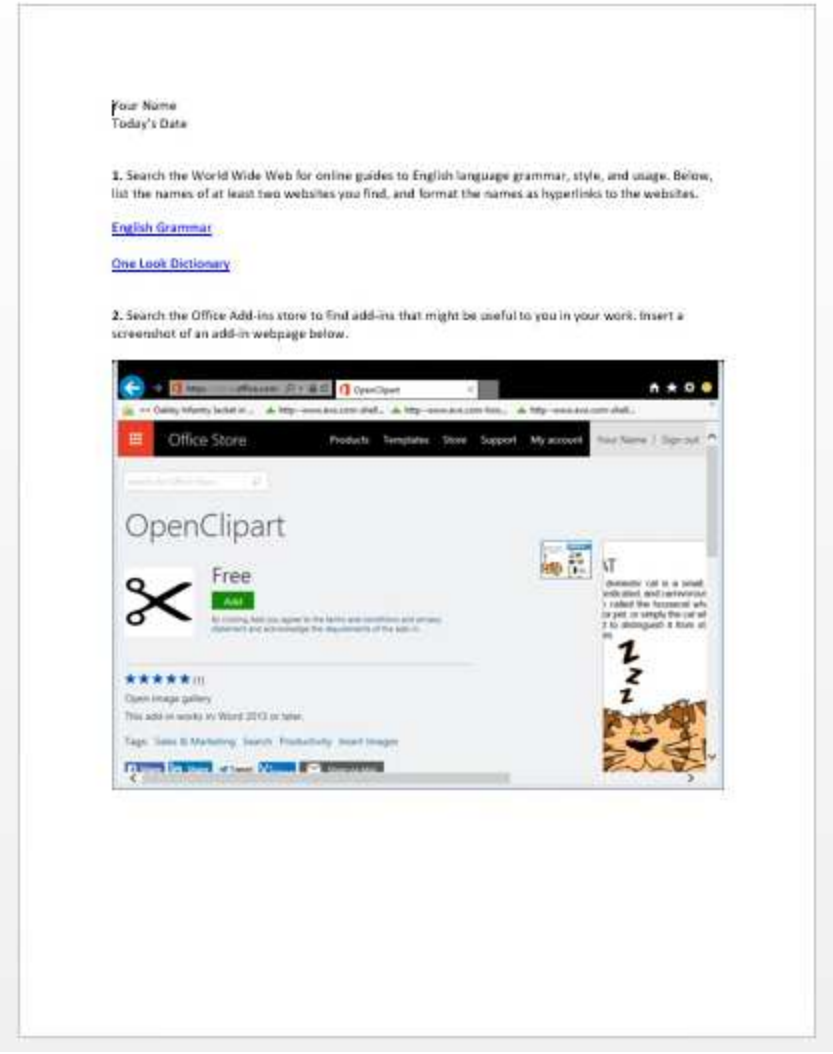
If you are planning to teach a business course that is not on these lists, please contact me immediately. I will be working in the continuing education office (28 Butler Hall) from 12:00 to 4:00 every day this week. You can also leave a voice mail for me on extension 7726 or e-mail me.

Independent Challenge 4: Explore

This exercise requires students to familiarize themselves with reference sources on the World Wide Web, including Office Add-ins, to format hyperlinks to Web reference sources, and to insert a screenshot of a Word 2016 Add-in webpage in the document. Students type their answers in the WD 2- References.docx file. Sample answers follow.

Estimated completion time: 20 minutes

Filename: WD 2-References.docx


Your Name
Today's Date

1. Search the World Wide Web for online guides to English language grammar, style, and usage. Below, list the names of at least two websites you find, and format the names as hyperlinks to the websites.

English Grammar

One Look Dictionary

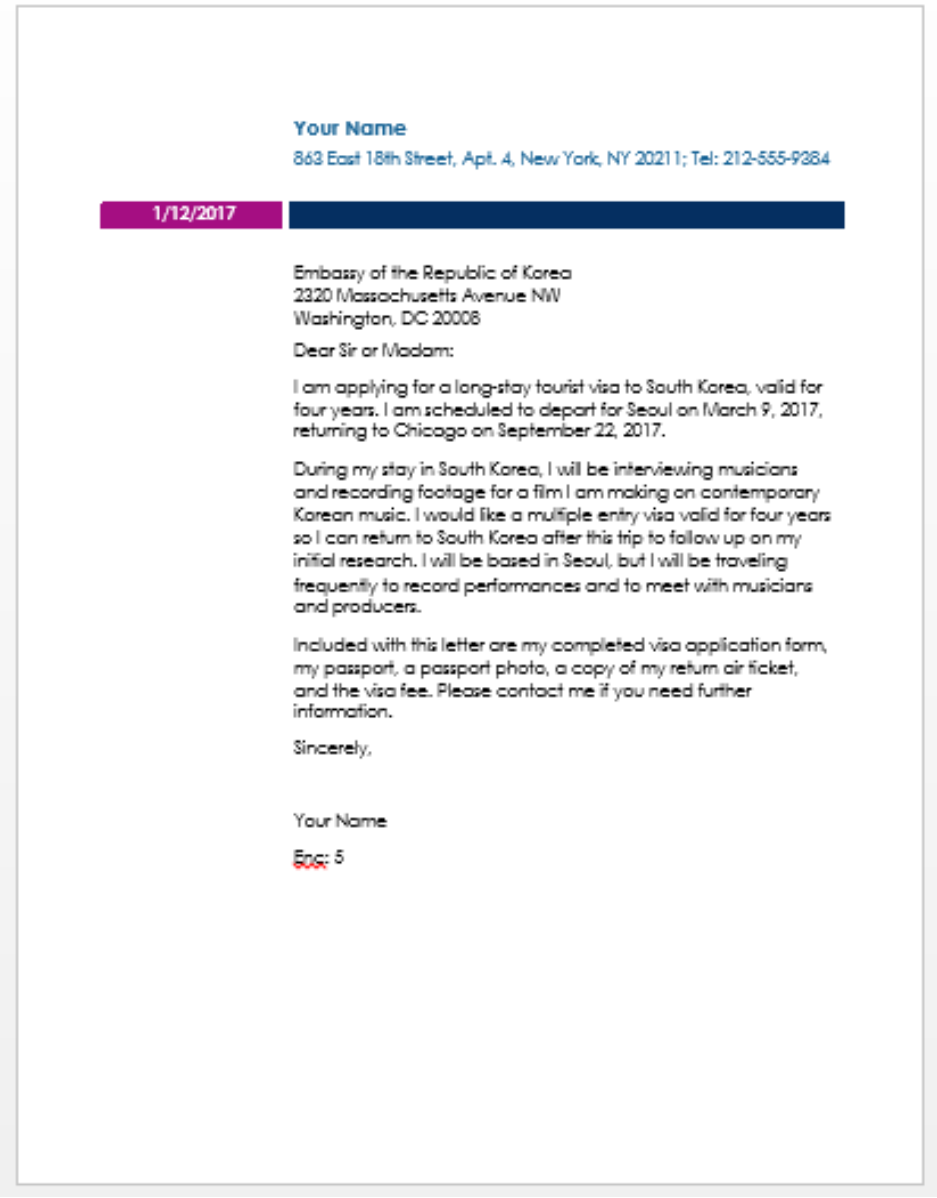
2. Search the Office Add-ins store to find add-ins that might be useful to you in your work. Insert a screenshot of an add-in webpage below.

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Visual Workshop

Student letters should be identical to the letter shown in Figure 2-20 on page Word 48 of the text. Print the WD 2-Visa Letter.docx file to see the solution. Student solutions should match.

Filename: WD 2-Visa Letter.docx



Your Name
863 East 18th Street, Apt. 4, New York, NY 20211; Tel: 212-555-9384

1/12/2017

Embassy of the Republic of Korea
2320 Massachusetts Avenue NW
Washington, DC 20008

Dear Sir or Madam:

I am applying for a long-stay tourist visa to South Korea, valid for four years. I am scheduled to depart for Seoul on March 9, 2017, returning to Chicago on September 22, 2017.

During my stay in South Korea, I will be interviewing musicians and recording footage for a film I am making on contemporary Korean music. I would like a multiple entry visa valid for four years so I can return to South Korea after this trip to follow up on my initial research. I will be based in Seoul, but I will be traveling frequently to record performances and to meet with musicians and producers.

Included with this letter are my completed visa application form, my passport, a passport photo, a copy of my return air ticket, and the visa fee. Please contact me if you need further information.

Sincerely,

Your Name

Enc: 5

Word 2016 Module 2: Editing Documents

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 **blue** 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 Site also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

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Word 26: Cut and Paste Text 2
Word 28: Copy and Paste Text 4
Word 30: Use the Office Clipboard 6
Word 32: Find and Replace Text 8
Word 34: Check Spelling and Grammar 10
Word 36: Research Information 12
Word 38: Add Hyperlinks 14
Word 40: Work with Document Properties 16
End of Module Material 18

Module Objectives

After completing this module, you will be able to:

- Cut and paste text
- Copy and paste text
- Use the Office Clipboard
- Find and replace text
- Check spelling and grammar
- Research information
- Add hyperlinks
- Work with document properties

Word 26: Cut and Paste Text

LEARNING OUTCOMES

- Open a document and save it with a new filename
- Edit text using formatting marks
- Cut and paste text

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LECTURE NOTES

- Refer to FIGURE 2-1 to illustrate cutting and pasting. Refer to FIGURE 2-2 to show text being moved using the drag-and-drop method.
- Present two methods for moving text from one location in a document to another location: first, by using the Cut and Paste buttons to move text, and second, by using the mouse to drag text from one location to another. Explain the merits of each method.
- Mention the concept of the Clipboard, but cover this topic thoroughly when discussing the Office Clipboard lesson on Word 30.
- Demonstrate how to cut and paste text using the buttons in the Clipboard group on the HOME tab. Also, make sure to cover the time-saving keyboard shortcuts covered in 'Using keyboard shortcuts' on Word 27.
- Demonstrate for students how to move text using the drag-and-drop method. After selecting text, press and hold the left mouse button so that the move pointer appears. Show students how pressing [Ctrl] as you hold the mouse button changes the pointer. Explain that you must continue to press the mouse button while you drag the selected text to a new location. Releasing the mouse button too early will deselect the text or drop it in the wrong location.
- Use FIGURE 2-1 and FIGURE 2-2 to review working with formatting marks displayed in a document. Remind students of how to toggle formatting marks on and off in a document. Identify each type of formatting mark for students. Also demonstrate the advantages of working with formatting marks turned on when you are selecting, cutting, copying, and pasting text.

TEACHER TIP

Explain to students that becoming skilled at using keyboard shortcuts can help them to quickly accomplish many of the tasks they perform frequently in Word. Demonstrate frequently used keyboard shortcuts including [Ctrl][X] to cut text, [Ctrl][C] to copy text, [Ctrl][V] to paste text, [Ctrl][S] to save a document, [Ctrl][B] to apply bold, [Ctrl][I] to apply italic, and [Ctrl][U] to apply the current underline.

CLASSROOM ACTIVITIES

1. Quick Quiz:
   Name four ways to cut and paste text. (using the Cut and Paste buttons in the Clipboard group on the HOME tab; pressing [Ctrl][X], moving the insertion point to its new location, and then pressing [Ctrl][V];right-clicking the selected text and clicking Cut on the shortcut menu, moving the insertion point to its new location, right-clicking the new location and clicking Paste on the shortcut menu; selecting the text, pressing the left mouse button and [Ctrl], as you drag the selected text to its new location)

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2. Critical Thinking:
   What is the difference between the Cut command and the Drag and Drop command? When would you use each?

LAB ACTIVITY
Discuss the Ribbon in Word 2016, pointing out the tabs, and how information is grouped on each tab. Discuss the usefulness of ScreenTips. Demonstrate moving the pointer over buttons on the HOME tab to reveal the associated ScreenTips. Allow time for students to explore the Ribbon, its tabs, the groups on each tab, the buttons in each group, and the ScreenTips associated with some buttons.

Word 28: Copy and Paste Text

LEARNING OUTCOMES
- Copy and paste text
- Format pasted text with the Paste Options button

LECTURE NOTES
- Remind students that copied text appears in both the original location and the new location.
- Review the methods for copying text and pasting text:
  - Copy and Paste buttons in the Clipboard group on the HOME tab.
  - Copy and Paste commands on the menu that opens when they right-click selected text.
  - Drag and drop selected text while pressing [Ctrl].
  - Keystroke commands [Ctrl][C] to copy text and [Ctrl][V] to paste text.
- Demonstrate how to use the Paste Options button to determine the format of pasted text, and encourage students to use this time-saving feature.

TEACHER TIP
Remind students to proofread their work carefully after they have copied and pasted or cut and pasted text to new locations to ensure the text states what they intended. For example, they should check to be sure subject and verb agreement are still accurate and to be sure that a word wasn't copied or cut by mistake.

CLASSROOM ACTIVITIES
1. Quick Quiz:
   Name four ways to copy and paste text. (using the Copy and Paste buttons in the Clipboard group on the HOME tab; pressing [Ctrl][C], moving the insertion point to its new location, and then pressing [Ctrl][V]; right-clicking the selected text and clicking Copy on the shortcut menu, moving the insertion point to its new location, right-clicking the new location and clicking Paste on the shortcut menu; selecting the text, pressing the left mouse button and [Ctrl], as you drag the selected text to its new location)

2. Class Discussion:
   Ask students to describe how they would go about moving or copying text from one part of a long document to another part of the same document. After students have answered, demonstrate the

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difference between scrolling to navigate the document and using the Split button in the Window group on the VIEW tab to split the document window into two panes.

3. Critical Thinking:
   What is the difference between the Cut command and the Copy command? When would you use each?

Word 30: Use the Office Clipboard

LEARNING OUTCOMES

- Copy and cut items to the Clipboard
- Paste items from the Clipboard

LECTURE NOTES

- Refer to FIGURE 2-5 as you discuss the Office Clipboard.
- Remind students that the Office Clipboard can hold up to 24 items. Make sure students understand they can paste any item on the Office Clipboard into a document as many times as they wish. In addition, the Office Clipboard is available in all Office applications, so it can be used to move items from one Office program into another Office program.
- Review the differences between the system Clipboard and the Office Clipboard:
  - The system Clipboard holds just one item—the last item cut or copied from a document. The Office Clipboard holds up to 24 items.
  - The items on the Office Clipboard can be viewed in the Clipboard pane. The item on the system Clipboard cannot be viewed.
- Demonstrate the function of the Paste All and Clear All buttons on the Clipboard pane. Also demonstrate how to use the Options button on the Clipboard pane to change the options for displaying the Office Clipboard.
- Remind students that they can also use the keystroke commands to cut, copy, and paste items. Press [Ctrl][X] to cut an item, [Ctrl][C] to copy an item, and [Ctrl][V] to paste an item.
- Demonstrate how to cut or copy text from one document and paste it into another document. Show students how to work with both documents open in the program window at the same time. Also, demonstrate using the Arrange All command in the Window group on the VIEW tab to show all open documents on the screen at the same time.

TEACHER TIP

Depending on the size of the student's monitor, their screens might not match the figures in the book. For example, the Clipboard pane might be narrower or wider, making the text in the pane wrap differently than the text shown in the figures in the book. Demonstrate how to make the Clipboard pane wider or narrower by using the adjust size pointer to drag the right edge of the Clipboard pane to the right to make the pane wider or to the left to make the pane narrower. The adjust size pointer is a horizontal line with arrows on each end.

CLASSROOM ACTIVITIES

1. Quick Quiz:
   Ask students to describe as many features of the Office Clipboard as they can in one minute. Answers might include:

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- Holds up to 24 items.
- Displays items in the Clipboard pane.
- Can be used in any Office program.
- Items can be pasted more than once.
- Icons show the program from which the item was collected.
- The last item collected displays at the top of the Clipboard pane.
- Clicking an item on the Office Clipboard pastes it at the location of the insertion point.

2. Critical Thinking:
   Why is it important to use the Clear All button in the Clipboard pane when you are done with your work, especially in a lab setting?

LAB ACTIVITY

Demonstrate how to use the Office Clipboard to paste text and graphics cut or copied from one Office program into another Office program. For example, copy a paragraph of text from Word and paste it into a PowerPoint slide or an Excel worksheet. Either provide students with files you have already created, such as the ones you used in the demonstration, or have students create two documents in Word and one slide in PowerPoint. Tell them not to worry about the content. Have students use the files to practice cutting and pasting, as well as copying and pasting, content between documents and between programs.

Word 32: Find and Replace Text

LEARNING OUTCOMES

- Replace text
- Find text with the Navigation pane
- Navigate a document

LECTURE NOTES

- Refer to FIGURE 2-7 when discussing the Find and Replace options.
- Demonstrate how to find text in a document and then how to replace it with different text. Emphasize that this feature can save a great deal of editing time. A key concept is global replace. A global replace will find and replace all occurrences of a word or phrase at once.
- Demonstrate the difference between Replace All and Find Next. You can choose to click Replace All in the Find and Replace dialog box to replace all occurrences of the Find Text without reviewing it, or you can click Find Next to review each occurrence before you replace it.

TEACHER TIP

Caution students to think carefully before using Replace All. Explain that unless they construct their search term carefully, they could end up with surprises. For example, if they enter "rises" as the search term, not preceded by a space or followed by a space, and they enter "raises" as the replace with text, Word will search for all instances of "rises" and replace it with "raises" including in the word surprises. When students proofread their work they will find the text "surpraises", which is not what they would be expecting.

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CLASSROOM ACTIVITIES

1. Class Discussion:
   Use FIGURE 2-7 on page Word 33 to point out the powerful search options available through the Find and Replace dialog box. Ask students to come up with situations or examples of when each search option might be useful. Demonstrate how to use the Format and Special drop down lists on the Replace tab of the dialog box to search for and replace formatting and special characters.

2. Group Activity:
   Have students work in small groups and provide each group with a long document or have students use a document they have created. Have one student identify a word or phrase to find, as well as text to replace the word or phrase. Have another student enter text in the Find what and Replace with text box. Have a third student record the findings, for example, how many instances if any were found. Have a fourth student find and highlight all instances of the phrase that was entered in the Replace with text box. Have the group read each occurrence and decide if the replacement was valid. Have a fifth student record their findings and note any unusual replacements that happened. Repeat, by having students change roles. Encourage students to explore the Search Options as they conduct their searches to see what impact the options have on the accuracy of the searches.

Word 34: Check Spelling and Grammar

LEARNING OUTCOMES

- Ignore correctly spelled words
- Correct spelling errors
- Correct grammar errors

LECTURE NOTES

- Refer to FIGURE 2-9 to show the Spelling pane.
- Demonstrate how to use the Word Spelling and Grammar checker to identify and correct mistakes in documents. Emphasize to students that these features do not catch every error; careful proofreading is still required.
- Review and demonstrate each of the options available in the Spelling and Grammar panes when a spelling or grammar error is flagged. Remind students that a red wavy underline indicates a possible spelling error, and a blue wavy underline indicates a possible grammar error.

TEACHER TIP
Students may be tempted to add a word to the Word dictionary. Explain that if they are using Word on their own computer, this is fine, especially if it is a word they use frequently. However, caution students against making changes to the Word dictionary in a lab setting.

CLASSROOM ACTIVITIES

1. Quick Quiz:
   Display FIGURE 2-9 on a projection screen. Point to the different buttons and text boxes and call on students to explain each option or area of the Spelling pane.

2. Critical Thinking:
   Even if you have used the Spelling and Grammar checker to check your document, why is it still important to proofread your work?

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Word 36: Research Information

LEARNING OUTCOMES

- Find synonyms using the Thesaurus
- Check the word count

LECTURE NOTES

- Refer to FIGURE 2-10 to discuss the Thesaurus pane.
- Explain to students that the Thesaurus is just one of the reference sources available through the Research pane. Review the options available in the pane when the Thesaurus is the active reference source.
- Also demonstrate how to find a synonym for a word by right-clicking it, pointing to Synonyms, and then clicking one of the choices on the menu that opens.

TEACHER TIP
Point out that a word might have several meanings in the Thesaurus, in which case students need to select the word that most closely matches their intended meaning, and then select a synonym from that list.

CLASSROOM ACTIVITIES

1. Group Activity:
   Divide the class into small groups of two or three students. Ask each group to explore a different reference source available through the Research pane and to report their findings back to the class. Your students will need an active Internet connection to complete this activity.

2. Assign a Project:
   Have students open and read one of the documents they have created up to this point in this course. Ask them to find several words they would like to replace and then use the Research pane to find a proper replacement. Have them highlight each word they replace. At the end of the document, have them type the following for each replacement: I replaced [word they replaced] with this word [highlighted word in document].

3. Critical Thinking:
   The Word Count dialog box provides information about your document, including how many pages, words, characters (with and without spaces), paragraphs, and lines are included. When would information be useful?

Word 38: Add Hyperlinks

LEARNING OUTCOMES

- Insert a hyperlink
- Test hyperlinks
- E-mail a document from Word

LECTURE NOTES

- Refer to FIGURE 2-12 as you discuss the types of hyperlinks you can create and how to modify the ScreenTip associated with a hyperlink. Refer to FIGURE 2-13 as you point out hyperlinks in a

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document, how they look before and after they have been used, as well as how a ScreenTip provides additional information.
- Discuss the various types of hyperlinks that can be created including: to an existing file or Web page, within the active document, to a new document, and to an e-mail address.
- Demonstrate how to create a hyperlink and edit a ScreenTip.
- Discuss the benefit of using hyperlinks in documents that will be viewed electronically, as well as why they might want to remove a hyperlink in a document that will be viewed in print form only.

TEACHER TIP
Make sure students understand that if they plan to create a hyperlink to an existing Web page, they should obtain permission from the person, company, or organization associated with the Web page. Many pages have contact information as well as terms of use information that will help them find the person they need to contact in order to obtain permission.

CLASSROOM ACTIVITIES
1. Quick Quiz:
    1. How do you open the Insert Hyperlink dialog box? (Click the Hyperlink button in the Links group on the INSERT tab.)
    2. Once a hyperlink has been created in a document, how do you follow the link? (Hold [Ctrl] while clicking the hyperlinked text.)
    3. Why might you edit a ScreenTip? (To provide additional information, such as a brief description of what you might find at the site if you follow the link.)

2. Critical Thinking:
    Why is it important to obtain permission before creating a hyperlink to an existing Web page? Why might a person, company, or organization deny permission?

Word 40: Work with Document Properties

LEARNING OUTCOMES
- Edit document properties
- Remove document properties
- Modify advanced document properties

LECTURE NOTES
- Refer to FIGURE 2-14 as you discuss the Document Properties panel, and refer to FIGURE 2-15 to review the completed document ready for distribution.
- Point out that the Document Properties panel contains document properties associated with the document, and that sometimes you might not want that information to be available to others who are viewing the document electronically.
- Demonstrate using the Info screen accessed via the FILE tab. Discuss available features you can use to prepare a document for distribution including: viewing and modifying document properties, inspecting the document for tracked changes and other private or proprietary information you want to remove, encrypting the document, adding a digital signature, marking a document as final so no changes can be made, and running the compatibility checker to see if the document contains any features that won't be supported by a previous version of Word.

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- Demonstrate clicking the Document Properties list arrow to open the Properties dialog box, then discuss each of the tabs and the commands associated with each tab.

CLASSROOM ACTIVITIES

1. Quick Quiz:
    1. T/F: The Confidentiality Checker detects and removes unwanted private or confidential information from a document. (False)
    2. T/F: The Document Properties panel shows information similar to the information on the Summary tab in the Properties dialog box. (True)
2. Critical Thinking:
   If you are distributing a document for electronic viewing, what should you do to prepare the document for distribution? Explain why you would perform each step.

LAB ACTIVITY

Have students open their copy of the Reason2Go press release document. Once opened, have them open the Document Properties panel and tell them to change the information in the Document Properties panel to reflect information that is specific to them, such as listing their name as the author and changing information in the Comments box. Then, have students open a new blank document and review the information in the Document Properties panel. Discuss the name that appears in the author field. Explain that the name is associated with the computer, and in a lab situation, they will probably have to type their name in the author field. Finally, have students open other documents they have created, such as those for Module 1, and explore the Document Properties panel in each of those documents. Suggest they also use the Document Inspector so they can detect and remove any unwanted private or proprietary information. Finally, have students summarize their findings and discuss why it is important to be in the habit of using the Document Properties panel and Inspect Document command.

End of Module Material

- **Concepts Reviews** consist of multiple choice, matching, and screen identification questions.
- **Skills Reviews** provide additional hands-on, step-by-step reinforcement.
- **Independent Challenges** are case projects requiring critical thinking and application of the module skills. The Independent Challenges increase in difficulty, with the first one in each module being the easiest. Independent Challenges 3 and 4 become increasingly open-ended, requiring more independent problem solving.
- **Visual Workshops** are practical, self-graded capstone projects that require independent problem solving.

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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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