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**Figure 1: On the Ferry to Cedar Island**

# EARTH WISE CONFERENCE PROPOSAL

## SUBMITTED BY PACIFIC RIM NATURE CLUB

YOUR NAME

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# Introduction

The Pacific Rim Nature Club would be delighted to host the Earth Wise Conference on beautiful Cedar Island, just a twenty-minute ferry ride from Brentwood Bay, just outside of Victoria, BC. Cedar Island is well known for its world-class nature preserve (the Pacific Rim Reserve), glorious beaches, forest trails, and friendly community. The Pacific Rim Nature Club believes that Cedar Island would be a magical place for the Earth Wise conference.



**Figure 2: View from Pacific Rim Lodge**

Cedar Island offers a unique experience to delegates that is very much in keeping with Earth Wise's mandate of promoting and celebrating the natural environment in British Columbia. The principal venue we propose—The Pacific Rim Lodge—is a rustic getaway right on the waterfront. The Lodge has recently been renovated to a high standard of comfort while still retaining a lovely "summer camp" feel. Delegates can stroll to the beach, soak in the hot tub, take a walk into quaint Welcome Cove where the ferry docks, and hike the numerous woodland trails.

Following are details related to the Pacific Rim Nature Club's bid to host the Earth Wise conference.

# Facilities

## Accommodations

Pacific Rim Lodge would be the principal venue for the conference with additional venues used as needed to accommodate delegates. The Pacific Rim Lodge accommodates up to 50 people in 25 guest rooms. All the guest rooms can accommodate up to two people. Costs are as follows:

22 rooms with twin or double beds ----------$140
1 Junior Suite with one queen bed ----------$175
1 Superior Suite with 1 queen bed ----------$200
1 Cottage with 1 king bed and kitchen----------$250



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When a majority of the rooms in the Pacific Rim Lodge are booked, the meeting rooms and other facilities are included at no extra cost. The Lodge contains the following venues for meetings:

- One very large room that can accommodate up to 140 people and can be divided into two rooms for breakout sessions
- One suite that can accommodate 20 people
- One board room that can accommodate 20 people

## Additional Accommodations

In addition to the accommodation offered at Pacific Rim Lodge, delegates can choose from the bed and breakfast establishments listed below, each of which is within walking distance of the Pacific Rim Lodge.

| Accommodation | Rooms | Cost | Contact |
|---|---|---|---|
| **Evergreen Bed and Breakfast** | 5 | $200 - $235 | 250-555-1266 |
| **Heron Point Guest House** | 4 | $145 - $235 | 250-555-5789 |
| **Laurel Hideaway** | 4 | $150 | 250-555-8823 |
| **Lighthouse Point Bed and Breakfast** | 4 | $210 - $340 | 250-555-1276 |
| **Oceanview Hideaway** | 4 | $190 | 250-555-8723 |
| **Pacific Sands Bed and Breakfast** | 4 | $160 | 250-555-3466 |
| **Seastrand House** | 4 | $250 | 250-555-9340 |
| **Seaview Bed and Breakfast** | 3 | $200 | 250-555-7899 |
| **Westview Bed and Breakfast** | 4 | $125 - $165 | 250-555-1800 |

## Meeting Venues

As noted above, the principal meeting venue would be at the Pacific Rim Lodge, which can accommodate up to four breakout sessions—one large room divided into two that can accommodate up to 70 people each and two rooms that can accommodate 20 people each. In addition, Seastrand House (a five-minute walk) can accommodate a meeting of up to 30 people and the Cedar Island Community Hall (a 15-minute walk or short bus ride from the Lodge) can accommodate up to 75 people.

The venues available on Cedar Island are not conventional hotel meeting rooms. Delegates may need to move around to different locations. However, we feel this activity is part of the charm of coming to Cedar Island for the Earth Wise conference. A shuttle bus will be available as needed.



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### Audio/Visual Equipment and Internet

The Pacific Rim Lodge has free Wi-Fi throughout the facility. In addition, the Lodge has two 50" TV screens, a large pull-down screen, and a sound system. The Pacific Rim Nature Club can provide two projectors at a nominal additional charge.

## Catering/Dining Facilities

The Pacific Rim Lodge can provide catering for the entire conference—up to 140 people seated at tables. We anticipate the following schedule for food service:

- Friday Reception: Reception hosted by the Pacific Rim Nature Club held at the Cedar Island Community Hall—a stunning venue overlooking the Pacific Ocean. The reception will include a cash bar, hors d'oeuvres, and musical entertainment. Following the reception, delegates who are staying on Cedar Island can either go to one of the five restaurants on the Island or arrangements can be made for a buffet dinner at Pacific Rim Lodge.
- Saturday Breakfast: Buffet breakfast at the Lodge
- Saturday Lunch: Buffet lunch at the Lodge
- Saturday Banquet: Banquet at the Lodge

In addition, the Lodge can provide snacks during breaks. Delegates who go to other venues for breakout sessions will also be provided with snacks arranged through one of the local cafes.

## Access and Travel

Getting to Cedar Island is half the attraction of any visit to the Island. The Queen of Georgia from Brentwood Bay outside Victoria runs almost hourly beginning at 5:00 am with the last ferry leaving Cedar Island at 10 pm. The ride is just twenty minutes past some of the most breathtaking marine scenery in western Canada. Delegates who live in Victoria can easily commute to Cedar Island for the conference events. A walk-on passenger pays $9.10 and a passenger with a vehicle pays $32.65. We recommend that delegates walk onto the ferry instead of bringing cars. Parking is limited near the Lodge and in Welcome Cove. The Pacific Rim Nature Club can arrange to pick up people who need assistance. The Lodge also provides a shuttle service.

# Special Events

## Opening Reception

The Pacific Rim Nature Club proposes a cocktail reception with cash bar and appetizers at the stunning new Cedar Island Community Hall. The Hall overlooks a stunning view of the southern Gulf Islands and the Olympic Mountains in Washington State. The Hall can accommodate up to 110 people for a reception. A local band will perform.



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## Activities

The Pacific Rim Nature Club will also organize additional activities, depending on the preferences of the delegates.



Storm Watching



Surfing



Beachcombing

# Conclusion

Cedar Island is a special place. The people who live here love to share the island with visitors. Every weekend, notices for nature walks, concerts, art openings, garden walks, plant sales, and other community events crowd the bulletin boards. At the same time, Cedar Island is a great place to just relax and enjoy the view. Delegates looking for a lively night life won't find it on Cedar Island. What they will find is a level of tranquility and quiet that has become all too rare in our modern lives.

The Pacific Rim Nature Club welcomes the opportunity to host delegates from all over British Columbia. Delegates will experience the unique charm that has made Cedar Island a magnet for environmentalists and nature lovers from all over the world while also enjoying the opportunity to network with fellow delegates in surroundings that are truly spectacular – rain or shine!



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## Program Overview

The Intensive French Program offered by the New York Language School prepares students for study, travel or business in the French-speaking world. This program is designed for professionals and students who need to communicate in French with colleagues, instructors and clients. The program trains students to an advanced level of French proficiency in conversation and an intermediate level in written French. The program culminates with a one-month stay in France. Students then have the option to stay in France to take further training or to travel.

Upon successful completion of the New York Language School program, graduates receive a certificate recognized as equivalent to 15 credits at the university level.



## Admission Procedures

Applicants must have an intermediate level of French for acceptance into the program. This level is determined during an interview with the Program Coordinator and completion of a one-hour written exam. In addition, applicants must have completed high school. Upon acceptance into the program, a non-refundable $700 administration fee is payable.

To apply for the program, call the New York Language School at (212) *555-5577*.

## Program Content

The New York Language program is divided into two 3-month terms followed by one month in France for a total program length of nine months.

| Term 1 | Term 2 |
|---|---|
| Intermediate Conversation | Advanced Conversation |
| Reading Comprehension I | Reading Comprehension II |
| French Business Writing | Living and Working in France |
| French Creative Writing | French Cooking |
| French History | French Literature |

## Course Descriptions

**Intermediate Conversation**: Ask questions, give simple descriptions, use present tense, use past tense with avoir.

**Reading Comprehension I**: Develop grammar skills, understand travel documents and newspaper articles.

**French Business Writing**: Study typical business situations and develop business correspondence in French.

**French Creative Writing**: Develop a flair for French through writing short vignettes, poems, and stories in French and through study of selected French literary classics.

**French History**: Learn about French history from Neolithic times to the present.

**Advanced Conversation**: Express yourself easily, use all the main structures and tenses in French accurately, develop good aural comprehension.

**Reading Comprehension II**: Develop grammar skills, read and understand business contracts, read and understand journal articles and books.

**Living and Working in France**: Understand French regulations, identify job opportunities, learn French geography and culture.

**French Cooking**: Learn French cooking (in French) from a French chef.

**French Literature**: Review French classics.



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## Study Trip to France

Following the completion of Term 2, students fly to Paris and embark on a one-month stay in France that includes one week in each of four locations:

| Week | Home Base | Highlights |
|---|---|---|
| 1 | Paris | World class museums, French cafes, walks along the Seine |
| 2 | Blois | Chateaux of the Loire Valley |
| 3 | Sarlat | Prehistoric sites and medieval towns in the Dordogne |
| 4 | Avignon | Sun, scenery, and the sweet life in Provence |

## Contact Us

**New York Language School**
**200 Madison Avenue**
**New York, NY 10007**

**(212) 555-5577**

**www.newyorklanguageschool.com**

Your Name
Recipient Address
City, State, Zip

New York Language School
200 Madison Avenue
New York, NY 10007

# New York Language School



**French Program**

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**French Creative Writing**: Develop a flair for French through writing short vignettes, poems, and stories in French and through study of selected French literary classics.

**French History**: Learn about French history from Neolithic times to the present.

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**Advanced Conversation**: Express yourself easily, use all the main structures and tenses in French accurately, develop good aural comprehension.

**Reading Comprehension II**: Develop grammar skills, read and understand business contracts, read and understand journal articles and books.

**Living and Working in France**: Understand French regulations, identify job opportunities, learn French geography and culture.

**French Cooking**: Learn French cooking (in French) from a French chef.

**French Literature**: Review French classics.

Study Trip to France

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| Week | Home Base | Highlights |
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| 1 | Paris | World class museums, French cafes, walks along the Seine |
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| 3 | Sarlat | Prehistoric sites and medieval towns in the Dordogne |
| 4 | Avignon | Sun, scenery, and the sweet life in Provence |

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# Martin Chavez

120 Dawson Street
Cleveland, OH 44114
(216) 555-3400 / martinchavez@webplace.org

## OBJECTIVE

An Office Administrator position in a fast-paced environment where I can apply my expert level computer skills to streamline systems

## EDUCATION

2013-2015 **Jefferson College**, Cleveland, OH
*Business Administration Certificate*

- Business Computing: Word, Excel, PowerPoint, Access, InDesign, Dreamweaver
- Business Communications and Organizational Behavior
- Accounting and Bookkeeping: Simply Accounting
- Project Management
- Supervisory Skills

2012 **Elm View High School**
*Graduated Grade 12, with honors*

## WORK EXPERIENCE

2015-2017 **Westview Bookkeeping**, 1200 Maple Street, Cleveland
*Office Assistant (part time)*
Responsibilities include:

- Maintain company records
- Format documents in Microsoft Word
- Organize company database with Microsoft Access

2011-2012 **Meadowlark Camp**, Avon Lake, OH
*Camp Counselor (summers)*
Responsibilities included:

- Supervised groups of 10 campers aged 9 to 11
- Organized crafts and sports activities
- Assisted with general office duties

2012-2014 **Mario's Pizza**, Cleveland
*Pizza waiter and cashier (part time)*

## VOLUNTEER EXPERIENCE

2013-2015 **Jefferson College Business Technology Department**
*Student Activities Coordinator*

2015-2017 **Food Bank**, Cleveland



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## Program Overview

The Tucson School of Drama offers students a wide range of courses in acting, directing, and stagecraft.

This two-year intensive program provides students with the training they need to develop professional-level skills in all areas of theatrical production.

Upon successful completion of the Tucson School of Drama program, graduates receive a certificate recognized as equivalent to 36 credits at the university level. Students may then enter university in the Junior year where they can fulfill the requirements for a Bachelor of Fine Arts in Drama.

## Admission Procedures

Auditions for the Tucson School of Drama are held at the school in January and February of each year for admission to the school in September. Candidates may apply for an audition by calling the School Registrar at (520) 555-3321.

The following materials must be provided to the Audition Committee six months prior to the audition date:

- Resume detailing performance experience and drama-theater education
- Transcript from the last educational institution attended
- Reference letter from two or more instructors (one of which should be a drama instructor)
- Video of a recent performance (acting students only)
- Directing script of a recent production (directing students only)
- Costume, lighting, or set designs of a recent production (stagecraft students only)

The audition will consist of the following elements:

- Sight analysis of a selection from a contemporary play chosen by the audition committee.
- Thirty-minute interview

In addition, acting students must present two prepared speeches and perform one sight reading of a role chosen by the audition committee.

## Program Content

The Tucson School of Drama program is divided into two 8-month terms.

| | |
|---|---|
| **Year 1:** | |
| DRA 100 | History of Theater 1 |
| DRA 101 | Dramatic Theory 1 |
| DRA 102 | Elective 1 |
| DRA 103 | Elective 2 |
| DRA 104 | Year 1 Production |
| **Year 2:** | |
| DRA 200 | History of Theater 2 |
| DRA 201 | Dramatic Theory 2 |
| DRA 202 | Elective 3 |
| DRA 203 | Career Choices |
| DRA 204 | Year 2 Production |

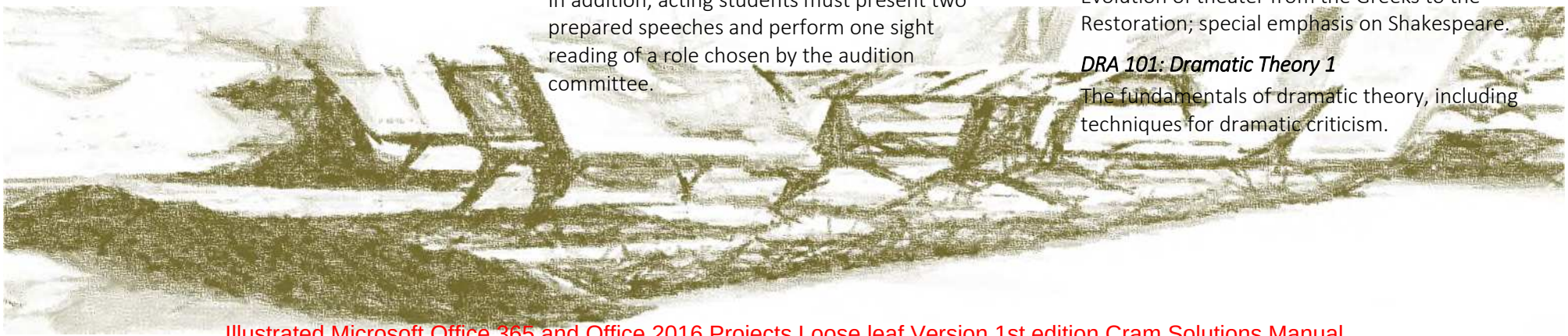
## Course Descriptions

*DRA 100: History of Theater 1*

Evolution of theater from the Greeks to the Restoration; special emphasis on Shakespeare.

*DRA 101: Dramatic Theory 1*

The fundamentals of dramatic theory, including techniques for dramatic criticism.



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*DRA 102: Elective 1*

Choice of Acting 1, Directing 1, or Stagecraft 1.

*DRA 103: Elective 2*

Choice of Improvisation 1, Production 1, or Graphic Design 1.

*DRA 104: Year 1 Production*

Participation in a full-length production of a play selected by the students.

*DRA 200: History of Theater 2*

Development of the theater from the 19th century in England and the US with special emphasis on contemporary American playwrights.

*DRA 201: Dramatic Theory 2*

In-depth analysis of selected plays from a variety of genres and historical periods.

*DRA 202: Elective 3*

Choice of Acting 2, Directing 2, or Stagecraft 2.

*DRA 203: Career Choices*

Development of job search skills to obtain employment in theater or film.

*DRA 204: Year 2 Production*

Participation in a full-length production of a musical selected by the students.

## Contact Us

Tucson School of Drama
1800 Saguaro Drive
Tucson, AZ 85702

(520) 555-3321
www.tucsonschoolofdrama.org

**Tucson School of Drama**
1800 Saguaro Drive
Tucson, AZ 85702

Your Name
Recipient Address
City, State, Zip

# Tucson School of Drama



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# Proposal to Develop the Executive Assistant Program

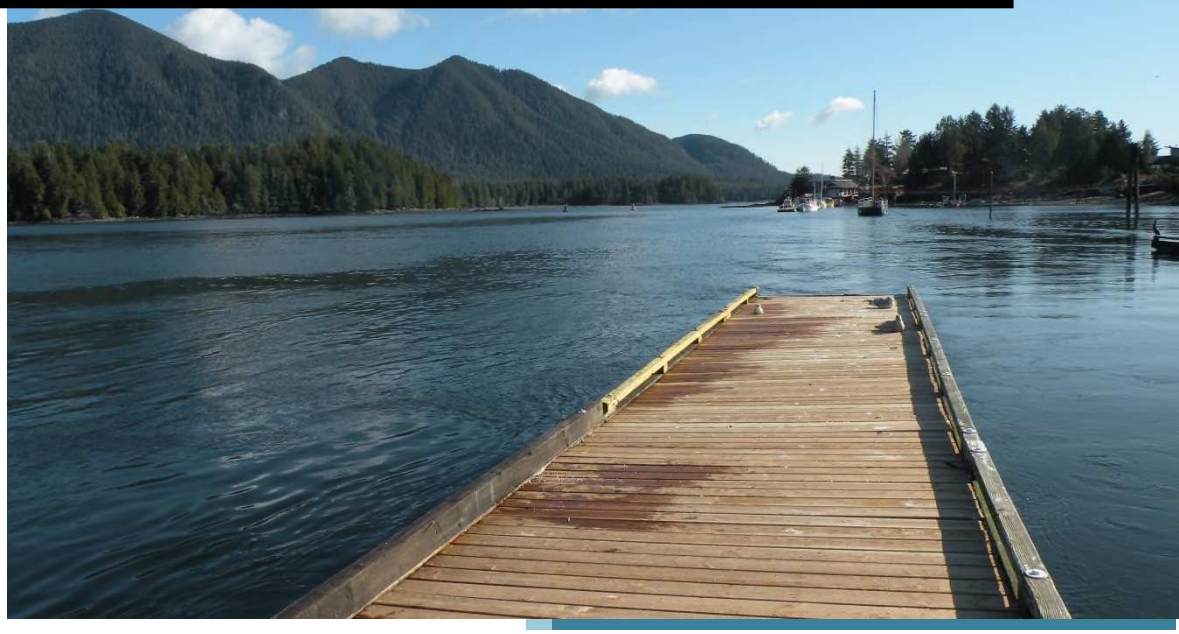


*Figure 1: View from beautiful Marina College*

Your Name

3/15/2017

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## Introduction

This proposal presents a request to develop the Executive Assistant program to train students for employment as Administrative and Executive Assistants, Office Managers, and Office Administrators. Included in the proposal is a discussion of three factors related to the development of the program: Scope of the Program, Proposed Courses, and Funding Requirements. If approved, the Coordinator of the Business Department will develop course outlines and begin to recruit students for entry into the program in September 2017.



*Figure 2: Graduates of the program find jobs!*

## Scope of the Program

The proposed program will provide students with extensive training in computer applications and business-related skills. The goal of the program is to train students for employment. The program will run for nine months from September to May and include a two-week work practicum. Students who graduate from the program will be prepared to enter the workforce.

### Description of Need

At present, none of the local community colleges offers an Executive Assistant program. Westview College, the closest competitor to Marina College, offers an Administrative Assistant program that primarily attracts students who have just graduated from high school. The proposed Executive Assistant program will target candidates who have either several years of college or considerable work experience. These candidates require practical skills that will help them gain employment in an office environment.

The marketing survey conducted by Martha Wise, Coordinator of the Business Department, is attached to this proposal.



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## PROPOSED COURSES

Mark Trent, an instructor in the Business Department, developed eight new courses for the proposed Executive Assistant program. He was assisted by Dr. Wendy Knutson, a Management Consultant and former faculty member at Marina College.

### COURSE OVERVIEW

Students in the proposed Executive Assistant program will take eight courses over two terms: September to December and January to May. The courses are evenly divided between theory-based and application-based courses. During the program, students become proficient in several software applications. In addition, students improve their written and oral communication skills, develop project management skills, and learn how to plan and run special events.

### COURSE DESCRIPTIONS

The following table lists the eight courses offered to students in the proposed Executive Assistant program.

| Course | Description |
|---|---|
| **Basic Business Skills** | Learn the fundamentals of business |
| **Document Design** | Develop expert-level skills in Microsoft Word |
| **Project Management** | Learn the fundamentals of project management |
| **Budgeting & Analysis** | Develop spreadsheet skills using Microsoft Excel |
| **Web Page Design** | Use HTML to design Web pages |
| **Event Planning** | Organize special events |
| **Data Management** | Develop database skills using Microsoft Access |
| **Communications** | Develop written and oral communication skills |



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## Funding requirements

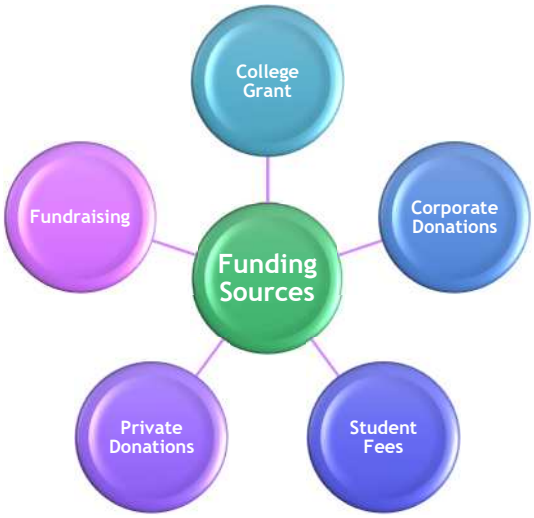
Following is information about the estimated costs required to run the program and the revenue expected.

### Estimated costs

The total estimated cost for the proposed program is $138,000 broken down as follows: $80,000 for faulty (based on a $10,000 cost per course), $35,000 for administrative support, $10,000 for advertising, and $13,000 for new software.

### Estimated revenue

The radial diagram shown below displays the various funding sources available.




## Conclusion

The Executive Assistant program will enroll 36 students at a cost of $3,000 per student for total fees of $108,000. The remaining funding should break down as follows: College Grant; $15,000, Corporate and Private Donations: $10,000, and Fundraising: $5,000.



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# Gino Morelli

102 Adams Way
Oxford, MA 02061
Phone: (617) 555-7069
e-mail: ginomorelli@oxfordnet.com

## OBJECTIVE

To obtain an editorial position where I can apply skills developed through experience and education in the publishing industry to acquire and mentor new authors

## EDUCATION

2012-2016: Northeastern University, Boston, MA
B.A., English

- Computer Skills: Microsoft Office
- Advanced Copyediting
- Creative Writing
- Basic Proofreading

2008-2012: Milton Academy
Grade 12 Graduation

## WORK EXPERIENCE

2016-to present: **Edutech Books**, Cambridge, MA
*Associate Editor*
Responsibilities include:

- Manage manuscript development
- Handle telephone inquiries and reprint requests
- Provide author follow-up during book production

2014-2016: **Ginn & Company**, Needham, MA
*Administrative Assistant (part-time)*
Responsibilities included:

- Ordered all office supplies and maintaining office files
- Edited documents using Microsoft Word
- Tracked author royalties with Microsoft Access

## VOLUNTEER EXPERIENCE

2013-2014: **Boston Globe**, Boston, MA
*General Office Duties (part-time)*

2015-2016 **Northeastern University Newspaper**, Boston, MA
*Editorial Assistant (part-time)*

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# PROGRAM BROCHURE

The Program Brochure is one of four documents that each team should submit. The four documents are as follows and should reflect team decisions regarding the program evaluated, and the document theme, Style Set, and color scheme:

- **PR 2-Team Project_Summary**
- **PR 2-Team Project_Program Proposal**
- **PR 2-Team Project_Program Brochure**
- **PR 2-Team Project_Team Resume**

Following is a rubric for use in grading the **Program Brochure**.

| Component | Description | Done |
|---|---|---|
| Document Design | A document theme, Style Set, and color scheme selected by the team. | ☐ |
| Landscape Format | The document should print in landscape orientation and include two pages with three columns on each page. The document is designed to print two-sided and be folded to make a three-panel brochure. | ☐ |
| Table Form | The brochure panels should be contained within a table form—one table form on each of the two pages. The Text wrapping for the table should be set to Around (on the Table tab in the Table Properties dialog box). | ☐ |
| Brochure Text and Headings | The brochure text should be well written and include headings where appropriate. | ☐ |
| Heading Styles | One or more styles (a Heading style or the Normal style) should be modified. | ☐ |
| Picture | At least one picture that has been modified and appears partially or wholly behind text. | ☐ |
| Header/Footer | A header or footer (or both) that appears only on page 1 of the brochure (panels 2, 3, and 4). | ☐ |
| Cover panel | A compelling design that can include a picture. | ☐ |
| Mailer (optional) | Contact information on the back panel in the form of a mailer. | ☐ |



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# PROGRAM PROPOSAL

The Program Proposal is one of four documents that each team should submit. The four documents are as follows and should reflect team decisions regarding the program evaluated, and the document theme, Style Set, and color scheme:

- **PR 2-Team Project_Summary**
- **PR 2-Team Project_Program Proposal**
- **PR 2-Team Project_Program Brochure**
- **PR 2-Team Project_Team Resume**

Following is a rubric for use in grading the **Program Proposal**.

| Component | Description | Done |
|---|---|---|
| Document Design | A document theme, Style Set, and color scheme selected by the team. | ☐ |
| Document Organization | Document organized with headings and subheadings that are formatted with the appropriate heading styles. | ☐ |
| Proposal Text | Approximately three pages of text describing the proposal. The text should include tables and bulleted lists. | ☐ |
| Modified Styles | At least one of the styles (a Heading style or the Normal style) has been modified. | ☐ |
| Picture | At least one picture that includes a caption and has been modified with Picture Effects. | ☐ |
| Table | At least one table formatted with a table style. | ☐ |
| Bulleted List | At least one bulleted list that uses a bullet symbol other than the default symbols. | ☐ |
| SmartArt Graphic | At least one SmartArt graphic that clearly expands on a concept in the text. The SmartArt graphic can include pictures. | ☐ |
| Table of Contents | A table of contents on a separate page with “i” page numbering in the footer. | ☐ |
| Cover Page | A cover page using one of the Cover page styles that has been modified in some way (picture added, content controls removed, etc.). | ☐ |



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| Component | Description | Done |
|---|---|---|
| Section Break | Section break inserted between the Table of Contents and the first page of the proposal text. | ☐ |
| Footer | Footer for the proposal text (not the Table of Contents page) includes the name of the team and page numbers starting at “1”. | ☐ |



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# PROJECT SUMMARY

The Project Summary is one of four documents that each team should submit. The four files are as follows and should reflect team decisions regarding the program evaluated and the theme, Style Set, and color scheme:

- **PR 2-Team Project_Summary**
- **PR 2-Team Project_Program Proposal**
- **PR 2-Team Project_Program Brochure**
- **PR 2-Team Project_Team Resume**

Following is a rubric for use in grading the **Project Summary**.

| **Component** | **Description** | **Done** |
|---|---|---|
| Document Design | A document theme and color scheme selected by the team. | ☐ |
| Team Member 1 | Description of the skills used to create the document and comments on challenges experienced and how they were solved. | ☐ |
| Team Member 2 | Description of the skills used to create the document and comments on challenges experienced and how they were solved. | ☐ |
| Team Member 3 | Description of the skills used to create the document and comments on challenges experienced and how they were solved. | ☐ |



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# TEAM RESUME

The Team Resume is one of four documents that each team should submit. The four documents are as follows and should reflect team decisions regarding the program evaluated, and the document theme, Style Set, and color scheme:

- **PR 2-Team Project_Summary**
- **PR 2-Team Project_Program Proposal**
- **PR 2-Team Project_Program Brochure**
- **PR 2-Team Project_Team Resume**

Following is a rubric for use in grading the **Team Resume**.

| Component | Description | Done |
|---|---|---|
| Document Design | A document theme, Style Set, and color scheme selected by the team. | ☐ |
| Tables | Information about each team member should be contained in a separate table. | ☐ |
| Headings | Team member names are formatted with heading styles. | ☐ |
| Team Information | Approximately ten lines of text for each team member; information can be in the form of a bulleted list. | ☐ |
| One Page | The Team Resume should fit on one clearly formatted page. | ☐ |



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# Lone Pine Designs

## WEB DEVELOPMENT STRATEGY



Your Name

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# Microsoft Office 2016 Projects

# Module 2: Word Projects II

## Module Overview

In the second module of Word Projects, students create multiple-page documents that include use page numbers, headers and footers, styles, sections, a table of contents, columns, picture effects, and SmartArt diagrams. The goal of this module is to familiarize students with some of the more advanced Word features and to encourage them to experiment with advanced graphics features.

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# INSTRUCTOR'S NOTES

## Project 1: Multipage Proposal for Earth Wise Conference

*PR 2-Earth Wise Conference Proposal.docx*

In Project 1, students create a six-page proposal that includes a cover page, a table of contents page, and three pages of text. The goal of this project is to help students develop their skills in working with styles, headers and footers, section breaks, footnotes, and diagrams. Students also learn how to work in Outline view to develop the structure of a document. Before students begin Project 1, review the following materials.

### Working in Outline View

Students open the proposal and then work in Outline view to organize the document. If students have not worked in Outline view before, discuss how useful the view is for getting the "big picture" of a document—viewing all the main headings at once, for example, and moving headings and subheadings easily. Review how to collapse and expand headings in Outline view and how to move headings. Also review how to view different levels. For example, Level 1 shows only the headings formatted with the Heading 1 style. Make sure students understand that headings are formatted with heading styles. Also stress that it is good practice when writing a multipage document to start in Outline view and enter the main headings and subheadings before entering body text. When text is entered as a heading in Outline view, the text is automatically formatted with the appropriate heading style.

### Setting up the Document

Students select the Celestial theme and the Minimalist Style Set. Students then modify the Heading 1 and Heading 2 styles associated with the Minimalist style set. Review the purpose of styles—to provide documents with a unified look and to facilitate easy updating of text and paragraph formatting. Draw students' attention to the Hint next to Step 3 on page 32 of the text that describes how a style can be modified by updating it to match selected text or by changing options in the Modify style dialog box.

Review why students first format headings in the proposal with heading styles and then create the table of contents page and the cover page. The table of contents is created after the proposal text because the table of contents consists of headings entered in the text. Students cannot generate a table of contents before they have entered the required headings. The cover page is created after the table of contents page so the final page numbering sequence can be determined.

### Converting Text to Table

In Step 8 on page 32 of the text, students select several lines of tabbed tab and then covert the text to a table. Review how a tab character is converted to a single column in a table. A list of items that contains three tabs, for example, will be converted into a table consisting of three columns. Once

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students have converted a tabbed list to a table, they format the table with one of Word's preset table layouts. Advise students to experiment with different layouts to view how the table changes.

Draw student's attention to the Hint next to Step 9 on page 32 of the text. This hint describes how to repeat the headings in the first row of a table when the table breaks across two pages: click the Repeat Header Rows check box in the Data group.

### Inserting and Enhancing the Picture

In Steps 1 to 3 on page 34 of the text, students insert a picture and then modify the picture effects. Advise students to experiment with the hundreds of ways in which they can use options in the Picture Effects pane to modify a picture.

### Inserting a Caption

In Steps 4 and 5 on page 34 of the text, students insert a caption below the picture that they inserted in Step 1. Review the use of captions to provide information about a graphic (a figure). Note that the caption text is formatted with a style and that students update the Caption style.

### Defining a New Bullet

In Step 6 on page 34 of the text, students replace a bullet with a new bullet by defining a new bullet. Review how students can customize a document by selecting interesting bullet characters from the many Symbols galleries.

### Creating the SmartArt Diagram

In Steps 7 to 10 on page 34 of the text, students insert a SmartArt diagram using the Bending Picture Caption List SmartArt style. Students then insert three pictures. Encourage students to view the diagram formatted with some of the other Picture SmartArt styles.

### Creating the Header and Footer

Students insert a footer that includes their name at the right margin. Review the use of headers and footers to provide signpost information on each page of a multiple-page document.

### Dividing the Document into Sections

Review why sections are used to allow for different page formatting on different pages. In the proposal, students insert a Next Page section break to divide the document into two sections. Section 1 will contain the Cover Page and the Table of Contents page and Section 2 will contain the text of the proposal. The page number on the Table of Contents page is formatted differently from the page numbers on the pages containing the text of the proposal. Dividing the document into sections allows for different page number formatting in each section.

Review the use of the Link to Previous button. Remind students that they deselect the Link to Previous button when they want to ensure that the contents of a header or a footer are *not* the same as the contents of the header or footer in the previous section.

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### Generating the Table of Contents

In Step 3, on page 36 of the text, students generate a table of contents. Remind students that the table of contents contains all the headings in the text that were formatted in a heading style. Note that heading styles must be used in a multiple-page document if a table of contents is required. Advise students that the table of contents will be automatically updated if a portion of the proposal is removed. In addition, the numbering of headings subsequent to the deleted section will be automatically updated.

### Creating the Cover Page

In Steps 4 to 6 on page 36 of the text, students insert a Cover Page using the Semaphore style, modify the fill color of the vertical bar, delete some of the content controls, then move other content controls and enter text. Review the purpose of content controls and remind students that they can delete any content control they do not need. Also encourage students to view the other cover page styles available. Note that not all cover page styles use the same content controls.

### Finalizing the Proposal

Remind students to make any spacing adjustments in Whole Page view to ensure that the proposal appears attractively formatted over six pages before printing it.

### Further Practice

After students have completed Project 1, direct them to create a multipage document of their own for Independent Challenge 1, on page 46 of the text.

## Project 2: Six-Panel Program Brochure

*PR 2-French Language School Brochures.docx*

The goal of Project 2 is to show students how they can use the columns feature to create a multiple-column brochure in landscape orientation. Students enjoy creating the brochure and seeing how to apply the skills they learn to create a variety of document types. Before students begin Project 2, review the following materials.

### Understanding the Brochure Layout

Advise students to fold a blank piece of paper into a six-column brochure and then to number the six panels. By so doing, they understand that panel 6 of the brochure contains the text and graphics for the front cover of the brochure and is formatted as the third column on the second page.

### Creating the Header and Footer

Students display a blank document in landscape orientation and then create a header and footer. Students select the Different First Page option in the Page Setup dialog box so that the header and footer they create will appear only on panels 1, 2, and 3 (page 1) of the brochure. Students draw a line for the header. Remind students that they must press and hold [Shift] as they drag the mouse so the line is kept straight.

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### Creating Page 1 of the Brochure

Page 1 of the document contains panels 1, 2, and 3 of the completed brochure. These panels form the inside of the brochure when it is opened. Students create a five-column table to contain the text required for page 1 of the brochure. Review how the use of the table form can simplify the brochure creation process. All the information is contained within table cells that can be sized precisely. Students then copy and paste text from a data file into the appropriate table cells.

### Using Picture Effects

In Steps 6 to 8 on page 40 of the text, students insert a picture, rotate it, then apply the Pencil Sketch artistic effect and modify color corrections. Students then position the picture and send it behind the text. Encourage students to experiment with the many ways in which they can show pictures behind text to create some interesting effects.

### Creating a Filled Box

In Steps 4 and 5 on page 42 of the text, students insert a one cell table in column 1 of page 2 (Panel 5) and then fill the table cell with a dark fill and enter white text. Discuss how this technique can be used to provide the brochure with a professional look.

### Creating a Mailer

In Step 6 on page 42 of the text, students use the Text Direction feature to create a mailer panel containing rotated text. Note that this use of the Text Direction feature is only possible because the brochure is set up in a table form.

### Cropping to a Shape

In Step 7, on page 42 of the text, students insert a picture and then use the Crop to Shape feature to crop the picture to the oval shape. Encourage students to experiment with the many ways in which they can use the Crop to Shape feature to create interesting graphics.

### Further Practice

After students have completed Project 2, direct them to use the three-column format to create a brochure of their own for Independent Challenge 2, on page 48 of the text.

## Project 3: One-Page Résumé for Martin Chavez

*PR-2-Martin Chavez Resume.docx*

The goal of Project 3 is to encourage students to take advantage of timesaving features, such as tables and styles to create a simple one-page resume. Before students begin Project 3, review the following materials.

### Table Form

Discuss the use of the table form instead of tabs to create the two-column resume. A table form is more efficient than tabs because it allows students to change their minds regarding the size of the two columns. Encourage students to think of other ways in which they can use the table form to simplify common formatting tasks.

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### Modifying Styles

In Step 2, on page 44 of the text, students are asked to modify the Heading 1 style without instruction. You might want to review the steps required: right-click Heading 1 in the Styles gallery, click Modify, select the new settings, then click OK.

### Further Practice

After students have completed Project 3, direct them to use the table form feature to create a version of their own resume for Independent Challenge 3, on page 49 of the text.

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# SOLUTIONS

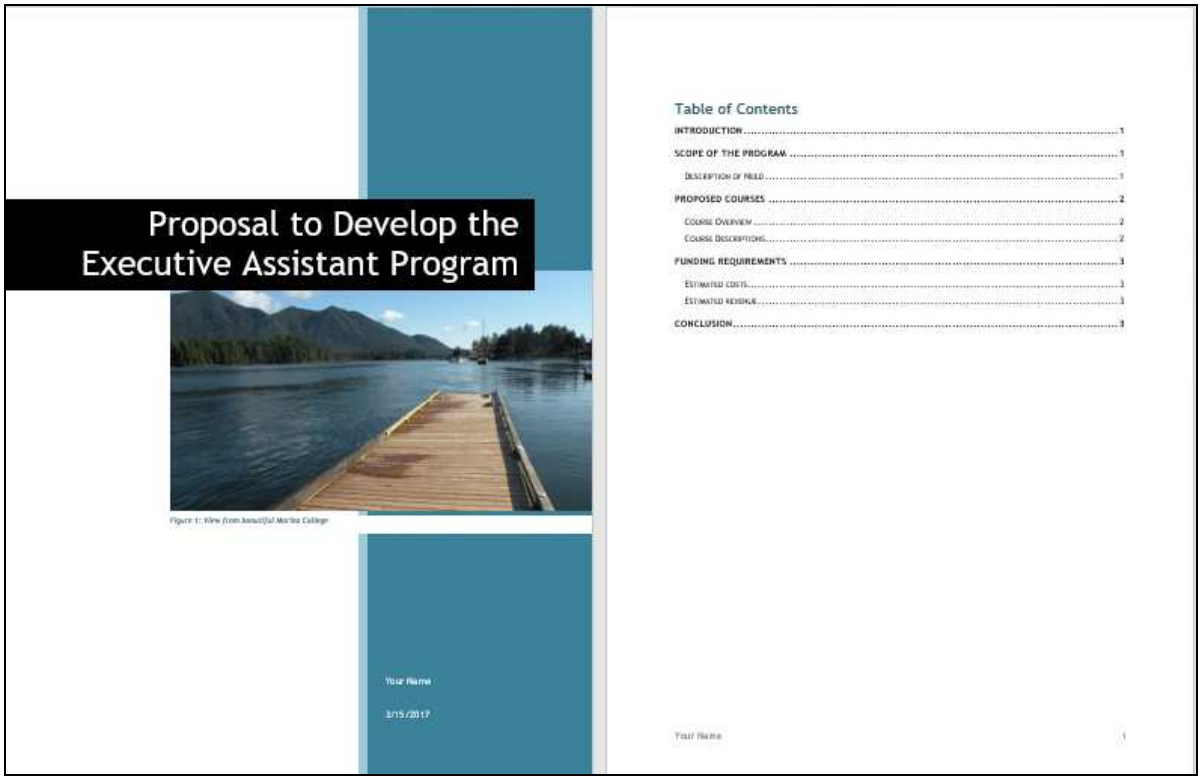
## Independent Challenge 1

*PR 2-My Proposal.docx*

Students create a multiple-page proposal that requests a significant change in a course, a program, or a company procedure. Review the components of a proposal. If you wish, advise students to adapt the proposal they created in Project 1. Students generally find that adapting an existing proposal to the specific topic they have selected is less difficult than creating a proposal from scratch. Independent Challenge 1 requires considerable input from students. You might want to use this challenge as part of your final evaluation. Ensure that a competed proposal is formatted with styles and includes an attractively formatted cover page, a table of contents, a header and/or footer, correct page numbering, and an appropriate SmartArt diagram.

Illustrated below is the cover page and table of contents for a sample proposal to upgrade software for computer courses at Marina College and pages 1 to 3 of the sample proposal text. On page 3, a SmartArt diagram is included.

Cover page and Table of Contents of sample proposal



Pages 1 to 3 of the sample proposal

## INTRODUCTION

This proposal presents a request to develop the Executive Assistant program to train students for employment as Administrative and Executive Assistants, Office Managers, and Office Administrators. Included in the proposal is a discussion of three factors related to the development of the program: Scope of the Program, Proposed Courses, and Funding Requirements. If approved, the Coordinator of the Business Department will develop course outlines and begin to recruit students for entry into the program in September 2017.



*Figure 2: Graduate of the program first year*

## SCOPE OF THE PROGRAM

The proposed program will provide students with extensive training in computer applications and business-related skills. The goal of the program is to train students for employment. The program will run for nine months from September to May and include a two-week work practicum. Students who graduate from the program will be prepared to enter the workforce.

### DESCRIPTION OF NEED

At present, none of the local community colleges offers an Executive Assistant program. Westview College, the closest competitor to Marina College, offers an Administrative Assistant program that primarily attracts students who have just graduated from high school. The proposed Executive Assistant program will target candidates who have either several years of college or considerable work experience. These candidates require practical skills that will help them gain employment in an office environment.

The marketing survey conducted by Martha Wise, Coordinator of the Business Department, is attached to this proposal.

Your Name 1

## PROPOSED COURSES

Mark Trent, an instructor in the Business Department, developed eight new courses for the proposed Executive Assistant program. He was assisted by Dr. Wendy Knutson, a Management Consultant and former faculty member at Marina College.

### COURSE OVERVIEW

Students in the proposed Executive Assistant program will take eight courses over two terms: September to December and January to May. The courses are evenly divided between theory-based and application-based courses. During the program, students become proficient in several software applications. In addition, students improve their written and oral communication skills, develop project management skills, and learn how to plan and run special events.

### COURSE DESCRIPTIONS

The following table lists the eight courses offered to students in the proposed Executive Assistant program.

| Course | Description |
|---|---|
| Basic Business Skills | Learn the fundamentals of business |
| Document Design | Develop expert-level skills in Microsoft Word |
| Project Management | Learn the fundamentals of project management |
| Budgeting & Analysis | Develop spreadsheet skills using Microsoft Excel |
| Web Page Design | Use HTML to design Web pages |
| Event Planning | Organize special events |
| Data Management | Develop database skills using Microsoft Access |
| Communications | Develop written and oral communication skills |

Your Name 2

## FUNDING REQUIREMENTS

Following is information about the estimated costs required to run the program and the revenue expected.

### ESTIMATED COSTS

The total estimated cost for the proposed program is $138,000 broken down as follows: $80,000 for faculty (based on a $10,000 cost per course), $35,000 for administrative support, $10,000 for advertising, and $13,000 for new software.

### ESTIMATED REVENUE

The radial diagram shown below displays the various funding sources available.




## CONCLUSION

The Executive Assistant program will enroll 36 students at a cost of $3,000 per student for total fees of $108,000. The remaining funding should break down as follows: College Grant: $15,000, Corporate and Private Donations: $10,000, and Fundraising: $5,000.

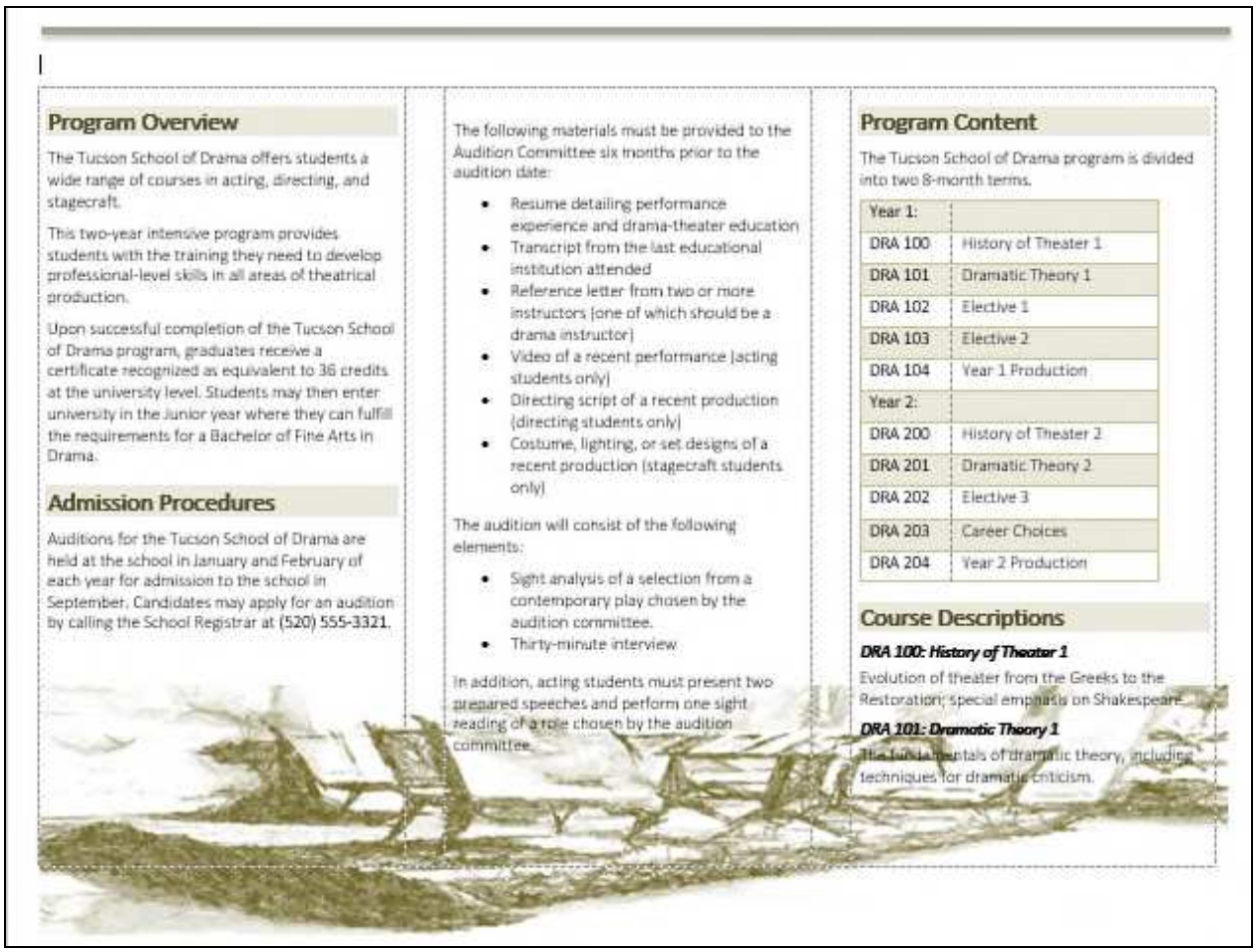
Your Name 3

## Independent Challenge 2

*PR 2-My Brochure.docx*

Students create a six-panel brochure over two pages to advertise the products or services sold by a company of their choice. Advise students to sketch the six panels of their brochures and then assist them to develop appropriate materials. If possible, supply samples of a variety of brochures or ask students to bring in sample brochures. Students enjoy the challenge of creating their own brochures. Encourage students to try a variety of formatting looks before selecting the format that best communicates the content of their brochure.

Completed brochures should include a photograph with an artistic effect applied and displayed behind text, formatted headings, a header and footer on page 1, a mailer panel with rotated text, and an attractively formatted front cover. A two-page brochure for the Tucson School of Drama is illustrated below.



### Program Overview

The Tucson School of Drama offers students a wide range of courses in acting, directing, and stagecraft.

This two-year intensive program provides students with the training they need to develop professional-level skills in all areas of theatrical production.

Upon successful completion of the Tucson School of Drama program, graduates receive a certificate recognized as equivalent to 36 credits at the university level. Students may then enter university in the junior year where they can fulfill the requirements for a Bachelor of Fine Arts in Drama.

### Admission Procedures

Auditions for the Tucson School of Drama are held at the school in January and February of each year for admission to the school in September. Candidates may apply for an audition by calling the School Registrar at (520) 555-3321.

The following materials must be provided to the Audition Committee six months prior to the audition date:

- Resume detailing performance experience and drama-theater education
- Transcript from the last educational institution attended
- Reference letter from two or more instructors (one of which should be a drama instructor)
- Video of a recent performance (acting students only)
- Directing script of a recent production (directing students only)
- Costume, lighting, or set designs of a recent production (stagecraft students only)

The audition will consist of the following elements:

- Sight analysis of a selection from a contemporary play chosen by the audition committee.
- Thirty-minute interview

In addition, acting students must present two prepared speeches and perform one sight reading of a role chosen by the audition committee.

### Program Content

The Tucson School of Drama program is divided into two 8-month terms.

| | |
|---|---|
| Year 1: | |
| DRA 100 | History of Theater 1 |
| DRA 101 | Dramatic Theory 1 |
| DRA 102 | Elective 1 |
| DRA 103 | Elective 2 |
| DRA 104 | Year 1 Production |
| Year 2: | |
| DRA 200 | History of Theater 2 |
| DRA 201 | Dramatic Theory 2 |
| DRA 202 | Elective 3 |
| DRA 203 | Career Choices |
| DRA 204 | Year 2 Production |

### Course Descriptions

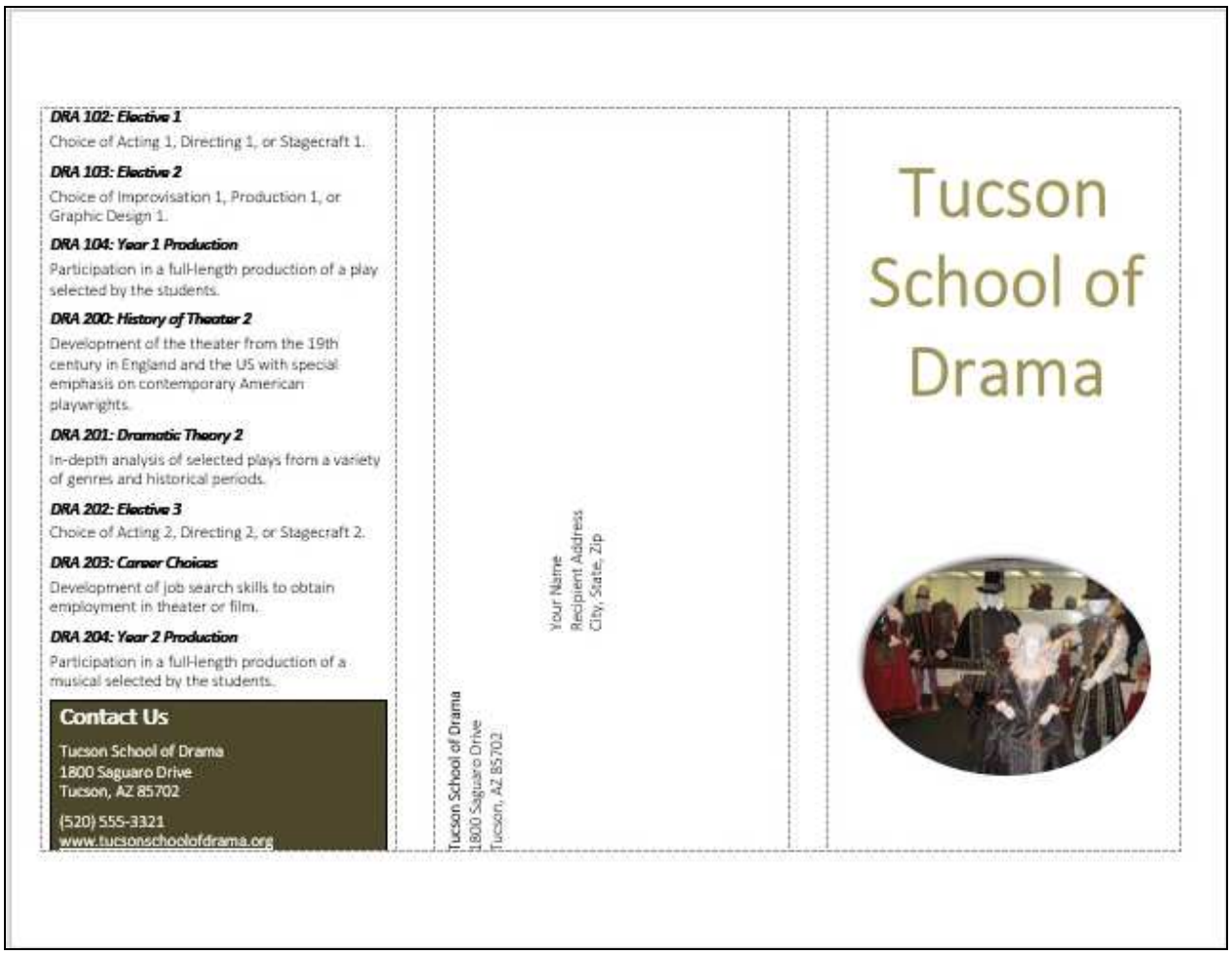
***DRA 100: History of Theater 1***

Evolution of theater from the Greeks to the Restoration; special emphasis on Shakespeare.

***DRA 101: Dramatic Theory 1***

The fundamentals of dramatic theory, including techniques for dramatic criticism.

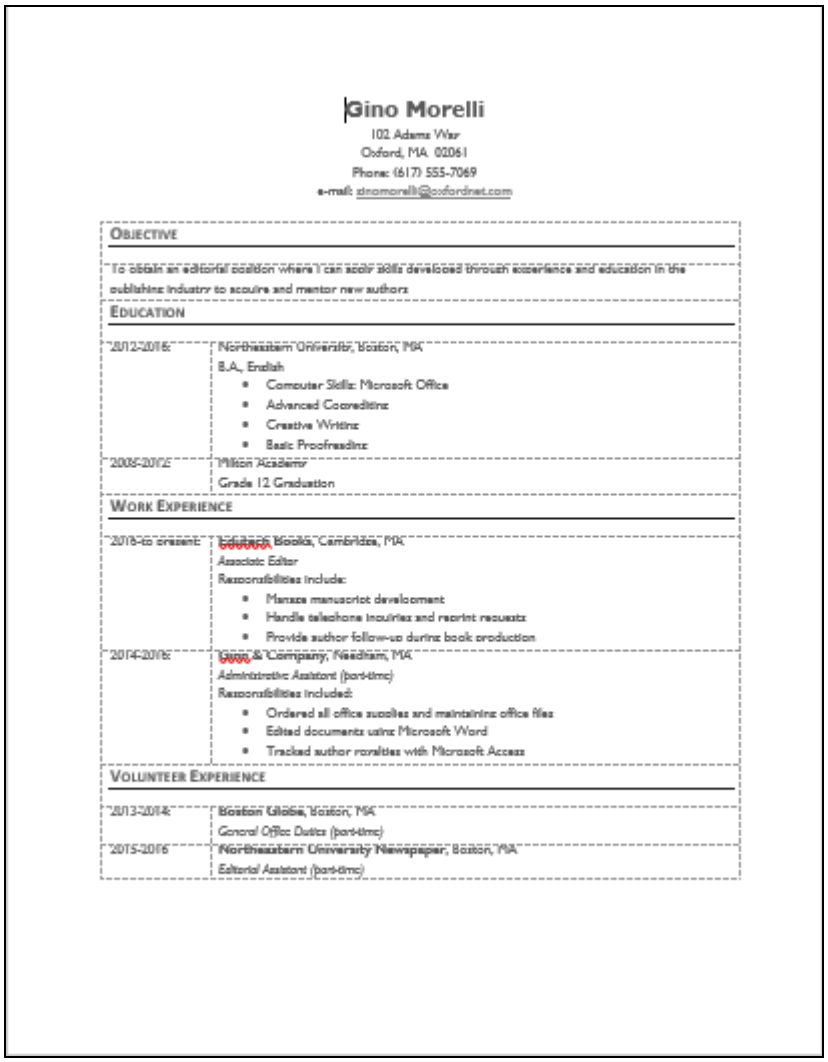
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DRA 102: Elective 1
Choice of Acting 1, Directing 1, or Stagecraft 1.
DRA 103: Elective 2
Choice of Improvisation 1, Production 1, or Graphic Design 1.
DRA 104: Year 1 Production
Participation in a full-length production of a play selected by the students.
DRA 200: History of Theater 2
Development of the theater from the 19th century in England and the US with special emphasis on contemporary American playwrights.
DRA 201: Dramatic Theory 2
In-depth analysis of selected plays from a variety of genres and historical periods.
DRA 202: Elective 3
Choice of Acting 2, Directing 2, or Stagecraft 2.
DRA 203: Career Choices
Development of job search skills to obtain employment in theater or film.
DRA 204: Year 2 Production
Participation in a full-length production of a musical selected by the students.
Contact Us
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1800 Saguaro Drive
Tucson, AZ 85702
(520) 555-3321
www.tucsonschoolofdrama.org
Tucson School of Drama
1800 Saguaro Drive
Tucson, AZ 85702
Your Name
Recipient Address
City, State, Zip
Tucson School of Drama

## Independent Challenge 3

*PR 2-My Resume.docx*

Students create their own resume based on the resume they created for Project 3. Stress that the resume they create should be one that they would use in real life. Before students begin their resumes, you might want to discuss the purpose of a resume, the various sections required, and the importance of a clean, uncluttered look. Ensure that students use styles to enhance the sections of the resume and table forms to display the information in a two-column format. Check that work responsibility details use parallel structure (for example, "Managing files," "Ordering supplies," and so forth). A sample resume is shown below.



**Gino Morelli**

102 Adams Way
Oxford, MA 02061
Phone: (617) 555-7069
e-mail: ginomorelli@oxfordnet.com

**OBJECTIVE**

To obtain an editorial position where I can apply skills developed through experience and education in the publishing industry to acquire and mentor new authors

**EDUCATION**

2012-2016: Northeastern University, Boston, MA
B.A., English
- Computer Skills: Microsoft Office
- Advanced Copyediting
- Creative Writing
- Basic Proofreading

2008-2012: Milton Academy
Grade 12 Graduation

**WORK EXPERIENCE**

2016-to present: Godwin Books, Cambridge, MA
Associate Editor
Responsibilities include:
- Manage manuscript development
- Handle telephone inquiries and reprint requests
- Provide author follow-up during book production

2014-2016: Gino & Company, Needham, MA
Administrative Assistant (part-time)
Responsibilities included:
- Ordered all office supplies and maintaining office files
- Edited documents using Microsoft Word
- Tracked author royalties with Microsoft Access

**VOLUNTEER EXPERIENCE**

2013-2014: Boston Globe, Boston, MA
General Office Duties (part-time)

2015-2016: Northeastern University Newspaper, Boston, MA
Editorial Assistant (part-time)

## Team Project

In the Team Project for Module 2, a team of three students develops documents related to the assessment of a college program of the team's choice. The team works together to develop a document theme and color scheme and then each individual is responsible for the creation of one document.

The team completes a project summary and three documents related to the documents covered in Module 2 as follows:

- PR 2-Team Project_Summary
- PR 2-Team Project_Program Proposal
- PR 2-Team Project_Program Brochure
- PR 2-Team Project_Team Resume

Rubrics are provided to grade the documents that students submit. Each document should demonstrate use of the features and skills specified in the project. The Project Summary document contains input from each of the three team members with regard to their experience creating their documents. Shown below is the rubric for grading the project summary.

Verify that the documents students submit include all the required features and are consistently formatted with content appropriate to the project topic.

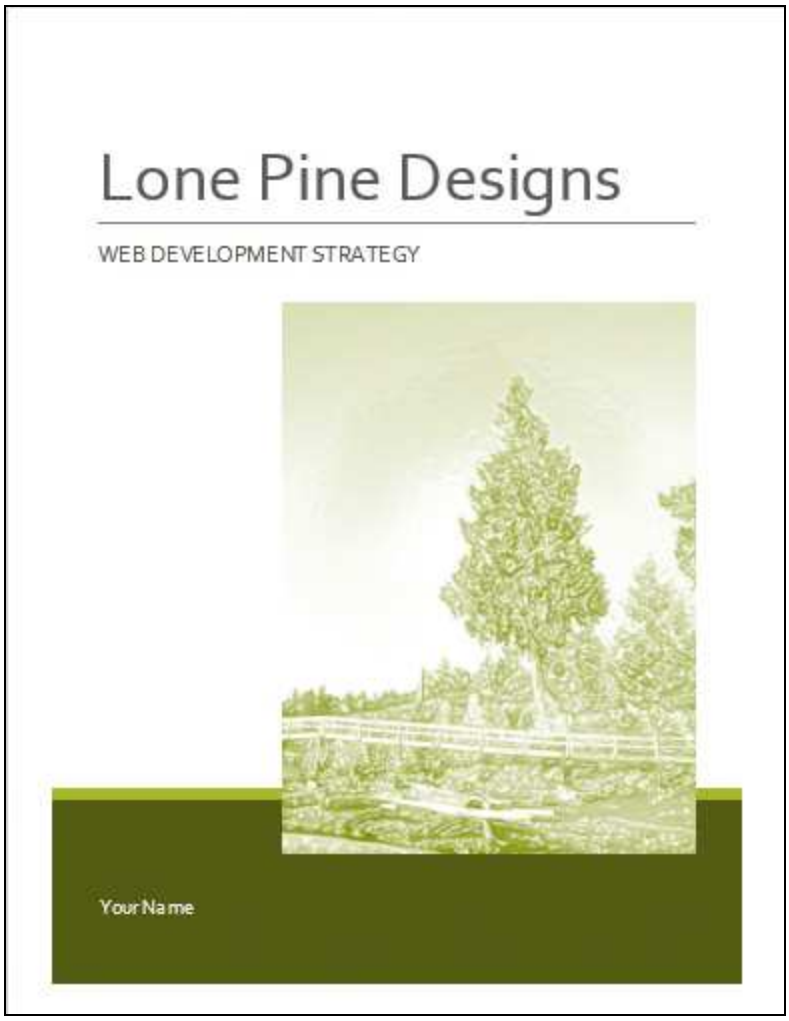
| Component | Description | Done |
|---|---|---|
| Document Design | A document theme and color scheme selected by the team. | ☐ |
| Team Member 1 | Description of the skills used to create the document and comments on challenges experienced and how they were solved. | ☐ |
| Team Member 2 | Description of the skills used to create the document and comments on challenges experienced and how they were solved. | ☐ |
| Team Member 3 | Description of the skills used to create the document and comments on challenges experienced and how they were solved. | ☐ |

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## Visual Workshop

*Web Development Cover Page.docx*

The completed cover page should appear as shown on page 54 of the text and below. Make sure that students have selected the Retrospect cover page style and the Basis theme, and matched the picture by modifying it as instructed and shown below.




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