Illustrated Computer Concepts and Microsoft Office 365 and Office 2016 1st edition Parsons Solutions Manual

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Southeast Asia and Oceania

Current Conservation Experiences

Following is a list of the conservation experiences offered in 2017.

Experience	Start Location	Days
Coastal Marine Conservation	Phang Nga, Thailand	14
Bali Sea Turtle Rescue	Bali, Indonesia	7
Orangutan Conservation	Sumatra, Indonesia	14
Sea Turtle Conservation	Suva, Fiji	7
Koala Habitat Conservation	Cairns, Australia	7
Elephant Rehabilitation	Chiang Mai, Thailand	7
Kangaroo Rehabilitation	Perth, Australia	7
Animal Care Internship	Singapore, Malaysia	14
Sun Bear Conservation	Borneo, Malaysia	7
Tiger Conservation	Taman Negara, Malaysia	14
Orangutan Rehabilitation	Borneo, Malaysia	7
Coral Reef Habitat Protection	Cairns, Australia	7
Whale Shark Project	Donsol, Philippines	7

Conservation Experience Leaders

The Southeast Asia and Oceania regions employs the five experience leaders listed below to run the 2017 conservation volunteer experiences.

Last Name	First Name	Home Country	E-mail
Chan	Jane	Australia	jchan@r2gasia.com
Andaya	Tala	Philippines	tandaya@r2gasia.com
Darmadi	Hendra	Indonesia	hdarmadi@r2gasia.com
Suttikul	Solada	Thailand	ssuttikul@r2gasia.com
Naruma	Maki	Malaysia	mnaruma@r2gasia.com

Conservation Volunteer Experiences

Southeast Asia and Oceania Region

Overview

Leaders for the conservation volunteer experiences are based in Australia, the Philippines, Thailand, Indonesia, and Malaysia. In 2017, R2G's Southeast Asia and Oceania region offered thirteen conservation experiences. The two most popular experiences were the Animal Care Internship in Malaysia and the Orangutan Conservation experiences in Indonesia. Here's a list of the conservation experiences:

Experience	Price	Volunteers	Start Location	Days	Revenue
Coastal Marine Conservation	$ 5,500.00	12	Phang Nga, Thailand	14	$ 66,000.00
Bali Sea Turtle Rescue	$ 4,000.00	10	Bali, Indonesia	7	$ 40,000.00
Orangutan Conservation	$ 6,000.00	14	Sumatra, Indonesia	14	$ 84,000.00
Sea Turtle Conservation	$ 4,000.00	12	Suva, Fiji	7	$ 48,000.00
Koala Habitat Conservation	$ 4,500.00	10	Cairns, Australia	7	$ 45,000.00
Elephant Rehabilitation	$ 5,000.00	12	Chiang Mai, Thailand	7	$ 60,000.00
Kangaroo Rehabilitation	$ 4,000.00	13	Perth, Australia	7	$ 52,000.00
Animal Care Internship	$ 6,500.00	15	Singapore, Malaysia	14	$ 97,500.00
Sun Bear Conservation	$ 4,000.00	8	Borneo, Malaysia	7	$ 32,000.00
Tiger Conservation	$ 7,500.00	10	Taman Negara, Malaysia	14	$ 75,000.00
Orangutan Rehabilitation	$ 3,500.00	12	Borneo, Malaysia	7	$ 42,000.00
Coral Reef Habitat Protection	$ 6,000.00	8	Cairns, Australia	7	$ 48,000.00
Whale Shark Project	$ 4,000.00	12	Donsol, Philippines	7	$ 48,000.00

Experience Leaders

The overwhelming success of the conservation experiences operated in the Southeast Asia and Oceania region is a direct result of the outstanding efforts of our team of dedicated, personable, and skilled experience leaders. Shown below is the list of leaders who led our 2017 conservation experiences.

Leader ID	Last Name	First Name	Home Country	E-mail
1	Chow	Jane	Australia	jchan@r2gasia.com
2	Andaya	Tala	Philippines	tandaya@r2gasia.com
3	Darmadi	Hendra	Indonesia	hdarmadi@r2gasia.com
4	Suttikul	Solada	Thailand	ssuttikul@r2gasia.com
5	Naruma	Maki	Malaysia	mnaruma@r2gasia.com

In every survey of every conservation experience operated in 2017, the Experience Leaders category received the highest ranking. In addition, the head office of Reason2Go has confirmed that these rankings exceed the rankings from all other surveys generated by all other regional headquarters company-wide.

Your Name

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Health First Apps

Price List

Product	Category	Price
Whole Foods for Life	Nutrition	$7.00
Job Talk	Career	$4.00
Star Turns	Personal	$1.50
Feng Shui for Beginners	Personal	$6.00
Brain Nutrition	Puzzles	$2.00
Crossword Challenge	Puzzles	$3.00
Meditation Mandates	Spiritual	$3.50
Fitness Buddy	Fitness	$5.50
Walk With Me	Fitness	$4.50
Guilt-Free Vegan	Nutrition	$3.00

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Isle View Gallery

Current Inventory

Following is a list of the images featured on postcards produced by Isle View Gallery. The images are sorted by category.

Image Title	Category	Artist
Two Dolphins	Animals	Kevin Donahue
Leaping Orca	Animals	Carola Lee
Cedar Trees in Mist	Forest	Carlos Sanchez
Forest Path	Forest	Robin Knutson
Mountain Mists	Mountains	Jasjit Singh
Mountain Clouds	Mountains	Olivia Jones
Moonlight on the Beach	Ocean	Mary Renfrew
Islands in the Sound	Ocean	Pierre Lalonde
Crashing Waves	Ocean	Gary Schwein
Beachcombing	Ocean	Janice Essex
Sailboats at Sunset	Ocean	Rory Seaton
Islands in the Mist	Ocean	Patty Martin
Driftwood	Ocean	Sook-Yin Chow
Rock Pools	Ocean	Jen Kowalski
Sand Dunes	Ocean	Ellen Rowe

Gift Shop Products

In its gift shop, Isle View Gallery sells a variety of goods in addition to postcards. Shown below are the five top-selling gift shop products.

Title	Description	Category	Price
Ocean Swells	Mouse Pad	Sundry	$12.00
Wave Action	Mouse pad	Sundry	$12.00
Misty Mountains	Mug	Sundry	$20.00
Leaping Dolphin	Sweatshirt	Clothing	$55.00
Suspended Raindrop	Framed Poster	Poster	$60.00

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Isle View Gallery

Art Postcard Sales

Isle View Gallery recently began selling postcard reproductions of work by some of its gallery artists. Sales have been brisk, particularly to tourists during the summer months. The table below lists the current stock of postcard images by the top-selling artists in each of five categories. The top-selling category is Ocean.

Image Title	Price	Print Run	Category	Artist	Total Value
Two Dolphins	$ 4.00	50	Animals	Kevin Donahue	$ 200.00
Leaping Orca	$ 5.00	75	Animals	Carola Lee	$ 375.00
Cedar Trees in Mist	$ 5.00	75	Forest	Carlos Sanchez	$ 375.00
Forest Path	$ 6.00	75	Forest	Robin Knutson	$ 450.00
Mountain Mists	$ 5.00	100	Mountains	Jasjit Singh	$ 500.00
Mountain Clouds	$ 4.00	50	Mountains	Olivia Jones	$ 200.00
Moonlight on the Beach	$ 7.00	50	Ocean	Mary Renfrew	$ 350.00
Islands in the Sound	$ 6.00	75	Ocean	Pierre Lalonde	$ 450.00
Crashing Waves	$ 5.00	100	Ocean	Gary Schwein	$ 500.00
Beachcombing	$ 7.00	100	Ocean	Janice Essex	$ 700.00
Sailboats at Sunset	$ 5.00	50	Ocean	Rory Seaton	$ 250.00
Islands in the Mist	$ 6.00	50	Ocean	Patty Martin	$ 300.00
Driftwood	$ 6.00	75	Ocean	Sook-Yin Chow	$ 450.00
Rock Pools	$ 7.00	100	Ocean	Jen Kowalski	$ 700.00
Sand Dunes	$ 4.00	50	Ocean	Ellen Rowe	$ 200.00

Price List

The price list shown below lists the top five products sold by Isle View Gallery. Three product categories are represented: Clothing, Posters, and Sundry. The Sundry category includes such items as mouse pads, mugs, tote bags, pens, and jigsaw puzzles.

Product ID	Title	Description	Category	Price
1	Ocean Swells	Mouse Pad	Sundry	$12.00
2	Whitecaps at Sunset	Mouse pad	Sundry	$12.00
3	Misty Mountains	Mug	Sundry	$20.00
4	Leaping Dolphin	Sweatshirt	Clothing	$55.00
5	Suspended Raindrop	Framed Poster	Poster	$60.00

Your Name

Illustrated Computer Concepts and Microsoft Office 365 and Office 2016 1st edition Parsons Solutions Manual

MEMORANDUM

To: Hugh Nelson

From: Your Name

Date: Current Date

Re: Summer Sales

This memo presents information about the sales of surfboards generated during the summer months from the three Pacific Crest Surfing retail outlets. Total revenue was $ 1,794,200.00 for the summer.

The table below displays all equipment sales.

Brand	Model	Price	Oahu	Santa Mor	Tofino	Total
Crester	RS4	$ 600.00	72	16	26	114
Crester	Bender Pal	$ 700.00	45	50	46	141
Crester	Live Wire 380	$ 800.00	89	54	56	199
Big Surf	Island King	$ 600.00	72	88	77	237
Big Surf	Loco Coco 223	$ 700.00	45	72	89	206
Big Surf	Rainman 230	$ 1,000.00	46	26	64	136
Big Surf	GR 22	$ 1,200.00	48	46	51	145
Watership	Secret Wave	$ 1,500.00	13	55	26	94
Watership	Surfer Sal	$ 1,200.00	18	98	82	198
Watership	Mad Surfer	$ 800.00	22	13	58	93
MacMillan	Moon Maiden	$ 1,800.00	28	14	43	85
MacMillan	Buddy Board	$ 1,500.00	78	18	12	108
MacMillan	Antilles 850	$ 900.00	10	78	27	115

Sales of most brands remain stable. With total sales of $ 596,400.00 , the Big Surf brand of continues to be a bestseller. In the fall of 2020, Pacific Crest Surfing plans to add several more Big Surf products to its stock.

Your Name

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Red Rock Marketing

Spring Contracts

Red Rock Marketing provides small businesses with a one-stop shop for Web marketing services. The table below lists the clients serviced by Red Rock Marketing in March and April.

Date	Client Name	Service	Hours	Consultant	Location	Rate	Total
2017-03-06	Marilyn Adams	Email Marketing	20	Felicity Vasquez	Head Office	$ 90.00	$ 1,800.00
2017-03-07	Charles Sutton	Market Research	15	Jason Bahn	Client's Office	$ 90.00	$ 1,350.00
2017-03-15	Peter Knowlton	Optimization	10	Felicity Vasquez	Client's Home	$ 90.00	$ 900.00
2017-03-20	Grace Johnson	Optimization	20	Jason Bahn	Head Office	$ 90.00	$ 1,800.00
2017-03-31	Sally Lee	Email Marketing	15	Felicity Vasquez	Kansas Branch	$ 90.00	$ 1,350.00
2017-04-02	Carlos Ramirez	Market Research	25	Marilee Schwein	Client's Home	$ 90.00	$ 2,250.00
2017-04-05	Gerald Anuba	Branding	25	Felicity Vasquez	Nevada Branc	$ 90.00	$ 2,250.00
2017-04-10	Hiromi Tanaki	Market Research	10	Jason Bahn	Head Office	$ 90.00	$ 900.00
2017-04-11	Darren Chow	Optimization	15	Marilee Schwein	Head Office	$ 90.00	$ 1,350.00
2017-04-25	Shad Donovan	Branding	10	Jason Bahn	Client's Home	$ 90.00	$ 900.00

Your Name

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Spring Contracts

Consultant List

Client Name	Consultant	Location
Marilyn Adams	Felicity Vasquez	Head Office
Charles Sutton	Jason Bahn	Client's Office
Peter Knowlton	Felicity Vasquez	Client's Home
Grace Johnson	Jason Bahn	Head Office
Sally Lee	Felicity Vasquez	Kansas Branch
Carlos Ramirez	Marilee Schwein	Client's Home
Gerald Anuba	Felicity Vasquez	Nevada Branc
Hiromi Tanaki	Jason Bahn	Head Office
Darren Chow	Marilee Schwein	Head Office
Shad Donovan	Jason Bahn	Client's Home

MODULE 2
Integrating Word, Excel, and Access

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Module 2: Integrating Word, Excel, and Access

Concepts Review

Matching Items	Multiple Choice
1. b	6. b
2. e	7. c
3. d	8. c
4. a	9. d
5. c	

Skills Review

INT 2-Isle View Gallery Postcards.xlsx
INT 2- Isle View Gallery Information.docx
INT 2- Isle View Gallery Report.docx
INT 2- Isle View Gallery Inventory.accdb
INT 2- Isle View Gallery Inventory Data.xlsx

Students work with Word, Access, and Excel to create a report in Word that includes objects from Access and Excel. First, students open an Excel workbook, delete selected rows, save and close the workbook, open a database in Access, then import the Excel workbook as external data. Students then open a Word document, copy a table, paste the table data into an existing table in Access, then modify the position of selected fields. Students also link an Access table to Excel, then link an Access table to Word. Finally, students work in Word to create a report that includes the linked Access table and the linked Excel data. Changes are made to the data in Access and then the links updated in the Word report.

NOTE: Linked files must be viewed on the computer where they were created. The links in the files that students submit will *not* update when the instructor opens them. To view a linked Excel file, click No in response to the message to update links, close the workbook without saving it, then reopen the workshop and click Don't Update. To view a linked Word file, click No to update links.

The completed Word report appears as shown on the following page.

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Isle View Gallery

Art Postcard Sales

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Price List

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5	Suspended Raindrop	Framed Poster	Poster	$60.00

Your Name

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Independent Challenge 1

INT 2-Red Rock Sales Data.xlsx
INT 2- Red Rock Consultants.docx
INT 2- Red Rock Marketing.accdb
INT 2- Red Rock Client Revenue.xlsx
INT 2- Red Rock Clients.docx

Students import an Excel file into a new database, then add data to it from a Word table. Students then copy the Access tables into Excel as a link, make calculations based on the data, then set up the report in Word. Finally, students copy selected data from Excel and paste it into Word as links, change data in the Access database, then update links in the Excel workbook and the Word document.

NOTE: Linked files must be viewed on the computer where they were created. The links in the files that students submit will *not* update when the instructor opens them. To view a linked Excel file, click No in response to the message to update links, close the workbook without saving it, then reopen the workshop and click Don't Update. To view a linked Word file, click No to update links.

Illustrated below is the completed INT 2- Red Rock Clients document. Note that the top border of the table will appear when printed.

Red Rock Marketing

Spring Contracts

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2017-04-25	Shad Donovan	Branding	10	Jason Bahn	Client's Home	$ 90.00	$ 900.00

Your Name

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Independent Challenge 2

INT 2-Health First Apps Price List.docx
INT 2- Health First Apps.accdb
INT 2- Health First Apps Sales.xlsx

Students transfer a Word table into an Access database, add new records, export the Access table to Excel as a link, perform calculations on the data in Excel, change data in Access, then update the linked data in Excel.

NOTE: Linked files must be viewed on the computer where they were created. The links in the files that students submit will *not* update when the instructor opens them. To view a linked Excel file, click No in response to the message to update links, close the workbook without saving it, then reopen the workshop and click Don't Update. To view a linked Word file, click No to update links.

The completed Excel workbook appears as shown below.

	A	B	C	D	E	F	G
1	**Health First Apps Sales**						
2	**ID**	**Product**	**Category**	**Price**	**Sales**	**Revenue**	
3	1	Whole Foods for Life	Nutrition	$ 7.00	200	$ 1,400.00	
4	2	Job Talk	Career	$ 5.00	200	$ 1,000.00	
5	3	Star Turns	Personal	$ 1.50	200	$ 300.00	
6	4	Feng Shui for Beginners	Personal	$ 6.00	200	$ 1,200.00	
7	5	Brain Nutrition	Puzzles	$ 2.00	300	$ 600.00	
8	6	Crossword Challenge	Puzzles	$ 3.00	300	$ 900.00	
9	7	Meditation Mandates	Spiritual	$ 3.50	300	$ 1,050.00	
10	8	Fitness Buddy	Fitness	$ 4.00	300	$ 1,200.00	
11	9	Walk With Me	Fitness	$ 4.50	300	$ 1,350.00	
12	10	Guilt-Free Vegan	Nutrition	$ 3.00	300	$ 900.00	
13	11	Happy Yoga	Fitness	$ 3.00	300	$ 900.00	
14	12	Organize for Success	Career	$ 2.00	300	$ 600.00	
15							
16	Your Name						
17							

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Independent Challenge 3

INT 2-Pacific Crest Surfing Sales.xlsx
INT 2- Pacific Crest Surfing Summer Sales.docx
INT 2- Pacific Crest Surfing Inventory.accdb

Students are instructed to create an Access database that includes data copied from an Excel workbook and a Word document. Students then create a memo in Word that contains data linked to the Access database.

NOTE: Linked files must be viewed on the computer where they were created. The links in the files that students submit will *not* update when the instructor opens them. To view a linked Excel file, click No in response to the message to update links, close the workbook without saving it, then reopen the workshop and click Don't Update. To view a linked Word file, click No to update links.

The completed memo in Word appears as shown below.

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MEMORANDUM

To: Hugh Nelson

From: Your Name

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Re: Summer Sales

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Sales of most brands remain stable. With total sales of $ 596,400.00 , the Big Surf brand of continues to be a bestseller. In the fall of 2020, Pacific Crest Surfing plans to add several more Big Surf products to its stock.

Your Name

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Visual Workshop

INT 2-Markham Insurance.accdb
INT 2-Markham Insurance Travel Expenses.xlsx

The completed worksheet should appear in Excel as shown in Figure 2-14 on page Integration 32 of the text. Shown below is the completed worksheet.

	A	B	C	D	E	F	G	H
1	**Markham Insurance**							
2	**Consultant Travel: Third Quarter**							
3	**ID**	**Last Name**	**First Name**	**Destination**	**Days**	**Per Diem**	**Total**	
4	1	Renfrew	Jason	Paris	10	$ 300.00	$ 3,000.00	
5	2	O'Brian	Marjorie	Tokyo	10	$ 300.00	$ 3,000.00	
6	3	Ogilvie	Wendell	Tokyo	10	$ 300.00	$ 3,000.00	
7	4	Vasquez	Carlos	Toronto	5	$ 300.00	$ 1,500.00	
8	5	Rosas	Maria	Madrid	10	$ 300.00	$ 3,000.00	
9	6	Da Silva	Inez	New York	10	$ 300.00	$ 3,000.00	
10	7	Strachan	Eliza	London	12	$ 300.00	$ 3,600.00	
11	8	Parrish	Gail	Seoul	12	$ 300.00	$ 3,600.00	
12	9	Singh	Manjeet	Berlin	12	$ 300.00	$ 3,600.00	
13	10	Amin	Elijah	Mumbai	10	$ 300.00	$ 3,000.00	
14						Total Expenses	$30,300.00	
15								
16	Your Name							
17								

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Integration Module 2: Integrating Word, Excel, and Access

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 headings 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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Integration 18: Integrate Data Among Word, Excel, and Access 2
Integration 20: Import an Excel Worksheet into Access 3
Integration 22: Copy a Word Table to Access 4
Integration 24: Link an Access Table to Excel and Word 5
Integration 26: Link an Access Table to Word 6
End of Module Material 8

Module Objectives

Students will have mastered the material in Integration Module 2 when they can:

- Integrate data among Word, Excel, and Access
- Import an Excel worksheet into Access
- Copy a Word table to Access
- Link an Access table to Excel and Word
- Link an Access table to Word

Integration 18: Integrate Data Among Word, Excel, and Access

LEARNING OUTCOMES

- Identify integration options for Word, Excel, and Access

LECTURE NOTES

- Explain to students how they can be more efficient by integrating information created in Word, Excel, and Access.
- Discuss how each of the three applications is designed to perform different functions. Use Word to create reports, proposals, and letters. Use Excel to "number crunch" and create workbooks containing financial information and calculations. Use Access to store data such as customer data and sales data.

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- Review the concept of importing an Excel worksheet into Access; this procedure is often done when information required for an Access database is already contained in an Excel worksheet.
- Point out FIGURE 2-1 that shows data from Excel imported into a table in Access.
- Review the concept of copying a Word table into Access. This procedure is done when information required for an Access database is already contained in a Word table.
- Review the concept of linking. If a table is copied from Access, pasted into Excel as a link, then pasted into Word as a link, any changes made to the data in the table in Access will also be made to the data in Excel and Word.
- Point out the report shown in FIGURE 2-2 and note the two objects that were originally created in other programs. One table is linked to Excel and then to Access and the other table is copied from Access and pasted into word as a link.
- Explain how a table can be linked directly to Word from Access. A table created in Access is copied, then pasted as a link into Word.

CLASSROOM ACTIVITIES

1. Class Discussion:
   Take a few minutes to brainstorm a list of different situations where sharing information across the three applications covered in this unit (Word, Excel, and Access) would be useful. Encourage students to think of an example for each of the following situations:
   - An Access database contains information about membership for a fitness club. How can this data be used in Excel and Word?
   - An Excel workbook contains inventory information. How can this data be used in Access and Word?
   - A Word document contains a table that listed information about volunteers. How can this data be used in Excel and Access?

2. Critical Thinking: Why is the ability to link data across three applications useful? How can operations be streamlined as a result of linking data from a database to Word and Excel files? When might object linking not be useful? For example, what might happen when you send a file that contains linked data to someone else? Would you need to send both files? Would the links "work" on someone else's system?

3. Quick Quiz:
   1. What program should you use to analyze apartment rentals data? (Answer: Excel)
   2. What program should you use to store apartment rentals data? (Answer: Access)
   3. What program should you use to describe and comment on apartment rentals data? (Answer: Word)
   4. You use the Copy and Paste _____ commands to copy an Access table and paste it into Excel as a link. (Answer: Special)
   5. What happens to linked data in Word and Excel when you change the data in Access? (Answer: The data in Word and Excel also changes.)

Integration 20: Import an Excel Worksheet into Access

LEARNING OUTCOMES

- Prepare an Excel table for export to Access
- Import an Excel table to Access
- Rename imported field names

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LECTURE NOTES:

- Review how importing data directly into an Access table can save typing time and reduce errors.
- Review the procedure required to import Excel data into an Access table.
- Remind students that they must first prepare an Excel worksheet before importing it into Access. Any extraneous data such as pictures and title rows must be removed from the Excel worksheet before importing it into an Access table.
- Point out that the structure of the Excel worksheet should include *only* column headings and rows.
- Refer to FIGURE 2-3 to show the Get External Data dialog box that appears when data is imported from Excel into Access. Remind students that the file path shown in FIGURE 2-3 will be different on their own computers.
- Refer to FIGURE 2-4 and note how the field name was changed from Participants to Volunteers. Point out that every column heading in Excel becomes a field name in Access.
- Review students' understanding of Access terms such as fields, records, and data types. Point out that the data type of a field can also be changed during the import process.
- Refer to FIGURE 2-5 to show how an Excel table appears after it has been imported into Access.
- Remind students that in this lesson, they import the Excel table without links. Discuss how an Excel table can also be imported with links so that any changes made to the data in Excel are also made to the imported table in Access.

TEACHER TIP
Students can easily click the Excel button in the Import group instead of the Excel button in the Export group (see Trouble). If this happens, advise them to close all dialog boxes so they are starting with the Conservation Experiences database, then try Step 4 again.

CLASSROOM ACTIVITIES

1. Group Activity: Ask students to discuss in a group why they need to "clean up" an Excel worksheet before they can import it. Ask them to appoint one group member to open an Excel workbook, add a picture and some extra rows above the table they want to import, save, and close the workbook, and then import it into Access. What happens? Is the data imported correctly? Why not? (Answer: The data is not imported correctly because Access cannot identify which columns contain field names.)

2. Critical Thinking: Why might the file path shown in the Get External Data dialog box in FIGURE 2-3 be different from the file paths on students' computers? What drive letter appears for students? If it is not "C" for a local hard drive, why not? (Answer: Encourage students to think about how files are organized on a network. For example, students in a lab situation will probably be working off a network drive that could be any letter apart from A or C, or they may be working off a Flash drive that could be labeled "F" or "D.")

3. Critical Thinking: When you import an Excel worksheet, Access gives you the option of saving your import steps? Why would you want to save your steps? (Answer: If you thought you would need to import more data at a later data. For example, if you have worksheets from different states or regions of the country need to be added.)

LAB ACTIVITY

Ask students to import the INT 2-1 workbook into a new blank Access database as a link. Students can save the new database as Table Copying Practice.accdb. Remind students to click the Link to the data

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source by creating a linked table option button in the Get External Data dialog box. Then ask students to open the Excel workbook, change selected data, and then view the changes in the Access database. Remind students to change the value in Excel back to the original value if they are handing in the file for grading.

Integration 22: Copy a Word Table to Access

LEARNING OUTCOMES

- Copy a Word table to an existing Access table
- Copy a Word table to a new Access table

LECTURE NOTES

- Discuss with students why they may want to copy data contained in a Word table into an Access database (e.g., to minimize typing time and reduce the chance of errors).
- Remind students that a Word table is not linked to an Access table. As a result any change made to a table in Word is not made to the data in Access.
- Point out that any time a Word table is copied into an existing Access table, the Word table must contain exactly the same number of records as the Access table.
- Explain that a Word table can also be pasted into a new, blank Access table. In this instance, the number of records in the Word table is not important because the table does not need to "fit" with the structure of an existing table.
- Point out that any time a field in the Word table is the same as a field contained in the Access table, the field is assigned a new name such as Name1 or Phone1.
- Explain that duplicate fields can be easily deleted after the Word table is copied into Access.

TEACHER TIP
Make sure students understand that if they want to paste a Word table into an existing Access table, then the Word table must have the same number of records as the Access table. If they want to paste a Word table into a new blank Access database, then the Word table can have any number of records. Once the Word table is copied, the Word table and the Access table are not linked so any changes they make to the Word table are not reflected in the Access database and vice versa.

CLASSROOM ACTIVITIES

1. Critical Thinking: Ask students to discuss why a Word table copied to an existing table in Access should contain the exact same number of records.

2. Quick Quiz:
    1. When you paste a Word table into an Access table that already contains records, you need to make sure that the Word table contains the _____ number of records as the Access table. (Answer: same)
    2. How do you delete a column from an Access table? (Answer: Right-click the field name, click Delete Field, and then click Yes.)
    3. How do you change a field name in an Access table? (Answer: Double-click the current field name, type the new field name, press Enter.)

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LAB ACTIVITY

Ask students to open the data file INT 2-2.docx, save it as Table Copying Practice, then create a table in Word that contains several columns and rows (students can determine appropriate data for the table). Close and save the table, then open the Table Copying Practice.accdb database created in the previous lesson (or create a new database and name it Table Copying Practice). Create a new table in Access that contains fewer records than the table created in Word. Copy the Word table, then paste it into the Access table. What happens to the extra records when they are copied to Access? Why would this situation cause problems with the Access database?

Integration 24: Link an Access Table to Excel and Word

LEARNING OUTCOMES

- Use Copy and Paste Special to create links
- Update linked data

LECTURE NOTES:

- Explain to students that they can create links among all three programs.
- Review the Paste options listed in TABLE 2-1, then discuss the use of the Copy and Paste Special commands to create a link between objects. In this lesson, students use the commands to create a link between an Access database object and an Excel destination file. The object in Excel is then further copied to Word and pasted as a link.
- Explain that the result of the linking will be that any change made to the data in Access is updated in Excel and in Word.
- Remind students that when they paste an Access table into Excel as a link, they cannot modify the structure of the table. For example, they cannot delete any of the rows or columns in the pasted data. Only changes to cell formatting are permitted.
- Point out that the purpose of copying Access data into Excel is to use the function of Excel to make calculations based on the pasted data. Remind students that they can perform calculations in Access, but that it is easier to do so in Excel.
- Review FIGURE 2-10 that shows the Excel data pasted into Word as a linked table.

CLASSROOM ACTIVITIES

1. Class Discussion: Discuss the benefits of linking data among three programs. For example, linking the data prevents data duplication, saves typing time, and reduces opportunities for errors. Have students give a specific example from their own lives where linking data would be beneficial.
2. Quick Quiz:
    1. Why can't you delete a row or column in data copied from Access and pasted into Excel as a link? (Answer: The data is linked to a table in Access. Structural changes cannot be made.)
    2. Which of the following commands is used to paste a table copied from Access into Excel as a link? Paste Special, Paste Link, Paste, Enter? (Answer: Paste Link)
    3. Which of the following commands is used to paste a table copied from Excel into Word as a link? Paste Special, Paste Link, Paste, Enter? (Answer: Paste Special)
    4. Which of the following commands is used to paste an object without creating a link? Paste Special, Paste Link, Paste, Enter? (Answer: Paste)

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Integration 26: Link an Access Table to Word

LEARNING OUTCOMES

- Create a link between data in Access and Word

LECTURE NOTES:

- Review the use of the Paste Special command to copy a table from Access and paste it into Word as a link.
- Emphasize that students will select the Formatted Text (RTF) option when pasting the Access table into Word so that formatting is retained.
- Ensure students understand that they should test links between programs to verify that they work correctly.
- Demonstrate how to update linked data in the destination program if it does not update automatically.
- Complete the lesson with a review of the integration tasks shown in TABLE 2-2. This table reviews the five integration tasks students performed in the unit.

TEACHER TIP
Note the Trouble associated with Step 5. The links that students create between the programs should update automatically. Sometimes, students may need to wait for a few moments, depending on the speed of their computers.

CLASSROOM ACTIVITIES

1. Critical Thinking: What are some situations in which you would you want to copy an Access table and paste it directly into Word as a link? Why would you not first paste the table in Excel (Answer: When you do not need to perform calculations with the data.)

2. Quick Quiz:
    1. What are the commands to copy a table from Word and paste it into Access? (Answer: Copy/Paste)
    2. When copying a table from Word to an existing table in Access, what are the requirements for the Word table? (Answer: The Word table must contain the same number of records as the Access table.)
    3. What are the commands to copy an Access table and paste it as a link into Excel? (Answer: Copy/Paste Special/Paste Link)
    4. What are the commands to copy an Access table and paste it as a link into Word? (Answer: Copy/Paste Special/Paste Link)

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 unit skills. The Independent Challenges increase in difficulty, with the first one in each unit being the easiest. Independent Challenges 2 and 3 become increasingly open-ended, requiring more independent problem solving.

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- **Independent Challenge 4: Explore** contain practical exercises to help students with their everyday lives by focusing on important and useful essential skills, including creating photo montages for scrapbooks and photo albums, retouching and color-correcting family photos, applying layer styles and getting Help online.
- **Visual Workshops** are practical, self-graded capstone projects that require independent problem solving.

Top of Document

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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.

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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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Mary Watson
213-555-1223

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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.

Internationally celebrated sculptor Mara Currier will display her new work in the rotunda of City Library. New MATOS group shows will open at the Art 5 Gallery and at the Fisher Café, both on Hanover Street.

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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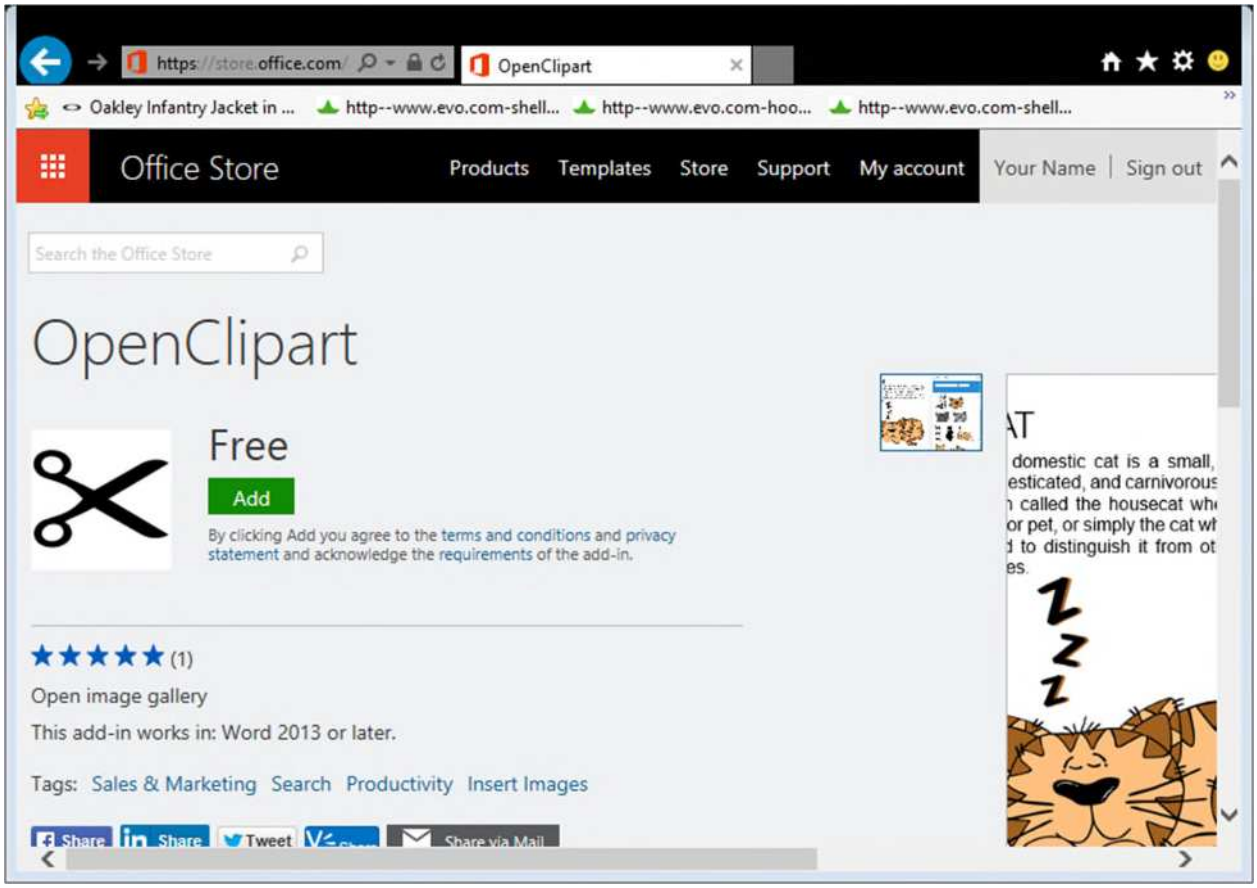
Your Name
Today's Date

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.



PRESS RELEASE

FOR IMMEDIATE RELEASE
September 7, 2017

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Your Name
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#####

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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.

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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

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Module 2: Computer Hardware

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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Module Objectives

Students will have mastered the material in this module when they can:

- Identify and describe how to use input devices
- Name different types of display devices, and explain their key features
- Describe different types of printers, and the advantages and disadvantages of each
- Identify and explain the different storage devices and their corresponding storage media
- Explain the advantages and disadvantages of magnetic, optical, and solid-state storage systems
- Explain optical storage options
- Describe the different types of solid-state cards and drives
- Identify expansion ports and expansion cards, and explain how to use them

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24: Input Devices

LECTURE NOTES

- Explain the components of computer keyboards.
- Refer to Figure 2-1 and demonstrate using a mouse and point out the features of a mouse.
- Point out the differences between wired and wireless mice.
- Describe other pointing devices and demonstrate any that are available in the classroom.
- Discuss the purposes of touch screens, and if possible, demonstrate their use.
- Point out that data can also be entered with scanners or by speaking into a microphone.
- Discuss that cameras, image and video, are also input devices.

TEACHER TIP

Before you begin this module, check with other faculty and your IT department to see if they have old input devices, output devices, hard drives and other storage devices that you can use for "show and tell." There are also videos on YouTube that demonstrate these devices.

Point out that mice are designed for right-handed individuals. The left button is the primary button. You can use the Settings feature to change the mouse configuration for left-handed individuals.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students which types of input devices they use regularly and for what purposes.

2. Quick Quiz:
    1. What are gestures? (Answer: Touch events such as taps, drags, and pinches)
    2. Name the four features of a typical mouse. (Answer: Scroll wheel, left mouse button, right mouse button, and additional buttons.)

3. Class Discussion: Ask students if they have any wearable computers. What type of data do they track and what do they do with the information?

LAB ACTIVITIES

Divide the class into small groups and assign one input device to each group to explain and demonstrate to the rest of the class.

26: Display Devices

LECTURE NOTES:

- Discuss that a computer's display device is either a monitor or a screen.
- Discuss the differences between a monitor and a screen.
- Discuss the types of display devices available: LCD and LED.
- Explain what a graphics card is, and discuss why response rates are an important consideration.
- Define resolution and pixel.
- Explain that screen size is measured from one corner of the screen diagonally to the opposite corner, and discuss typical monitor screen sizes.
- Explain why viewing angle width is a factor in how well you can see the screen images.
- Discuss dot pitch as part of a monitor's specifications.
- Demonstrate the process for customizing color settings, and define color or bit depth.

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TEACHER TIP
Mention that aspect ratio is one of the settings on many TVs.

CLASSROOM ACTIVITIES
1. Quick Quiz:
Ask students to list the two types of display devices discussed, and define what their acronyms stand for. (Answer: LCD = liquid crystal display; LED = light emitting diodes..)

2. Critical Thinking: What types of display devices do students need or want? What types of occupations or professions have specific needs for computer monitors? For example, what type of monitor would a video producer be likely to purchase?

3. Class Discussion: Ask students if they use their computer to watch TV or view movies. What are the advantages? Are there any disadvantages?

28: Printers

LECTURE NOTES
- Explain that in addition to viewing output on a display device, you can also print output.
- Define printers as output devices that produce hard copy of computer-generated text and graphics.
- Review the similarities and differences between ink-jet and laser printers.
- Explain how printer resolution determines the quality of printed images, and define dots per square inch (dpi).
- Point out that printer speed is measured by pages per minute (ppm).
- Define duplex printer and discuss its pros and cons.
- Discuss duty cycle.
- Discuss the different ports used to connect a printer to a computer.
- If available, demonstrate different types of printer-to-computer connections.
- Explain setting up a network of two or more computers to share one printer. Define network-enabled printer.
- Discuss why a photographer would want a dedicated photo printer.

TEACHER TIP
Use classroom or lab printers to demonstrate the difference in operation and output generated by ink-jet and laser printers. If available, point out networked computers in the lab. If there are any restrictions on printing, discuss them now. Some schools limit the number of pages students can print.

CLASSROOM ACTIVITIES
1. Class Discussion:
What type(s) of printer(s), if any, do students use at home? What factors would students take into consideration when researching which printer to purchase?

2. Quick Quiz:
1. What type of printer has a nozzle-like print head? (Answer: Ink-jet)

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2. How is resolution measured? (Answer: Dpi, dots per inch)

LAB ACTIVITIES
Using their favorite search engine, have students visit a minimum of three websites to research printers: laser, ink-jet, and photo. Ask them to develop a table that describes target users, benefits, drawbacks, and special considerations, if any.

30: Data Storage—An Overview

LECTURE NOTES:

- Define storage technology.
- Discuss the two parts of a data storage system: storage device and storage medium
- Describe various storage media: hard drive, solid-state storage device, CD, DVD, etc.
- Describe various storage devices.
- If available, show several examples of storage media and storage devices.
- Discuss the reasons why you might choose one storage device over another.
- Demonstrate drive bays on desktop and portable computers.
- Discuss computer storage capacity and how to expand it.
- Emphasize the importance of backing up files.

TEACHER TIP
Ensure that students are clear about the difference between storage medium and storage device.

Mention that USB hubs allow you to increase the number of USB ports. Hubs are very inexpensive.

CLASSROOM ACTIVITIES
1. Class Discussion: What types of storage media do students use most frequently? Describe the type of storage medium and device used to back up the school's computers.

2. Quick Quiz:
   1. A memory card is an example of what? (Answer: A storage medium)
   2. What does SSD stand for? (Answer: Solid-state drive)
   3. A drive bay is used for? (Answer: Holding a storage device)

3. Class Discussion: Ask students if they clean their computer devices on a regular basis.

LAB ACTIVITIES
Using a classroom computer, have students point out the different drive bays.

32: Data Storage Systems Features

LECTURE NOTES:

- List and discuss the importance of the four criteria used when deciding on a storage system.
- Explain random access.
- Define access time and point out that it's measured in milliseconds, except when using sequential access.

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- Discuss magnetic storage technology and optical storage technology, using Figures 2-17 and 2-18 as visual aids.
- Describe solid-state technology, and highlight its benefits.

CLASSROOM ACTIVITIES

1. Quick Quiz:
   1. Before deciding on a storage system, you should determine the _____ you will need. (Answer: storage capacity)
   2. The word(s) associated with data retrieval is/are:
      a. loading
      b. ripping
      c. saving
      d. reading
      e. opening
      (Answer: a. loading, d. reading, e. opening)

2. Critical Thinking: When would you use solid-state technology? What would be the benefit(s) of using this technology? How do you use solid-state technology for data storage?

34: Optical Data Storage Systems

LECTURE NOTES:

- Explain that the technologies we are accustomed to using to play music or movies can be used to store data.
- Discuss the differences between CD, DVD, and BD.
- Define what is meant by the extensions –R, –ROM, and –RW.
- Discuss the benefits of having a CD, DVD, or BD drive as part of your computer system.
- Demonstrate inserting a disc into an optical drive.
- Discuss the benefits and drawbacks of CD, DVD, and BD drives as opposed to the computer's hard drive.
- Describe how optical drives work.
- Review hard drive partitions.
- Use Figure 2-22 to discuss viewing data storage systems using File Explorer.

TEACHER TIP
If you can find an appropriate video about computer components, it can help reinforce this lesson. Check out http://video.about.com/compute.htm and other pertinent Web sites.

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CLASSROOM ACTIVITIES
1. Quick Quiz:
    1. True or False: A computer system always includes a hard drive. (Answer: True)
    2. True or False: CD-ROM means the content cannot be added to or deleted. (Answer: True)

2. Assign a Project:
Using their favorite search engines, have students visit at least three retail websites for information about the various types of disc drives. What kinds of details are listed?

36: Solid-State Data Storage Systems

LECTURE NOTES:
- Discuss that solid-state storage is portable and durable, provides fast access to data, offers high-capacity storage, and uses little power. Highlight that if students have used cell phones, digital cameras, or MP3 players they have experience with solid-state storage.
- Describe when students might use solid-state storage.
- Discuss how solid-state technology works.
- Explain that the type of solid-state card used depends on the device with which it will be used.
- Refer to the memory cards in Figure 2-23 and describe each type.
- Define card reader and its purpose.
- Explain that not all solid-state technologies require a card reader, e.g. flash drives.
- Discuss the benefits of using flash drives for transferring data from one computer to another.

CLASSROOM ACTIVITIES
1. Quick Quiz:
    1. True or False: There is only one type of solid-state memory card available commercially. (Answer: False)
    2. List at least two formats for solid-state memory cards. (Answer: CompactFlash or CF, Secure Digital or SD, Secure Digital High Capacity or SDHC, Micro SD, Micro SDHC, and Secure Digital Extended Capacity or SDXC.)

2. Group Activity:
Divide students into two groups and have each group brainstorm uses for a USB flash drive. Which group is able to come up with the most scenarios in which a USB flash drive would be useful?

LAB ACTIVITIES
Have students practice saving data to a USB flash drive in one computer and downloading the data in another computer.

38: How to Add Devices to Your Computer

LECTURE NOTES:
- Define expansion card, slot, and port.
- Provide examples of built-in ports.
- Discuss possible reasons for adding more cards and ports.
- Define expansion card and data bus.
- Describe the purpose for the data bus.

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- Show students an expansion slot and card in a computer.
- Describe, and if possible demonstrate, the process involved when installing an expansion card.
- Discuss the Autodetect feature also known as Plug and Play.
- Define device driver and describe its function.
- Discuss that most peripherals connect to the computer via a USB port.
- Describe how to plug in, and unplug, a USB device correctly.

CLASSROOM ACTIVITIES

1. Class Discussion: What devices do students connect to their computers with an external USB port? Are there any peripheral devices connected via USB port in the classroom or lab?

2. Quick Quiz:

1. List at least three types of built-in ports. (Answers include: graphics port, FireWire port, eSATA port, Ethernet network port, HDMI port, Audio ports, and USB ports)
2. True or False: Most notebook computers do not contain expansion slots. (Answer: False)
3. True or False: An expansion card plugs into the motherboard. (Answer: True)

End of Module Material

- **Key Terms & Module Reviews** consist of a list of key terms and restates the module's learning objectives.
- **Concepts Reviews** consist of multiple-choice questions.
- **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 2 and 3 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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Module 2
Modifying a Presentation

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Module 2: Modifying a Presentation

Concepts Review

Screen Labeling	Matching Items	Multiple Choice
1. Merged shape	10. d	16. b
2. SmartArt graphic	11. b	17. c
3. Footer; Footer text	12. f	18. d
4. Vertical guide	13. a	19. b
5. Sizing handle	14. c	20. a
6. Horizontal guide	15. e	21. c
7. Mini Toolbar		22. a
8. Rotate handle		
9. Ruler		

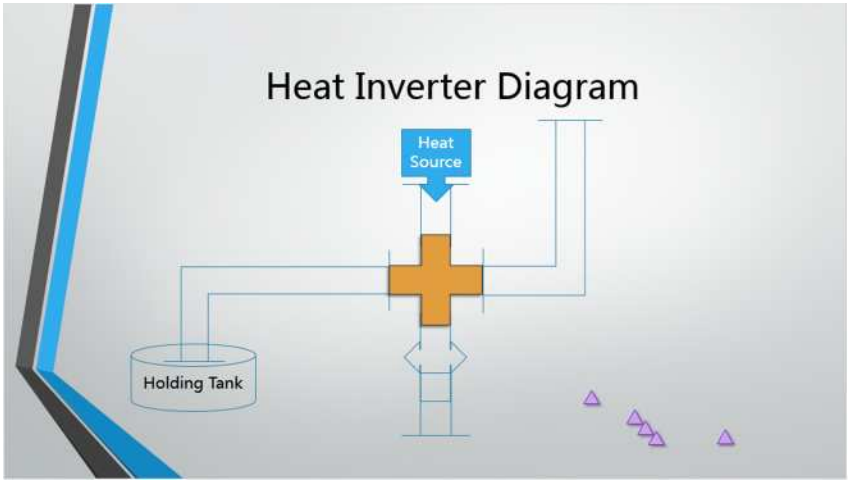
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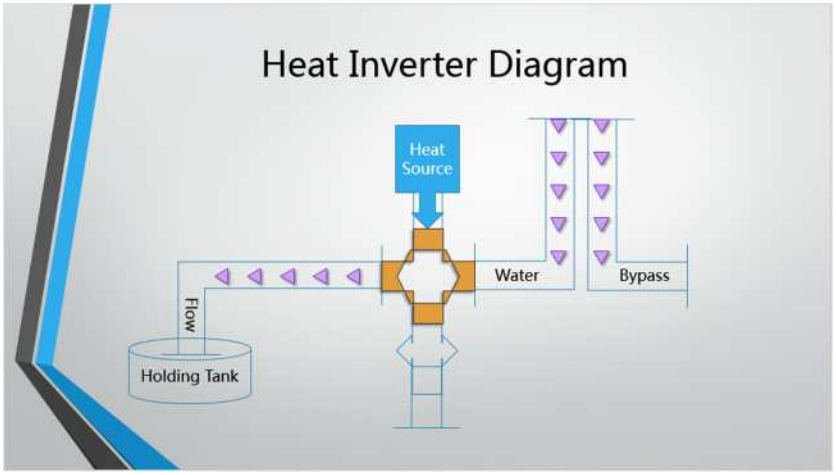
Skills Review

Data Filename: ***PPT 2-2.pptx***
Solution Filename: ***PPT 2-Inverter.pptx***

Steps 1b – 1d: Students begin with a data file which they are asked to modify by first creating a new slide, entering the text and then moving a slide to a new position.
Steps 2a – 2e: Students do some basic formatting with the Mini Toolbar
Steps 3a – 3f: Text on Slide 4 is converted to a SmartArt graphic. Make sure students end up using the Accent Process layout graphic with the Intense Effect style applied to the graphic.
Steps 4a – 4f: Insert, modify, and position a plus shape on Slide 3. The slide should look similar to the following figure (Figure 2-19 in the book):



Steps 5a – 5g: Resize the text object on Slide 3, then insert a 1-inch hexagon shape to merge with the plus shape. Use the Send to Back command to achieve the correct look of the shape.
Steps 6a – 6f: Make a copy of the elbow shape on Side 3, then rotate the copied shape using the Flip Horizontal command. Type text in three shapes, then resize an arrow shape.
Steps 7a – 7g: Add guides to the slide, move the vertical guide left until 3.42 appears, select the five small triangles on the slide. Align and distribute the small triangles, rotate and group the triangles. Duplicate the grouped triangles twice then position as shown in the following figure (Figure 2-20 in the book):



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Steps 8a – 8j: Apply footer text, except to Slide 1, to every slide in the presentation. Apply a fixed date, page number and class name to the Notes and Handouts pages.

Independent Challenges

Because students will solve the independent challenges in different ways, it is important to stress there is not just one correct solution. The following are examples of possible solutions for the Independent Challenges in Module 2 of this book.

Independent Challenge 1

Data Filename: ***PPT 2-3.pptx***
Solution Filename: ***PPT 2-Arts.pptx***

Students start out with a data file and modify it by adding specific text to the Commitment to Excellence slide. Make sure students have applied the Ion theme and have applied the Trapezoid List SmartArt graphic to the text on Slide 5 along with the Polished SmartArt Style. The figure below shows Slide 5 from the solution presentation provided.

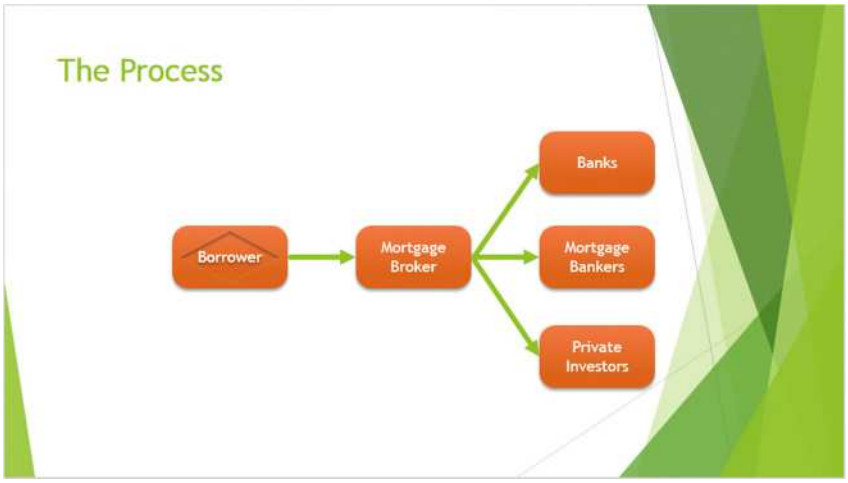


Independent Challenge 2

Data Filename: ***PPT 2-4.pptx***
Solution Filename: ***PPT 2-Broker.pptx***

Students start out with a data file and modify it by aligning shapes on slide 3, as detailed in Steps c and d. Verify that students have applied the Facet theme to the presentation. Students should format the shapes on Slide 3 using the instructions in Steps e, f, and g, including merging 2 shapes together. Make sure that students have inserted footer information and have spell-checked the document. The figure below shows Slide 4 from the solution presentation provided (Figure 2-21 in the book).

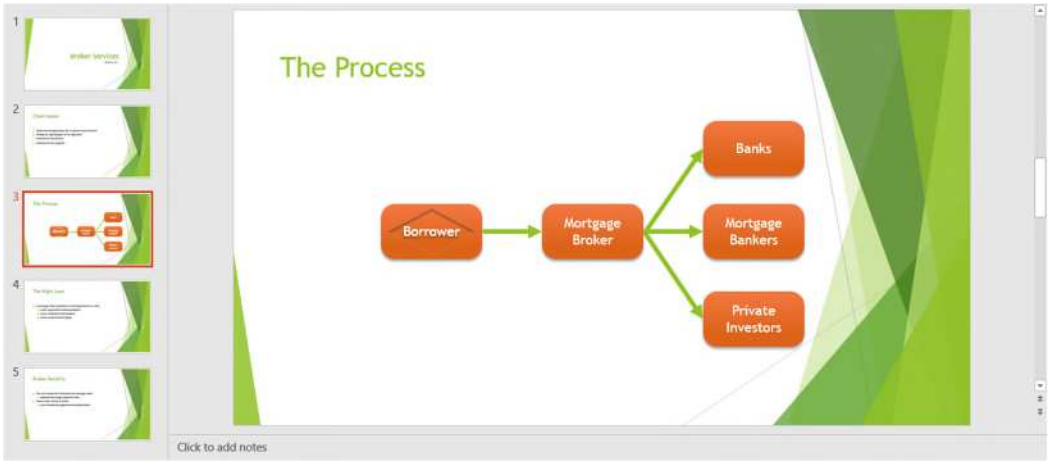
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Independent Challenge 3

Data Filename: ***Create new***
Solution Filename: ***PPT 2-Southern.pptx***

In this Independent Challenge, students are asked to start a new project. They are given a specific theme (Wood Type) and a specific title and subtitle, detailed in Step b. Next, students are asked to add five more slides and are given titles only. They must supply their own text based on the subject matter presented in the introduction. Verify that on at least one slide, students have converted text to a SmartArt graphic and have applied the Inset Effect SmartArt Style. Also, verify that students have created and merged 2 two shapes together. The figure below shows a slide from the solution presentation provided.



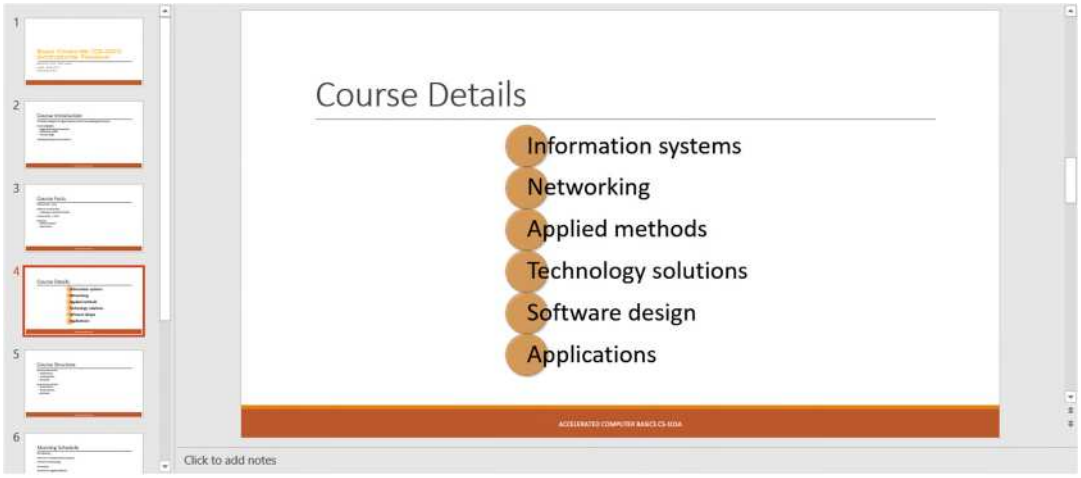
Independent Challenge 4: Explore

Data Filename: ***PPT 2-5.pptx***
Solution Filename: ***PPT 2-Basset.pptx***

In this Independent Challenge, students are given a data file and asked to modify it by adding a new slide with the information outlined in Step b. Make sure students have applied the Retrospect theme and have carried out the text formatting outlined in Steps d, e, and f. Finally,

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on Slide 4, students are asked to change the text to a SmartArt graphic and apply a SmartArt Style of their choice. The figure below shows a slide from the solution presentation provided.



Visual Workshop

Data Filename: ***Create new***
Solution Filename: ***PPT 2-Nebraska Trade.pptx***

The student presentation should look like figures below (Figures 2-22 and 2-23 in the book). The SmartArt graphic layout is the Diverging Radial layout (Cycle group) with the (3D) Inset SmartArt Style applied to it. The notes and handouts should include the student's name in the footer.



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PowerPoint Module 2: Modifying a Presentation

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

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Module Objectives

After completing this module, you will be able to:

- Enter text in Outline view
- Format text
- Convert text to SmartArt
- Insert and modify shapes
- Rearrange and merge shapes
- Edit and duplicate shapes
- Align and group objects
- Add slide footers

PowerPoint 26: Enter Text in Outline View

LEARNING OUTCOMES

- Enter text in Outline view
- Create a new slide

LECTURE NOTES

- Demonstrate how to type in the Outline view.

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- Explain that typing in the Outline view is useful if you are eager to enter text in a presentation because you can enter the text and worry about the format and design later.
- Demonstrate how to create a new slide and how to indent in the Outline view to create bullets.
- Also show how easy it is to reorder the slides by dragging the slide icon up or down.

TEACHER TIP
Students may need help when setting indents for bulleted lists. Make sure each student is comfortable with promoting and demoting bullets in the Outline view using [Tab] and [Shift][Tab].

CLASSROOM ACTIVITIES

1. Lab Activity: Assign students the task of creating five new slides in Outline view. Each new slide should have one bullet. (Students can type days of the week, colors, course names, family names, etc. to create text on each slide.) Ask students to rearrange the order of slides by dragging the slide icon in the Outline view up or down.

2. Class Discussion: Discuss Outline view. When do students think they would use Outline view? Explain that typing in the Outline view is useful for entering text quickly. Demonstrate how to insert an outline from Word into PowerPoint. Discuss the benefits and disadvantages of entering text using Outline view vs. inserting an outline created in Word.

PowerPoint 28: Format Text

LEARNING OUTCOMES

- Modify text characteristics

LECTURE NOTES

- Focus on the importance of formatting text to emphasize a message.
- Demonstrate how to select text and then choose options in the group on the HOME tab.
- Explain that the Mini toolbar provides quick access to some of the most common formatting options on the Ribbon.
- Review the difference between selecting a text box and selecting text inside a text box.
- List ways to distinguish text boxes from each other by changing the font color, adding a shadow, or changing the case.

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TEACHER TIP
The 'Replacing text and fonts' box on page PowerPoint 29 discusses how to replace text and fonts. Review different fonts with students to show how different a page can look depending on the font. Which fonts seem more formal? Which seem more casual? Which seem more artistic? Discuss when different types of fonts should be used and remind students not to overdue the use of too many fonts on a slide or in a presentation as overuse of fonts can be distracting.

CLASSROOM ACTIVITIES

1. Lab Activity: Create a slide with text on it, and then select the text. Use the Mini toolbar to change the font, font size, font color, alignment, and any other options you wish. Format a second line of type using the same settings but this time use the corresponding buttons on the HOME tab of the Ribbon. Add a fill color and fill border to the text box using buttons on the FORMAT tab. Write a brief paragraph explaining when you might use the Mini toolbar and when you might use the HOME tab to format text. Also discuss why you think the commands for formatting the text box aren't on the Mini toolbar.

2. Critical Thinking: Imagine if PowerPoint had a Mini toolbar for formatting text boxes (not the text inside the box, just the box itself). If you were a software designer, what features would you add to a Mini toolbar for manipulating text boxes? (Answers may include things such as 1) copy and paste the text box; 2) move the text box; 3) resize the text box; 4) rotate the text box; and so on.)

PowerPoint 30: Convert Text to SmartArt

LEARNING OUTCOMES

- Create a SmartArt graphic
- Modify the SmartArt design

LECTURE NOTES

- Define a SmartArt graphic as a professional-quality diagram that visually illustrates text.
- Explain that SmartArt is used when you want dynamic results that you cannot get with formatting alone.
- Describe the eight categories of SmartArt graphics by clicking a text placeholder, clicking the Convert to SmartArt button.
- Demonstrate how you can convert existing text to SmartArt or start a new SmartArt graphic from scratch.
- Explain to students that they can radically change how the SmartArt graphic looks by applying a SmartArt Style. A SmartArt Style is a preset combination of simple and 3-D formatting options that follows the presentation theme.

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TEACHER TIP
Students will love SmartArt and be tempted to apply it to text, but they may overlook the need to apply SmartArt to the appropriate types of text. For example, remind students while looking at the SmartArt categories that if they want to choose, say, the Basic Timeline style, the text that they are applying that style to should involve some sort of timeline. Otherwise, the resulting SmartArt graphic will not make sense.

CLASSROOM ACTIVITIES

1. Work with SmartArt: Choose a SmartArt graphic with room for four text entries. Click a blank text placeholder, click Convert to SmartArt click a category, then choose a style, read its description, then click OK. Enter appropriate text in the text placeholders of the SmartArt graphic that would make sense. (For example, if a student chooses a process-oriented SmartArt graphic, he/she could type: 1) Sort clothes, 2) Put clothes in washing machine, 3) Add laundry soap, 4) Press Start button on washer.)

2. Quick Quiz
    1. When you want to enter text in a SmartArt graphic, you can enter it in the graphic or in the _____. (Answer: Text pane)
    2. Click the Convert button in the _____ group, then click Convert to Text to revert the SmartArt graphic to a standard text object. (Answer: Reset)
    3. A SmartArt _____is a preset combination of simple and 3-D formatting options that follows the presentation theme. (Answer: Style)

PowerPoint 32: Insert and Modify Shapes

LEARNING OUTCOMES

- Create a shape
- Modify a shape's style

LECTURE NOTES

- Show students that they can create simple shapes using the Shapes button in the Drawing group.
- Shapes can be simple or complex by creating multiple shapes and arranging them as necessary.
- Demonstrate how you can modify shapes using the Shape Styles group on the DRAWING TOOLS FORMAT tab.
- Define a Quick Style as a set of formatting options, including line style, fill color, and effects that you can apply to a shape.
- Refer to FIGURE 2-7 when pointing out the rotate handle and refer to FIGURE 2-8 when pointing out the adjustment handle.
- Demonstrate the ways that you can edit a shape by rotating it, changing its size, or reshaping it using its adjustment handle. Point out the yellow adjustment handle and the green rotate handle on a selected shape.

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TEACHER TIP
Demonstrate the effect of using [Shift] as follows:

- Show students that by pressing [Shift] while dragging the Oval or Rectangle tool, they can create a perfect circle or a perfect square, respectively.
- Show students that by pressing [Shift] while dragging a shape, they can drag along the same vertical or horizontal axis in order to ensure proper placement.
- Show students that by pressing [Shift][Ctrl] while dragging a shape, they can copy it as well as drag it along the same vertical or horizontal axis in order to duplicate the object on the same axis.

CLASSROOM ACTIVITIES

1. Lab Activity: Create shapes using objects from the Shapes gallery in the Drawing group on the HOME tab. Practice applying Quick Styles to shapes. Your completed project should have five shapes, each formatted differently. Beneath each shape, describe how this shape or object could be used along with text in a PowerPoint presentation. For example, a callout shape could be used to show what someone is thinking. To create your descriptions of each shape, click the INSERT tab on the Ribbon, then click the Text Box button in the Text group to make text boxes on the slide.

2. Classroom Activity: Ask students to create a large circle on a slide. Next, have them add different colored shapes inside the circle that represent the different areas of their life (such as family, friends, soccer, etc.). Ask them to make each shape a different color and to place text inside the shape indicating what it represents. Ask them to add as many shapes as they like (the more the better), resizing them as necessary to get them all to fit. Have students work with a partner to critique their shape creations in terms of visually getting across their message. What does the shape say to the viewer? Is the message clear? What could they do to improve the shapes creation?

PowerPoint 34: Rearrange and Merge Shapes

LEARNING OUTCOMES:

- Reorder shapes
- Combine shapes together

LECTURE NOTES

- Explain to students that every object on a slide is placed on the slide in the order it was created. This means that objects can be moved up or down in the stacking order.
- Demonstrate how to open and use the Selection pane to change the stacking order of objects on a slide.
- Explain to students that they can merge shapes to create a variety of unique geometric shapes that are not available in the Shapes gallery.

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TEACHER TIP
Remind students that every object, word, link on their slides must support the message of the slide and the presentation. Caution students about cluttering their slides with too many unique shapes. Point out that they should not create unique objects just because they can but rather when a unique object will enhance and support the message of the presentation. Explain that sometimes such artwork can be distracting to the viewer and take away from the message of the presentation.

CLASSROOM ACTIVITIES

1. Class discussion: Demonstrate how to open the Selection pane. Discuss the different features of the Selection pane, including the ability to hide and unhide selected objects, change the order of the objects, the difference between the various layering objects such as Bring Forward and Bring to Front, and how to drag an object to change the stacking order.

2. Lab Activity: Invite students to create a variety of shapes on one slide. Have them practice moving the shapes around the slide, placing them on top of one another, then using the Selection pane to reorder the shapes. How do their images change? When would they use this feature? Why is it helpful to be able to rearrange the order of objects? Then have students practice merging two of shapes and experimenting with the various merge options. How does the merge shape differ depending on which shape is selected? How do the different merge shape options affect the merged object?

PowerPoint 36: Edit and Duplicate Shapes

LEARNING OUTCOMES

- Modify shape size and design
- Duplicate shapes

LECTURE NOTES

- Show students how you can duplicate a shape by first copying it and then pasting it.
- Demonstrate also how to duplicate a shape by pressing [Ctrl] while dragging it.
- Demonstrate how to use gridlines to help align objects on the slide.
- Discuss the snap-to-grid feature and why it is helpful, then demonstrate how to temporarily turn this feature off by pressing and hold [Alt} while dragging an object.

TEACHER TIP
Help keep gridlines and ruler guides straight for students by showing them the trick of right-clicking a slide, then clicking Grid and Guides to open the Grid and Guides dialog box. Point out to students that using the settings in this dialog box, they can choose to snap items to the gridlines or not, they can change the spacing of the grid settings, they can display drawings on the screen, and they display smart guides when shapes are aligned. Point out that the changes in settings can be saved as the default.

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CLASSROOM ACTIVITIES

1. Class Discussion: Demonstrate how to toggle these features on and off by checking the check box next to each feature in the Show group on the VIEW tab: Ruler, Gridlines, and Guides. Discuss the purpose of each of these features. Ask students when they might use each of these features and when they might want to toggle them off.

2. Lab Activity: Have students check the settings in the Grid and Guides dialog box to be sure snap to gridlines option is active. Then, have students create a shape and then duplicate it by using Copy and Paste or by [Ctrl]-dragging the shape. Next, create a different shape. Format the three shapes with three different colors. Have students practice placing the objects on their slides using the ruler and the gridlines. Have them turn off the snap to gridlines feature. How does that change their ability to place the object? When would using the snap to gridline feature be useful? When would it create problems?

PowerPoint 38: Align and Group Objects

LEARNING OUTCOMES

- Move shapes using guides
- Align and group shapes

LECTURE NOTES

- Teach students the importance of aligning, distributing, and grouping objects in order to ensure professional looking slides.
- Define aligning objects as lining up objects by their tops, bottoms, centers, or left or right sides.
- Define distributing objects as inserting an equal amount of space between them vertically or horizontally, relative to each other or to the slide.
- Point out the Align command on the Arrange group.
- Demonstrate how to group two or more objects, and explain how grouping objects secures the alignment and distribution applied to objects.

TEACHER TIP

Create three objects on a slide. Demonstrate how to align the objects vertically and horizontally, then demonstrate how to distribute the objects, both relative to each other and relative to the slide edge. Be sure students under the difference between aligning and distributing objects.

CLASSROOM ACTIVITIES

1. Critical Thinking: There are two ways to distribute objects in PowerPoint: relative to each other and relative to the slide edge. Ask students to think through when they would use each method of distributing objects. If they were working for Microsoft developing the PowerPoint software, what would be a third way that they would invent for distributing objects?

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2. Lab Activity: Ask students to start out with a blank slide and create a dart board. They can start out using the Oval tool. Tell students that their dartboards should include at least five circles, each with a different fill color assigned to it. Circles should be perfectly aligned by their center points, and they should be stacked from smallest to largest. Then have students create one dart object below the dart board. Have students duplicate the dart object at least two times, then have them align and distribute the dart objects along the bottom of the slide.

PowerPoint 40: Add Slide Footers

LEARNING OUTCOMES

- Add footer text to slides

LECTURE NOTES

- Show students what headers and footers are and give examples of each, including page numbers, dates, company names, names of presentations, and so on.
- Point out that on slides you can only add footers.
- Demonstrate how to include a header and/or footer using the Header and Footer dialog box.
- Explain that you can also create headers and footers for notes and handouts. These headers and footers are visible when you print notes pages, handouts, and the outline.

TEACHER TIP

Spend time discussing the Header and Footer dialog box shown in FIGURE 2-15. Point out the options on each tab, especially the Don't show on title slide check box. Discuss when they might want to include each option, such as the date and time, the slide number, or having the date update automatically.

CLASSROOM ACTIVITIES

1. Lab Activity: Create a short presentation of at least four slides using the skills you have learned so far in this module. Your presentation should include text, at least one SmartArt graphic, and several shapes that are aligned and distributed. Create a footer on each slide called "My First Presentation." Also, include your name and the date in the footer. Do not have the date update automatically.

2. Critical Thinking: In the Header and Footer dialog box, you can have a date that updates each time the presentation is opened or you can choose a fixed date. What are some examples of when you would need to use both types of dates in a presentation?

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End of Module Material

- Concepts Review – Includes screen identification, multiple choice, and matching questions.
- Skills Review – Provides additional hands-on exercises that mirror the progressive style of the lesson material.
- Independent Challenges 1, 2, and 3 – Case projects that require critical thinking and application of the modules kills. The Independent Challenges increase in difficulty, with the first being the easiest (with the most step-by-step detailed instructions). Independent Challenges 2 and 3 become increasingly more open ended.
- Independent Challenge 4: Explore – Using a real world focus to apply the module skills, students create documents that will benefit their everyday lives.
- Visual Workshop – A practical, self-graded capstone project that requires independent problem solving.

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Module 2: Understanding File Management

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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Module Objectives

Students will have mastered the material in Windows 10 Module 2 when they can:

- Understand files and folders
- Create and save a file
- Explore the files and folders on your computer
- Change file and folder views
- Open, edit, and save files
- Copy files
- Move and rename files
- Search for files and folders
- Delete and restore files

Windows 26: Understand Files and Folders

LEARNING OUTCOMES

- Analyze a file hierarchy
- Examine files and folders

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LECTURE NOTES

- Review the definitions of file and folder presented in Module 1. You can use a real-life file folder with paper documents to explain that in an office your supervisor might ask you to locate a client's file, but what he or she means is for you to find the folder (or hanging folder) that contains the paper documents for that client. Then note that a folder on a computer is comparable to a paper folder (or hanging folder) in a filing cabinet, and that a file on a computer is comparable to a paper document in a folder (or hanging folder) in a filing cabinet. Then you can extend this analogy by describing the concept and use of subfolders within folders, and compare subfolders to multiple folders within a hanging folder in a filing cabinet.
- Use FIGURES 2-1 and 2-2to illustrate how students might organize their personal folders and files. Explain the types of user folders provided by Windows 10.
- Discuss file addresses and demonstrate how to navigate File Explorer using the Address bar, the File list, and the Navigation pane.
- Point out that managing folders and files on a computer is one of the most important tasks faced by users. Good file management skills are essential for using a computer effectively at school, at work, and at home.

TEACHER TIP
Some students may not find the term file hierarchy to be intuitive, so it might be helpful to use an organizational chart, like the one shown in FIGURE 2-1, to illustrate the concept of hierarchy. Use the figure to illustrate the general organization of drives, folders, and files on a computer.
Review the material in the Clues to use box.

CLASSROOM ACTIVITY

1. **Quick Quiz**:

1. T/F A file hierarchy is a system that arranges files and folders in different levels. (T)
2. T/F You can only move up and down in a hierarchy by using the Navigation pane. (F)
3. T/F Windows 10 comes with existing folders for storing different types of files. (T)

LAB ACTIVITY

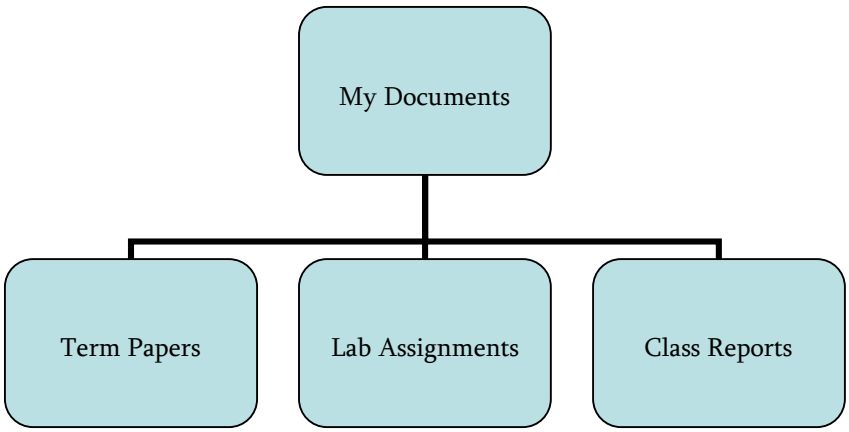
Ask students to briefly describe how they would organize files that contain their term papers, lab assignments, and class reports on their hard disk drive. Then have them create a diagram of their proposed folder structure.

Here is a sample response:

I would open the My Documents folder and then create three new folders named Term Papers, Lab Assignments, and Class Reports. Then I would move the files into their appropriate folder and store future files in the appropriate folder.

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Windows 28: Create and Save a File

LEARNING OUTCOMES

- Start WordPad
- Create a file
- Save a file

LECTURE NOTES

- Discuss the concept of RAM (random access memory). Explain the importance of saving a file to a storage device. Point out that you can save files on a hard drive, a USB flash drive, or on an online storage location such as OneDrive.
- Explain that WordPad is an easy-to-use, free program included with Windows 10 for creating simple documents like term papers, reports, lists, and letters. Illustrate how to locate and open WordPad using the Start button and FIGURE 2-3.
- After opening WordPad, use FIGURE 2-4 to review the components of an app window; namely, the title bar, the document window, the Quick Access toolbar, the Ribbon, the status bar, and the taskbar. Point out the similarities between WordPad and Paint, which students used in Module 1. Remind students that opening WordPad automatically opens a new, blank document.
- Step through the process for creating a simple document. Show the insertion point and how WordPad places it at the beginning of the first new line in the document and also at the beginning of a new line each time Enter is pressed.
- Explain that when a new document is created, it exists only in the computer's RAM. Note that RAM is dependent on the availability of power. If a power failure occurs, the computer is turned off, or if their computer stops responding for some reason, they can lose whatever work they've done on a document. This is the reason for saving a file.
- Explain that the File tab contains two options for saving a file, Save and Save As. They are identical when you save a file for the first time, both options display a Save As dialog box (see FIGURE 2-5) and let you choose where you want to save a file and what to name it. If you open a file that you've previously saved and make changes to the file, the Save option automatically saves the file under the same filename in the same location. The Save As option is used when you want to retain the original file as well as the revised file.
- Explain that a USB flash drive is a portable disk drive that is a popular way for storing and transporting files when working in different locations (such as home and work or home and a computer lab). When

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the USB flash drive is plugged into a computer, Windows automatically detects the presence of the flash drive and assigns it a drive name, e.g., Computer>Removable Disk (E:). Tell the students the drive name used for USB flash drives on the lab computers.

- Demonstrate how to save a file to a flash drive, which is likely called (E:), and NOT to the computer's hard drive, usually (C:). If students don't have a flash drive, have them save to My Documents on the hard drive. Point out that the file extension for a WordPad document is automatically .rtf (Rich Text Format).

CLASSROOM ACTIVITIES

1. **Class Discussion**: Discuss the differences between the Save and Save As commands. Discuss what will happen if students create and save a file for the first time using Save, Save As, and the Save button on the Quick Access toolbar. Demonstrate the differences using a new document, such as saving a new resume for a job application and then a revised version of the same document. Show how to use Save As to make a copy of a file using the same filename but in a different location, or using a different filename in the same location.

2. **Quick Quiz**:

   1. What is the purpose of the Address bar in the Save As dialog box? (The Address shows the location where the file will be saved.)

   2. What is .rtf and what does it mean? (It is a file extension that means Rich Text Format)

   3. Where do you plug in a flash drive? (Into a USB port on the computer)

   4. What happens to a file or folder that exists only in RAM when the computer is turned off? (RAM is cleared and the file or folder is lost)

Windows 30: Explore the Files and Folders on Your Computer

LEARNING OUTCOMES

- Navigate to file storage locations
- Open folders

LECTURE NOTES

- Demonstrate how to view the various files and folders on a computer hard disk drive using the File Explorer button on the taskbar, and then clicking This PC.
- Review the term hierarchy and show how to navigate between the various levels of the hierarchy on the hard drive.
- Refer to FIGURE 2-7 to explain the Users folder and discuss whether it is accessible on your college's lab computers.
- Be sure to show students the My Documents level, and then show the various folders and documents they can work with. Point out the path to the student's folder contents as shown in the Address bar.
- Use TABLE 2-1 to review ways to navigate a computer's file hierarchy.

CLASSROOM ACTIVITY

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1. **Quick Quiz**:

    1. T/F The Users folder contains a subfolder for each user account on computer. (T)

    2. Name four types of computer drives. (hard drive, CD drive, DVD drive, USB drive)

LAB ACTIVITY

Ask students to open their User Name folder and:

1. Use the Navigation Pane to navigate first to the Pictures folder and then to the Music folder. After that, ask them to navigate back to the Pictures folder.
2. Use the Address Bar to navigate first to the Videos folder and then to the Pictures folder. After that, ask them to use the arrow to navigate back to the Videos folder.

Windows 32: Change File and Folder Views

LEARNING OUTCOMES

- View files as large icons
- Sort files
- Preview files

LECTURE NOTES

- Use FIGURE 2-8 to discuss the Layout options for viewing files and folders. Remind students that changing the view does not affect the content of their folders or files.
- Use FIGURE 2-9 to point out the type of file or folder information displayed in Details view. Point out the Clues to use box that provides information on how to customize the Details view.
- Demonstrate how the files in a folder can be sorted to change the order in which they are listed.
- Refer to FIGURE 2-10 to illustrate the Preview pane.

CLASSROOM ACTIVITY

1. **Quick Quiz**:

    1. How can you preview the content of a document? (Click the Preview pane button in the Panes group on the View tab, and select the file that contains the document you want to preview.)

    2. How can you find out the size of a file? (You select the file and then use the Details view to view its file size.)

LAB ACTIVITY

Ask students to examine each of the different view options for viewing files in a folder.

Windows 34: Open, Edit, and Save Files

LEARNING OUTCOMES

- Open a file
- Edit a file
- Save a file

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LECTURE NOTES:

- Demonstrate how to open an existing WordPad file and review how to use the Open dialog box.
- Point out the current folder or drive on the Address Bar, and remind students that they can navigate with the Address Bar to locate the file they want to open.
- Note that when opening a file from an app, they must:
  - First, verify and, if necessary, select the drive where the file is currently stored.
  - Second, verify that they are viewing the contents of the folder that contains the file they want to open and, if that's not the case, locate and open the folder where the file is currently stored.
  - Third, select the file they want to open by clicking the file.
  - Finally, click the Open button in the Open dialog box.

  Note: You might also want to point out that they can double-click the file they want to open and then they don't have to click the Open button.

  Note: If the computers at your college use single-click activation instead of Classic style, then a single-click opens the file. If this is the case, remind your students.
- Demonstrate how to open a previously-created WordPad document and edit that document by adding text at the end of the document. Discuss other common editing techniques, such as:
  - Positioning the insertion point in the text to insert more text or make a change
  - Using the Delete and Backspace keys
- Demonstrate how to save a previously-saved document with the Save button, and remind students that Windows saves the document in the same location under the same filename. Remind students this means that the document with the changes that they just made *replaces the previous copy* of that document. Point out that if they want to preserve the original copy of a file, they should use the Save As command instead.
- Review the Save and Save As commands and when to use each.
- Point out the advantages of storing files on Microsoft OneDrive. You can access files from different devices, such as laptops, tablets, and smartphones. Changes are automatically made and you can share OneDrive folders with others.

CLASSROOM ACTIVITIES

1. **Class Discussion:** Suppose you want to revise an existing resume you have on your hard drive. You want it to be more specific in some areas in response to a job opportunity, yet you want to keep the current resume as it is for other uses. Ask students to tell you:

   - What Save function to use (Use Save As, not Save)
   - Two ways to differentiate between the two resumes:
     - Use Save As and store the file in different storage location
     - Use Save As and change the name of the second file

2. Critical Thinking: What are the advantages of using a cloud storage location such as OneDrive? What are the disadvantages? Do you currently use a cloud storage location? If so, which one and why?

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Windows 36: Copy Files

LEARNING OUTCOMES

- Create a new folder
- Copy and paste a file

LECTURE NOTES

- Show students how to create a backup copy of a file on a USB flash drives. If a student doesn't have a flash drive, have the student create the backup copy in his or her student folder on the computer's hard drive.
- Use File Explorer to demonstrate creating a new folder and copying a file using the Copy and Paste buttons in the Clipboard group on the Home tab.
- Discuss the clipboard and emphasize that copied material remains on the clipboard until something else is copied or the Windows session is ended.
- Show students the alternate method of copying files to their USB drives by using Send to commands.
- Use TABLE 2-2 to discuss options on the Send To menu. For example, the Compressed (zipped) Folder option on the Send To menu creates a new compressed (smaller) file using the same filename, but with the .zip file extension. For example, compressing To-Do List.rtf creates a new file named To-Do List.zip. The "Desktop (create shortcut)" option on the Send To menu creates a shortcut (link) to the file on the desktop. The Mail recipient option creates an e-mail with the file attached to it, but only if you have an e-mail program on the computer.

TEACHER TIP
There are many different ways to copy a file. You can use keyboard shortcuts ([Ctrl] and [C} to copy and [Ctrl} and [V} to paste. Students who are new computer users sometimes have a difficult time understanding the keyboard shortcuts. Experienced computer users will use a combination of methods to copy a file depending on current need.

CLASSROOM ACTIVITIES

1. **Quick Quiz:**

   1. Where is the clipboard information stored on the computer? (In the computer's RAM)

   2. What are two reasons you might want to copy a file? (To make a backup copy; to open the file on another machine)

   3. When you copy and paste a file, what happens to the original file? (It remains in its original location)

   4. If you copy a file to the clipboard, how long does it remain there? (Until you end the Windows session or place another item on the clipboard)

2. **Critical Thinking and Class Discussion:** Have the students compare the methods presented in lecture for copying a file and then discuss which methods seem easiest or most appropriate in certain situations.

Windows 38: Move and Rename Files

LEARNING OUTCOMES

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- Cut and paste a file
- Rename a file

LECTURE NOTES

- Demonstrate and describe what happens when you move a file. Emphasize that moving changes the location where a file is stored. Unlike copying, you will have only one copy of the file that you move, but it will be in a new location.
- Note that there are different techniques for moving files.
- Illustrate the use of the Cut and Paste buttons in the Clipboard group on the Ribbon.
- Show an alternate method to cut a file by right-clicking a file, then holding [Ctrl] and pressing [X].
- Review an alternate method to paste a file by right-clicking a file, then holding [Ctrl] and pressing [V].
- Show the students how to rename a file and discuss when they might need to do this.
- Emphasize that if students decide to rename a file, they should not change the file extension, but only change the original filename. Explain to students that if they change or delete the file extension, then Windows may not know what program to open the file with or the file won't open at all.

CLASSROOM ACTIVITY

1. **Quick Quiz**:

   1. T/F When you rename a file, Windows changes both the filename and file extension. (F)

   2. T/F When you move a file, the file stays in its original location and a copy of the file is moved to the new location. (F)

LAB ACTIVITY

Have students practice moving a file from one folder to another and then one drive to another using one of the cut and paste methods presented in the lesson.

Windows 40: Search for Files, Folders, and Programs

LEARNING OUTCOMES

- Search for a file
- Open a found file

LECTURE NOTES

- To illustrate the Search feature, first use Cortana. Point out that the My Stuff button limits retrieval to files and folders in personal storage locations. Then use File Explorer and click This PC in Navigation pane to perform the same search.
- Discuss the different types of search criteria that students might use to locate a file and describe the advantages and in some cases, the disadvantages, of each approach. Point out that the more specific they are in specifying their search criteria, the more likely they will find what they are searching for. Also, their search results will not include as many files that meet the search criteria.

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- Point out that searches are not case sensitive.
- More advanced searches can be performed in File Explorer using commands in the Location group.

CLASSROOM ACTIVITIES

1. **Classroom Discussion and Critical Thinking**: How important is it to name a file appropriately? For example, what name would you give a resume that you created for a job? Suppose you needed to refine that resume for a financial aid application. What would you name it?

Quick Quiz:

What are search criteria? Give an example.

Here is a sample response:

Search criteria consist of one or more pieces of information that help Windows identify the file you want to locate. For example, you might enter the search criteria "hot air balloons" if you were trying to locate a file that contained a term paper on hot air balloons.

LAB ACTIVITIES

1. Ask students to use the Windows Search feature to locate and open:
   - Calculator (a Windows accessory program)
   - The Documents folder

2. Ask students to use the following search criteria with the Windows Search feature and then examine the results Windows displays.
   - folder
   - picture
   - document

Windows 42: Delete and Restore Files

LEARNING OUTCOMES

- Delete a file
- Restore a file
- Empty the Recycle Bin

LECTURE NOTES

- Explain the purpose of the Recycle Bin and how it works. Note that the Recycle Bin only holds folders or files that are deleted from a hard disk drive. If you delete a folder or file by mistake, or if you change your mind after deleting a folder or file, you can open the Recycle Bin and restore the folder or file (assuming you have not already emptied the Recycle Bin). If you empty the Recycle Bin, you cannot recover or restore a folder or file with Windows.
- Demonstrate how to delete a file using the Delete button in the Organize group on the Library Tools Manage tab, how to open the Recycle Bin, and how to restore a file from the Recycle Bin. Then demonstrate the same features by deleting a folder with its files. Before deleting the folder, open it and show your class that the folder contains a set of files, all of which Windows deletes when you

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delete the folder. Point out that when Windows restores a file or a folder, it puts it in its original location on the hard disk, and, in the case of folders, will rebuild the folder structure and restore the folder's contents.

- Delete a file that you no longer need and then demonstrate how to empty the Recycle Bin. Point out that this operation is irreversible, but that it is important to periodically use it in order to free up valuable storage space on a hard disk.
- Emphasize that if you delete a folder or file from a removable disk, such as a USB flash drive, then the folder or file is permanently deleted and you cannot recover it with Windows.
- You can select more than one file or folder to delete, cut, or copy all at once. If the items are next to each other in a window, click the first item and hold down [Shift] while clicking the last item. The first, last, and all items between them are selected. If the files or folders are not adjacent to each other, click the first item, hold down [Ctrl], then click the other items. Then you can delete, copy, or cut the group of files or folders selected.
- Illustrate the drag and drop technique. Point out that if drag and drop a file or a folder to a different drive, Windows copies the file or folder. If you drag and drop a file or folder on the same drive, Windows moves the file or folder.

CLASSROOM ACTIVITY

1. **Quick Quiz**:

1. T/F If you delete a folder from your hard disk drive, you cannot restore the folder, but you can restore the individual files in that folder. (F)

2. T/F All deleted files and folders no matter where they are stored, automatically go the Recycle Bin. (F)

3. T/F To select a group of files that are adjacent, you can single-click the first item, hold down [Shift], then single-click the last item in the group. (T)

End of Unit 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 unit skills. The Independent Challenges increase in difficulty, with the first one in each unit being the easiest. Independent Challenges 2 and 3 become increasingly open-ended, requiring more independent problem solving.
- **Independent Challenge 4: Explore** contain practical exercises to help students with their everyday lives by focusing on important and useful essential skills, including creating photo montages for scrapbooks and photo albums, retouching and color-correcting family photos, applying layer styles and getting Help online.
- **Visual Workshops** are practical, self-graded capstone projects that require independent problem solving.

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MODULE 2: Understanding File Management

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Module 2: Understanding File Management

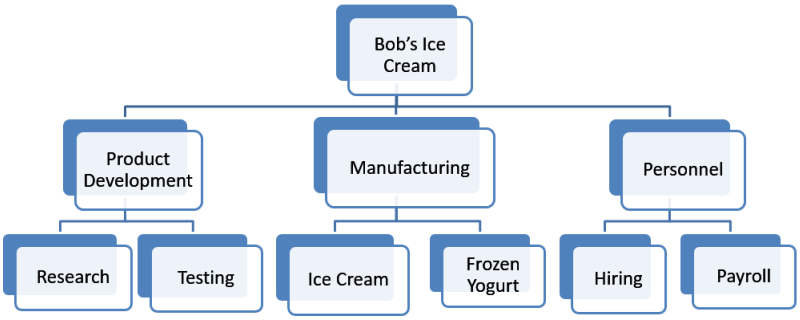
Concepts Review

Screen Labeling	Matching Items	Multiple Choice
1 Tabs	7 e	13 d
2 Address bar	8 d	14 c
3 Navigation pane	9 c	15 c
4 File list	10 a	16 a
5 Search box	11 f	
6 Path	12 b	

Skills Review

Solution Filename: Advertising Campaign.rtf

Step 1a: Students should submit a diagram of how they might organize folders and subfolders for an ice cream business. Student answers should contain folders and subfolders. Their diagrams should resemble one of the following (students' work will probably be handwritten and the students' names for the business will differ):

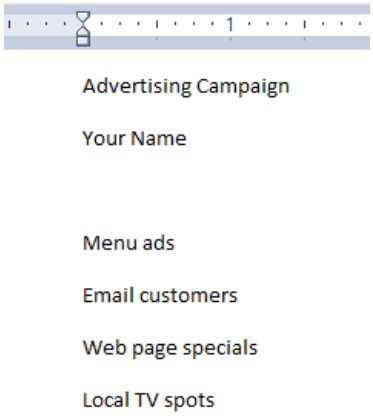


Their paragraphs should include that they would organize the work by department and subareas, with the as shown in the figure above.

Step 1c: The path to the Hiring folder: **Bob's Ice Cream\Personnel\Hiring**
The path to the Testing folder: **Bob's Ice Cream\Product Development\Testing**

Here is the Advertising Campaign.rtf document students create in Step 2, steps a - e:

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In the remainder of the Skills Review, students explore the files and folders on their computers so they can become more proficient at file management, a skill that many computer users need to practice so they don't lose track of their files. Students change views, and then open, edit, and save files. They copy, move, and rename files, working with the Advertising campaign document they created earlier. They search for the backup file they created, using the search text box on the taskbar, and in a File Explorer window. Finally, the delete and restore a document.

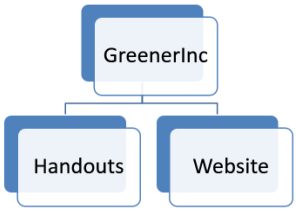
Independent Challenges

Because students will solve the independent challenges in different ways, it is important to stress there is not just one correct solution. The following are examples of possible solutions for the Independent Challenges in Module 2 of this book.

Independent Challenge 1

Solution Filename: Selling Points.rtf, Selling Points Backup.rtf

Students are asked to prepare selling points for a Web ad for a vacation garden care business named GreenerInc. Their folders and file should be organized like this:



The content of their Selling Points file will differ, but should list three advantages of their business. Their lists might resemble this one:

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GreenerInc Selling Points

I keep our gardens green and weed-free

I won't pull up your good plants

I only work in the areas you specify

[Your Name]

[Your email address]

Independent Challenge 2

Solution Filename: My Drives.rtf

Students should create a WordPad document with the filename My Drives.rtf. Below the title, My Drives, and their name, they should list the drives on their computer, including hard drives, drives with removable storage, or other hardware devices, such as PDAs. For their hard drives and removable storage devices, they should include the total size and the amount of free space remaining on each one. Here's an example:



My Drives

Your Name

Local Disk (C:) 22.1 GB free of 95.5 GB

Windows (D:) 245 GB free of 352 GB

Recovery (E:) 1.57 GB free of 15.9 GB

DVD RW Drive (F:)

CD Drive (G") Audio CD

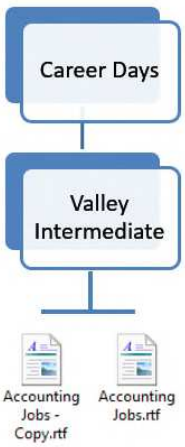
Removable Disk (H:) 1/90 GB free of 1.90 GB

Independent Challenge 3

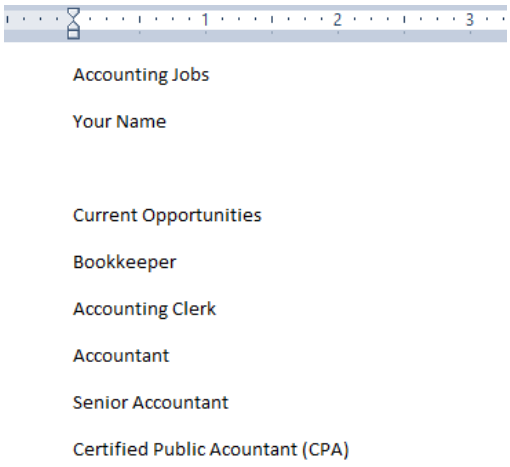
Solution Filename: Accounting Jobs.rtf, Accounting Jobs - Copy.rtf

Students create a folder structure that contains a file they create for a Career Days presentation at a local school.

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The document should look similar to this (after the addition of the Senior Accounting line in IC3h:

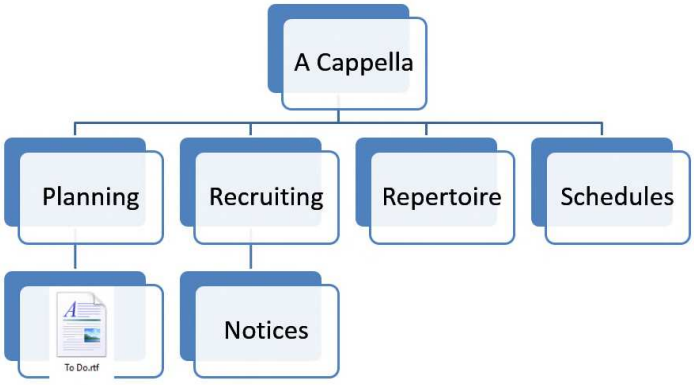


Independent Challenge 4: Explore

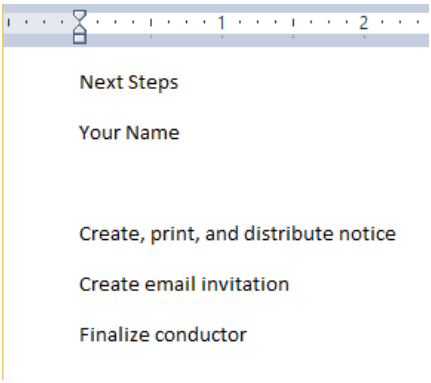
Solution Filename: To Do.rtf; To Do – Copy.rtf

In Independent Challenge 4: Explore, students use a hobby or a volunteer activity (one that they do now or that they would like to do), and create a folder structure. First they sketch it on paper, and then they create it on their computers. The solution files contain a set of sample folder and files for an A Capella chorus, although student answers will obviously differ.

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They create a WordPad document with the title Next Steps at the top of the page, and a list of at least three tasks they should do to further their work in that area. Here is an example:



They save the file as To Do.rtf. They copy it and place a copy on their USB flash drive.

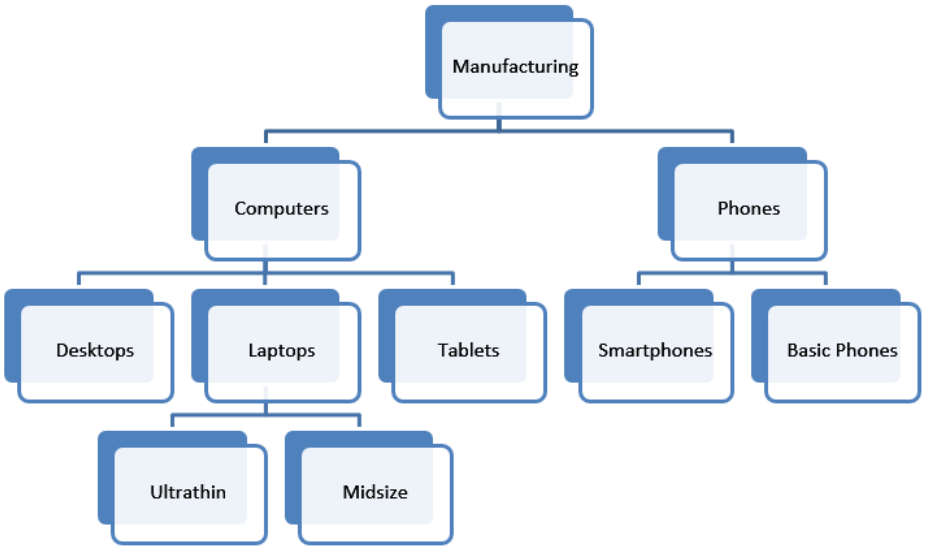
They then use the Microsoft Edge Web browser to locate information about others doing their desired hobby or volunteer activity, and then annotate the page using the Web Note feature, and highlight an item of interest using the highlighter tool. They then email the annotated page to themselves. Here is an example of an annotated page with highlighting:

Visual Workshop

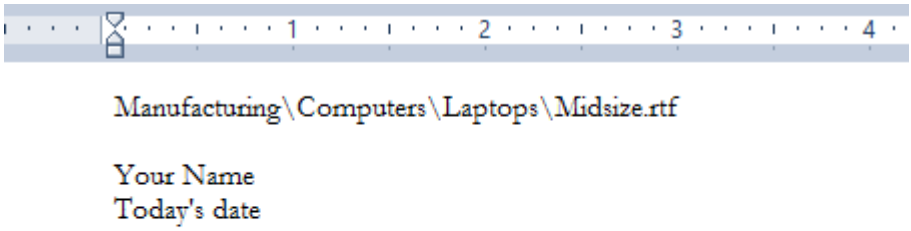
Solution Filename: Midsze.rtf

Students create the folder structure shown in Figure 2-28:

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They then open a WordPad document and type the path to the Midsize folder, which is: Manufacturing\Computers\Laptops\Midsize.



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Module 2
Editing Documents

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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



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.

Internationally celebrated sculptor Mara Currier will display her new work in the rotunda of City Library. New MATOS group shows will open at the Art 5 Gallery and at the Fisher Café, both on Hanover Street.

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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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.

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

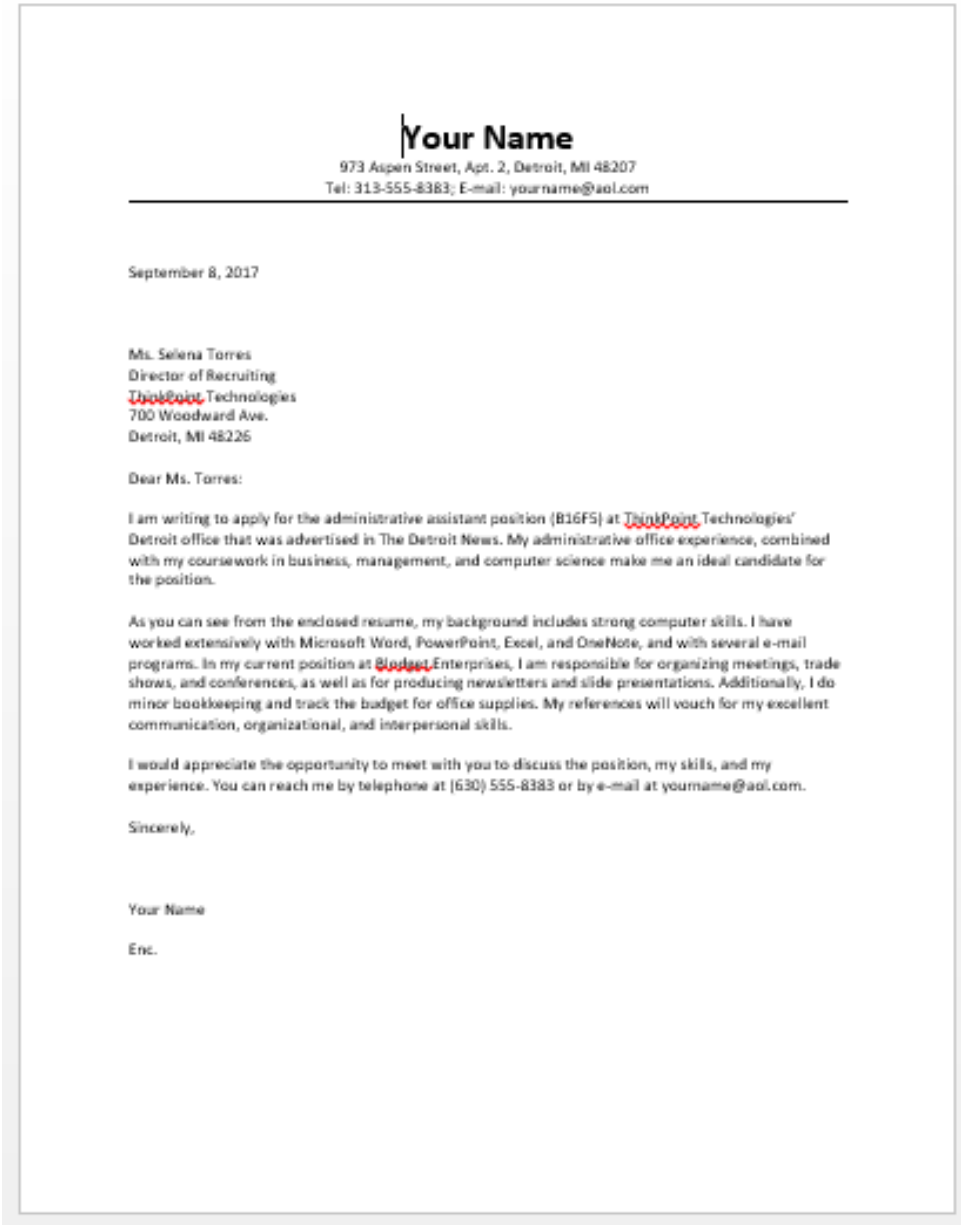
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Independent Challenge 2

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:

I am writing to apply for the administrative assistant position (B16FS) 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 Blodgett 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.

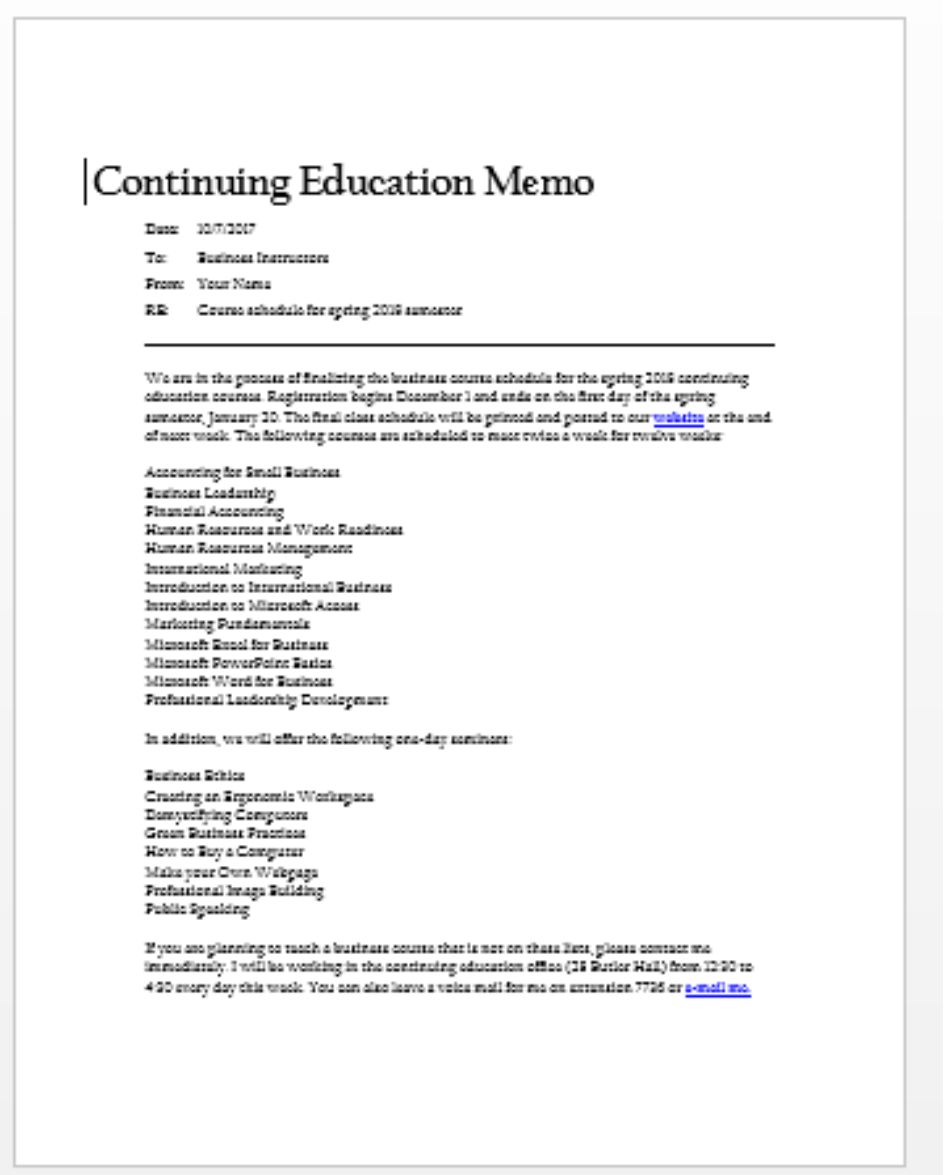
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Independent Challenge 3

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

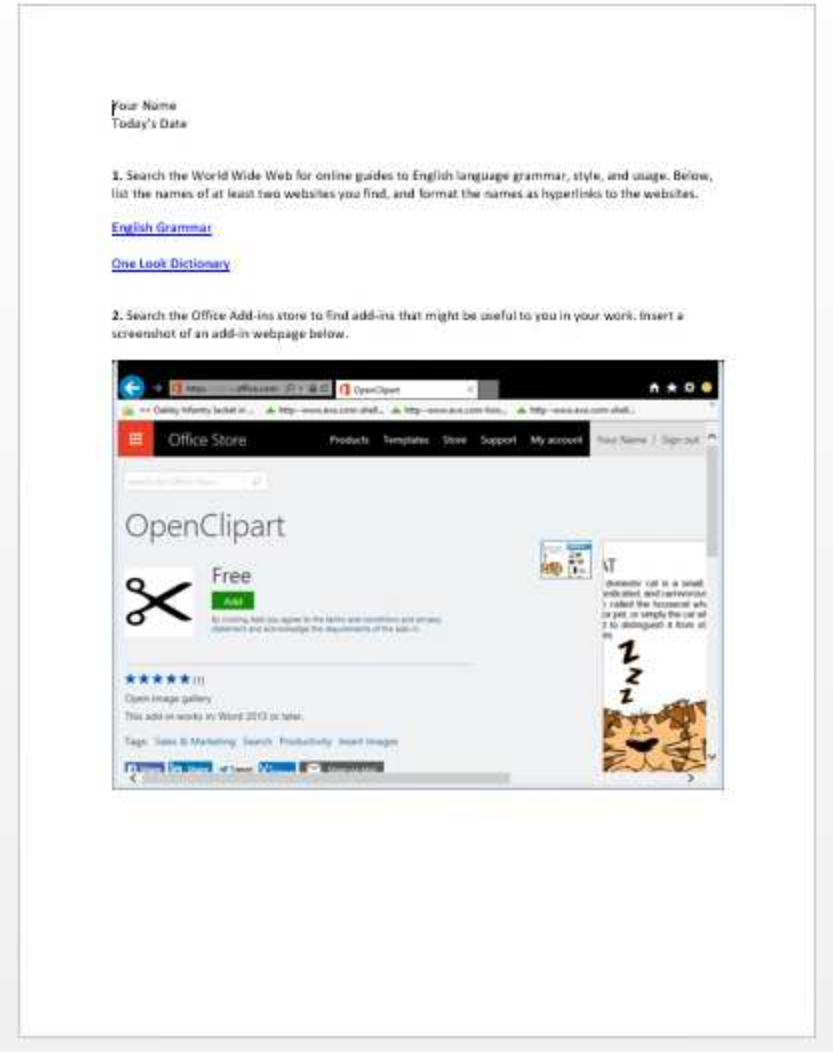
If you are planning to teach a business course that is not on these lists, please contact me immediately. I will be working in the continuing education office (28 Butler Hall) from 12:00 to 4:00 every day this week. You can also leave a voice mail for me on extension 7726 or e-mail me.

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

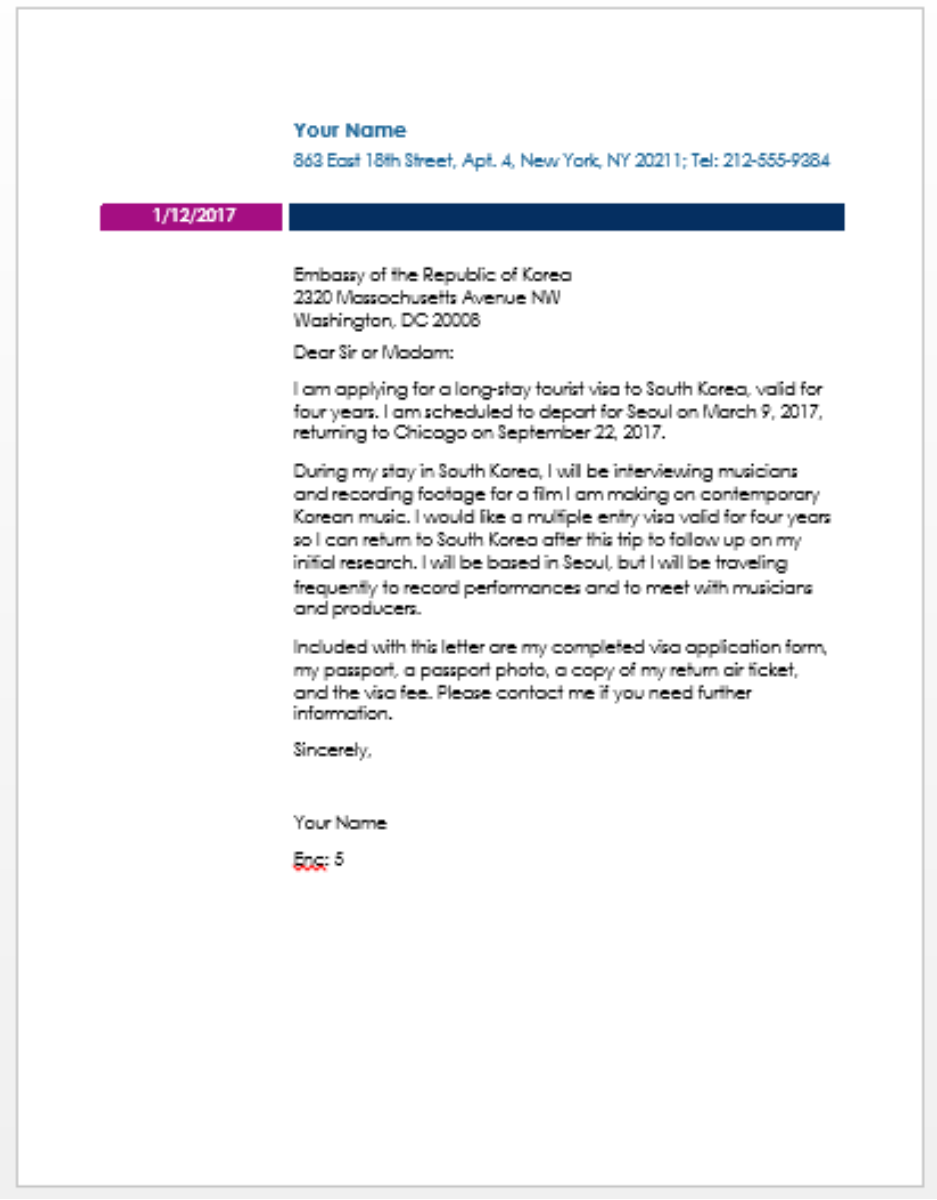
2. Search the Office Add-ins store to find add-ins that might be useful to you in your work. Insert a screenshot of an add-in webpage below.

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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

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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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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.

Top of Document

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Access Module 2: Building and Using Queries

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.

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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Module Objectives

Students will have mastered the material in Access Module 2 when they can:

- Use the Query Wizard
- Work with data in a query
- Use Query Design View
- Sort and find data
- Filter data
- Apply AND criteria
- Apply OR criteria
- Format a datasheet

Access 28: Use the Query Wizard

LEARNING OUTCOMES

- Describe the purpose for a query
- Create a query with the Simple Query Wizard

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LECTURE NOTES

- Introduce the **Simple Query Wizard** in FIGURE 2-1 and, depending on the background of students, show them that using the wizard spares students having to write **SQL (Structured Query Language)** code.
- Make sure students realize that a **query** is merely a question – it is not a duplication of the data even though the datasheet that is presented (the **logical view** of the data, shown in FIGURE 2-2) can be used for data entry and updates.
- Be sure students understand that a query allows you to focus on specific information that answers the query question.
- Emphasize the wide and extensive use of queries to the database user.

TEACHER TIPS

Introduce this module by reminding students that when they use an online search engine, such as Google or Bing they are really asking questions of a database. When they access the online catalog at the library, they also are querying a database.

Querying is one of the main benefits of creating a database. Users want to be able to find answers quickly to questions concerning the data.

CLASSROOM ACTIVITIES

1. Critical Thinking: Ask students to come up with reasons they would use a query (versus opening a table datasheet). Answers include:
   - To view fields from more than one table in a single datasheet.
   - To view subsets of records rather than all the records in a table datasheet (filtering and adding criteria – covered later in Unit B).
   - To create calculated fields.
   - To collect the fields and records needed for forms and reports.

2. Class Discussion: Ask students for sample questions that might be asked of a student database.

Access 30: Work with Data in a Query

LEARNING OUTCOMES

- Edit records in a query
- Delete records in a query

LECTURE NOTES

- Compare entering and editing data in a query datasheet to the same tasks in a table datasheet.
- Use FIGURES 2-3 and 2-4 to show the effects of updating a record in the query datasheet and deleting another record.

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TEACHER TIP
Inherent to students' understanding of how relational databases work is understanding that every other object is built "on top of" the tables. Any time data is being edited, it is being changed/stored in table objects. Tables, queries, and forms can all be used to enter and update data, but data is only physically stored in tables. Without this understanding students may be led to believe that they need to update data every place it is presented – in every query, form, or report where it is shown. This is not true. Once data is changed, for example, once the name Friedrichsen is changed to Franklin, every other object that displays that data is automatically updated as well.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students to brainstorm some real-world scenarios in which they would make the kinds of modifications demonstrated in this section.
2. Critical Thinking: Querying means asking questions. What kind of questions do you ask in a typical day? Would a database be able to answer those questions?

Access 32: Use Query Design View

LEARNING OUTCOMES

- Work in Query Design View
- Add criteria to a query

LECTURE NOTES

- Point out the various parts of the **Query Design View** window in FIGURE 2-5, and the resulting query in FIGURE 2-6.
- Explain that students should be extremely familiar with Query Design View, **criteria**, field lists, **join lines** (**link lines**), and the **query design grid**.
- Point out the one-to-many relationship line between related tables in the query in FIGURE 2-5.
- Distinguish between the use of the **Save command** on the File tab and the **Save Object As command**, reminding students that Access saves data automatically as they move from record to record.

TEACHER TIPS
Note that when there is no scroll bar in a field list, it means that all fields are visible.

Access uses Query-by-Example (QBE) to query a database. Query-by-Example is a query manipulation language for relational databases in which users indicate the action to be taken by completing on-screen forms. The query feature of Microsoft Excel uses QBE.

Students should understand that although the answer displays in Datasheet view, no table exists. It is a dynamic or virtual set of records. When a query design is saved, only the design is saved not the answer. Query results, therefore, always show the most current data.

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CLASSROOM ACTIVITIES

1. Quick Quiz:
    1. How is the relationship between two tables displayed? (Answer: With a join line, or link line)
    2. What does the query design grid display? (Answer: The field names, sort orders, and criteria used within the query)

2. Assign a Project: Have students research QBE, an early language for creating queries and then share the results of their research with the class.

Access 34: Sort and Find Data

LEARNING OUTCOMES

- Apply short orders to a query
- Find and replace data in a query
- Undo edits in a query

LECTURE NOTES

- Make sure students understand how ascending and descending sort orders apply to each different type of field, for example text, number, currency, and date/time data.
- Make sure students know that they can click any field and use it to sort the records. Point out the **field selector** in FIGURE 2-7. Access never sorts just a single field/column at a time. Review the result of the new sort orders in the datasheet in FIGURE 2-9.
- Review the features of the Find and Replace dialog box in FIGURE 2-8.

CLASSROOM ACTIVITIES

1. Critical Thinking: Sorting means ordering records in a particular way. When would it be useful to sort data in ascending order? Why? When would it be useful to sort data in descending order? Why?

2. Quick Quiz:
    1. Deleting a field from a query deletes it from the underlying table. T/F? (Answer: False)
    2. Sort orders always work from right to left. T/F? (Answer: False)

LAB ACTIVITY

Using the query shown in FIGURE 2-7, have students practice sorting on more than one field such as Category and TripName. Ask them to sort by duration within each category. Show them how to move the Price field to the left of the Category field, select both fields, and apply a sort to the two fields at the same time to achieve the desired sort.

Access 36: Filter Data

LEARNING OUTCOMES

- Apply and remove filters in a query
- Use wildcards in criteria

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LECTURE NOTES

- **Filtering** data is a *temporary* activity. As soon as the filter is removed, it is not saved. Therefore, if a question about the data is asked over and over again, it should be saved as a query so that the query can simply be opened to see the resulting data.
- Simple filters require only that students click the field they want to filter on (such as Adventure in the Category field), and click the Selection button. Any filtering done with two or more fields requires the use of the advanced filter tools.
- Contrast the use of the **Filter By Selection** feature with the use of **Filter By Form** feature.
- Use TABLE 2-2 to compare filters and queries. Point out to students, however, that queries are by far more powerful. Discuss the filter buttons shown in TABLE 2-3 and when each one would be used.
- Review the wildcard characters shown in the Clues to Use box.

TEACHER TIPS

Be sure to have students view the navigation buttons after each filter to get a sense of how many records they are viewing at any one time. This will help them answer the "reasonableness" test question. Is the answer I'm seeing reasonable? (or not?) Students may not know the answer to this when working with sample database files provided by this textbook, but they certainly would be able to answer that question in the real world when working with their own data.

Note that while a filter is not the same thing as a query, if you create a filter and decide that you would like to reuse it, and therefore should have created a query, a filter can be saved as a query object and reused. For the most part, however, filters are temporary views of data and do not contain as much power as queries (see TABLE 2-2).

Filtering produces a subset of the table. This is useful when you need to update a field in several records with the same value but do not need an update query.

Make sure students understand the difference between the Toggle Filter button and the Clear All Filters button. The Toggle Filter button redisplays all records but does not clear any filters that have been applied.

When a criterion is entered in a query, the criterion is an example of the expected result. Entering criterion in a query is similar to entering an author's name in a search of a library card catalog or an electronic library database. The asterisk and question mark wildcards are the same wildcards that are used with the search features in Windows and other Microsoft applications. Access automatically adds the LIKE operator and quotation marks to criteria that use wildcards.

CLASSROOM ACTIVITIES

1. Class Discussion: Consider circumstances in which the Filter By Selection feature is the tool to use. When is Filter By Form better to use?

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2. Critical Thinking: Why does Microsoft provide so many different features (filters versus queries for example) that overlap in functionality? (Even though there are times when more than one tool could do a job, depending on the nature of the problem there is generally a "best" way to accomplish a task. Providing many different tools gives the user the choice of several ways to tackle a problem. It is incumbent on the user to be trained well enough to know which tool is most productive and best for each job.)

3. Critical Thinking: Compare the two methods of finding records presented in this chapter: searching and filtering. Which do you consider to be more efficient? As a database user, when do you think it would be best to use filtering rather than searching?

Access 38: Apply AND Criteria

LEARNING OUTCOMES

- Enter AND criteria in a query
- Define criteria syntax
- Use comparison operators with criteria

LECTURE NOTES:

- Being able to master query criteria is absolutely essential to the success of every Access user. Do not let students go beyond this lesson until they completely understand it.
- Note that the use of "AND" means that BOTH criteria must be true in order for the record to be selected.
- The **AND criteria** are entered in one row of the query grid as shown in FIGURE 2-13. It is absolutely essential that students understand what AND criteria is as well as how to enter it in the query grid.
- Discuss the support that Access provides with **criteria syntax** and review the function of the comparison operators in TABLE 2-4.
- Explain how to search for blank fields using the Clues to Use box.

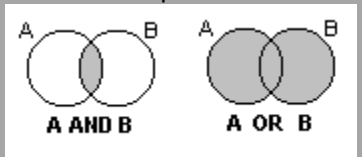
TEACHER TIPS

Comparison operators are used with both numeric and text data. The order of the greater than or equal to (>=) and less than or equal to (<=) operators is fixed; they cannot be reversed.

The difference between putting criteria in one versus two rows is extremely important and is covered in the lessons on AND versus OR criteria. At this point, students are starting to see how important precision is when working with databases.

Be sure students understand that they can go back and forth between Datasheet and Query Design View to make sure you get the records desired. The most common errors would be not entering the criteria on one row or making a typo.

You can use a Venn diagram to illustrate the concept of AND and OR criterion visually:



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CLASSROOM ACTIVITIES

1. Class Discussion: Design a truth table on the board and fill in the values with the students. Ask students for other uses of a truth table.

2. Quick Quiz:
    1. With AND criteria, all criteria must be true to select the record. T/F? (Answer: True)
    2. Criteria syntax are rules that specify how to enter criteria. T/F? (Answer: True)

Access 40: Apply OR Criteria

LEARNING OUTCOMES

- Enter OR criteria in a query
- Rename a query

LECTURE NOTES:

- Explain the difference between AND and **OR criteria** in the query grid. Students show know how it is entered (as shown in FIGURE 2-15) as well as how many records are selected (as shown in FIGURE 2-16).
- Note that OR criteria always retrieves more records. AND criteria always narrows the number of records selected. OR criteria always expands the number of records selected.

CLASSROOM ACTIVITIES

Critical Thinking: How would you write a query to find all trips where the state was Colorado and the duration was either 7 or 10 days?

1. Quick Quiz:
    1. You use AND criteria when one criterion must be true in order for the record to be selected. T/F? (Answer: False)

Access 42: Format a Datasheet

LEARNING OUTCOMES

- Zoom in print preview
- Format a datasheet
- Change page orientation

LECTURE NOTES:

- Many of the buttons and tools students will use to format a datasheet are already familiar to them from Word and Excel such as Bold, Italic, Underline, Font Color, Font Face, Font Size, and Fill. The Alternate Fill/Back Color button helps readers differentiate different lines on datasheet printouts.
- Note that the entire datasheet is formatted as a single unit. You do not format individual cells as you do in Excel.

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TEACHER TIP:
Point out the differences between a color and black and white printer. On a black and white printer, all colors are converted to shades of gray. Bright colors may be converted to solid black boxes. Always encourage students to print preview before printing.

CLASSROOM ACTIVITIES

1. Assign a Project: Have students open a datasheet and apply at least three formats that they feel enhance the printout. Print the datasheets, pair students up, and have them critique each other's printouts. Remind students that some formatting embellishments, such as too much color, font size too small to read, font face too fancy to be legible, can actually detract from readability and professionalism.

2. Group Activity: Ask students to apply three different formats to a datasheet in three different categories (font face, font size, color) and print them. Have them write down the formatting embellishments on the back of the paper. Pass the papers around the class and ask students to vote on the one they like best and explain why.

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 2 and 3 become increasingly open-ended, requiring more independent problem solving.
- **Independent Challenge 4: Explore** contain practical exercises to help students with their everyday lives by focusing on important and useful essential skills, including creating photo montages for scrapbooks and photo albums, retouching and color-correcting family photos, applying layer styles and getting Help online.
- **Visual Workshops** are practical, self-graded capstone projects that require independent problem solving.

f Document

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MODULE 2
Building and Using Queries

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Module 2: Building and Using Queries

Concepts Review

Screen Labeling	Matching Items	Multiple Choice
1. Trips table field list	6. h	16. b
2. Duration field from Trips table in query grid	7. c	17. a
3. Ascending sort order on TripName field	8. d	18. d
4. Or criteria on two rows	9. j	19. b
5. And criteria on one row	10. e	20. a
	11. a	
	12. i	
	13. b	
	14. f	
	15. g	

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Skills Review

Data File: Salvage-2.accdb. Solution File: Salvage-2-Solution.accdb

1.-2. The final CenterDeposits query is shown below.

CenterDeposits

CenterName	DepositDate	Weight	ClubName
Student's Last Name Recycling	1/30/2017	80	Kansas City Frogman Club
Taney County Salvage	1/30/2017	150	Boy Scout Troop 6
Adair county Recycling	1/21/2017	170	Great Plains 4-H
Student's Last Name Recycling	1/20/2017	80	Bootstrap Club
A1 Salvage Center	1/20/2017	190	Junior League
Taney County Salvage	1/16/2017	85	Access Users Group
A1 Salvage Center	1/15/2017	175	Social Media Club
Taney County Salvage	1/14/2017	85	Junior League
A1 Salvage Center	1/13/2017	100	Bootstrap Club
Taney County Salvage	1/13/2017	125	Boy Scout Troop 6
Taney County Salvage	1/9/2017	90	Social Media Club
Adair county Recycling	1/9/2017	80	Kansas City Frogman Club
Adair county Recycling	1/8/2017	140	Junior League
Student's Last Name Recycling	1/7/2017	105	Kansas City Frogman Club
Adair county Recycling	1/7/2017	30	Boy Scout Troop 6
Taney County Salvage	1/7/2017	60	Great Plains 4-H
A1 Salvage Center	1/3/2017	205	Social Media Club
Student's Last Name Recycling	1/2/2017	45	Junior League
Taney County Salvage	12/8/2016	50	Access Users Group
A1 Salvage Center	12/6/2016	80	Social Media Club
Student's Last Name Recycling	12/3/2016	70	Social Media Club
Student's Last Name Recycling	12/1/2016	80	Access Users Group
Adair county Recycling	11/29/2016	90	Junior League

Record: 1 of 117 Unfiltered Search

Note:
1b: CenterName, DepositDate, Weight, ClubName fields
1c: Johnson Recycling was changed to a center name that has the student's last name.
2a: The first record (A1 Salvage Center with a DepositDate of 2/4/2014) has been deleted
2b: JavaScript KC (ClubName) has changed to Bootstrap Club.
2d: The date of 1/30/2017 is entered for the current first record

3-5: The final 100PlusDeposits query is shown below:

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100PlusDeposits

FName	LName	ClubName	DepositDate	Weight
SI	Hickman	Access Users Group	2/13/2014	200
SI	Hickman	Access Users Group	2/13/2015	185
SI	Hickman	Access Users Group	2/18/2015	185
SI	Hickman	Access Users Group	3/7/2015	145
SI	Hickman	Access Users Group	4/19/2015	115
SI	Hickman	Access Users Group	5/1/2015	105
SI	Hickman	Access Users Group	1/30/2015	100
SI	Hickman	Access Users Group	2/22/2016	100
SI	Hickman	Access Users Group	2/26/2014	100
Cory	Harding	Bootstrap Club	2/28/2016	125
Cory	Harding	Bootstrap Club	4/3/2016	115
Cory	Harding	Bootstrap Club	1/13/2017	100
Charles	Schaffer	Boy Scout Troop 6	4/30/2015	205
Charles	Schaffer	Boy Scout Troop 6	2/20/2015	200
Charles	Schaffer	Boy Scout Troop 6	2/20/2014	200
Charles	Schaffer	Boy Scout Troop 6	5/7/2015	190
Charles	Schaffer	Boy Scout Troop 6	1/30/2017	150
Charles	Schaffer	Boy Scout Troop 6	1/13/2017	125
Charles	Schaffer	Boy Scout Troop 6	4/18/2016	105
Charles	Schaffer	Boy Scout Troop 6	11/2/2016	100
Renaldo	Bartles	Great Plains 4-H	1/21/2017	170
Amy	Moon	Junior League	9/24/2015	200
Amy	Moon	Junior League	1/20/2017	190

Record: 1 of 41 Unfiltered Search

Note:
3c: FName, LName, ClubName, DepositDate, Weight fields
3d: All Weight values are >=100 saved in Query Design View
4a: Ascending sort order is placed on the ClubName field and descending sort order is placed on Weight field in Query Design View
4c: Boy Scout Troop 324 (ClubName) has been changed to Boy Scout Troop 6.
4d: Trey in FName field is changed to student's initials (SI in figure above)
5a **Filter** the records for ClubName equals Access Users Group.
5b **Filter** the records from step 5a for DepositDate >=1/1/2015 as shown below:
5c Print the datasheet if requested by the instructor. Note that filters are temporary and not saved with the query, so if you want to grade step 5, the student must produce this printout.

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100PlusDeposits

FName	LName	ClubName	DepositDate	Weight
SI	Hickman	Access Users Group	2/18/2015	185
SI	Hickman	Access Users Group	2/13/2015	185
SI	Hickman	Access Users Group	3/7/2015	145
SI	Hickman	Access Users Group	4/19/2015	115
SI	Hickman	Access Users Group	5/1/2015	105
SI	Hickman	Access Users Group	2/22/2016	100
SI	Hickman	Access Users Group	1/30/2015	100

6a: Save the 100PlusDeposits query as 100PlusDeposits2016.
6c. The criteria entry Like "*/*/2016" should be in the DepositDate field in Query Design View. Alternatively, the criteria >=1/1/2016 and <= 12/31/2016 or >12/31/2015 and <1/1/2017 are also equivalent ways to select all records in the year 2016 as shown below:

100PlusDeposits2016

FName	LName	ClubName	DepositDate	Weight
SI	Hickman	Access Users Group	2/22/2016	100
Cory	Harding	Bootstrap Club	2/28/2016	125
Cory	Harding	Bootstrap Club	4/3/2016	115
Charles	Schaffer	Boy Scout Troop 6	4/18/2016	105
Charles	Schaffer	Boy Scout Troop 6	11/2/2016	100
Jordan	Smith	Kansas City Frogman Club	8/20/2016	105
Trixie	Cho	Social Media Club	8/19/2016	205

7. Save the 100PlusDeposits query as 100PlusDeposits2Clubs. The solution is shown in Figure 2-20. Note: 7b-7c. All records have ClubName = Social Media Club or Access Users Group and Weight >=100

8a. For the Centers table, the Times New Roman font with 14-point font size is applied
8b. All columns have been resized so data and field names are visible.
8c-8d. If creating a printout, the printout should be in landscape orientation and use narrow margins so that it fits on a single sheet of paper.

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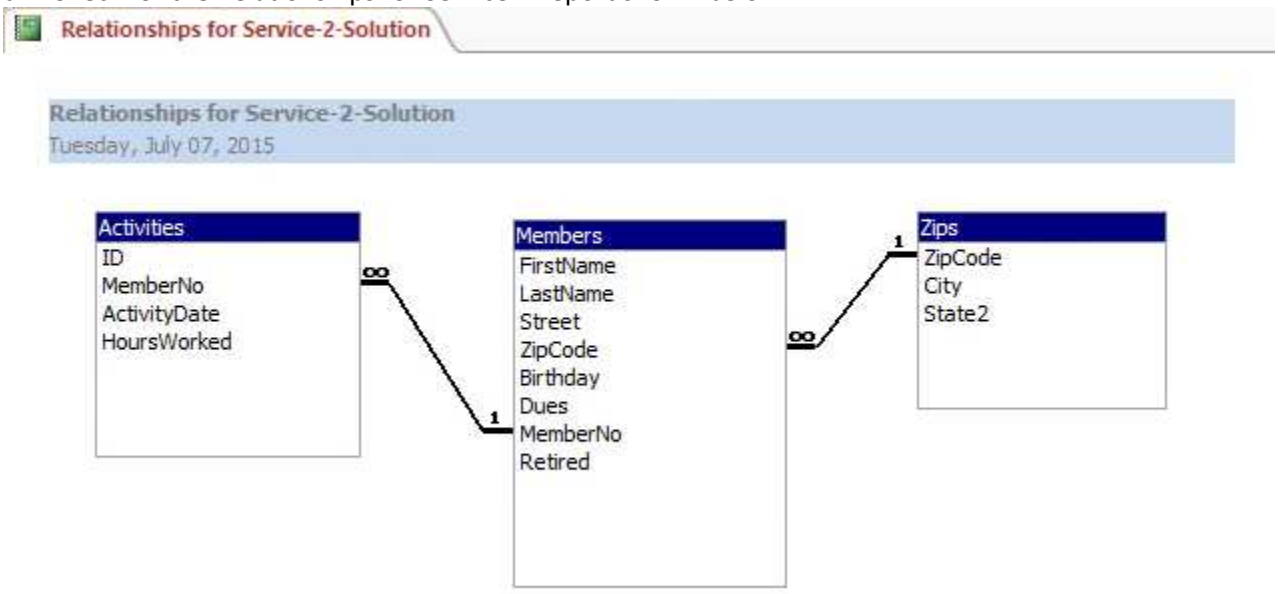
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Independent Challenge 1

Data File: Service-2.accdb. Solution File: Service-2-Solution.accdb

The solution to this exercise is shown in Figure 2-21.

d. Check for the Relationships for Service-2 report shown below:



e. Create a query (named March2017 in step i) with these fields: FirstName, LastName, ActivityDate, HoursWorked. The solution to this is shown in Figure 2-21.

g. Add criteria to select only those records in March 2017.

h. In Query Design View, apply an ascending sort order on the LastName and ActivityDate fields.

i. Make sure that the student's name has replaced Quentin Garden and that the columns have been widened to clearly display all data and field names.

Independent Challenge 2

Data File: HouseOfReps-2.accdb. Solution File: HouseOfReps-2-Solution.accdb

The final solution is shown in Figure 2-22. Note:

c. The fields are in the following order: StateAbbrev, StateName, Capital, FName, LName

d. An ascending sort order on StateName then LName.

e. Criteria to select only Ohio or Pennsylvania using OH and PA criteria in the StateAbbrev field.

f. The query is named OhioAndPenn.
The student's name is entered instead of Butterfield.

Independent Challenge 3

Data File: VetClinic-2.accdb. Solution File: VetClinic-2-Solution.accdb

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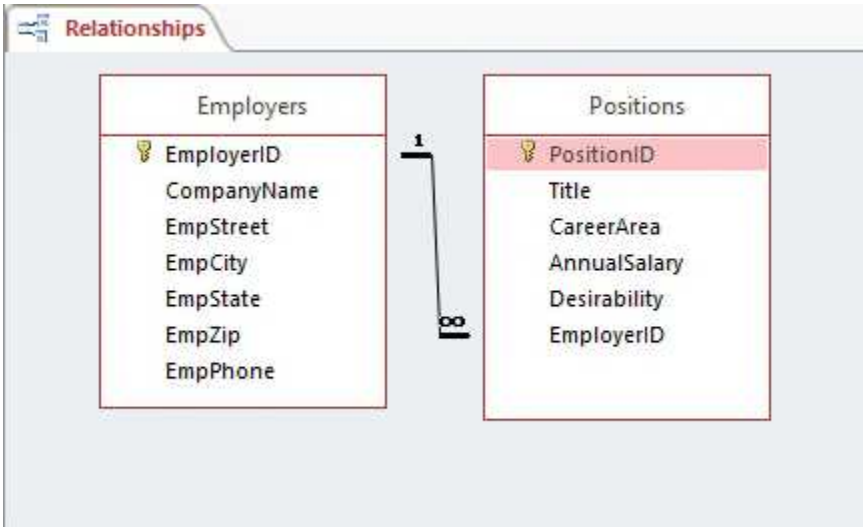
The solution is shown in Figure 2-23. Note:

c. Student Name is added as a new record in Vets table.
e. ClinicVetListing is the new query name with the following fields: VetLast, VetFirst, ClinicName, and Phone. (Note the order of fields is changed in step h.)
f. Animal Haven (ClinicName) changed to Animal Emergency Shelter.
g. In Query Design View, criteria is added to the ClinicName field to select only Animal Emergency Shelter or Veterinary Specialists.
h. In Query Design View, the ClinicName field is moved to the first field column and an ascending sort order is added to the ClinicName and VetLast fields.
i. Fields are resized to show all data.

Independent Challenge 4

No Data File. Solution File: Jobs-Solution.accdb

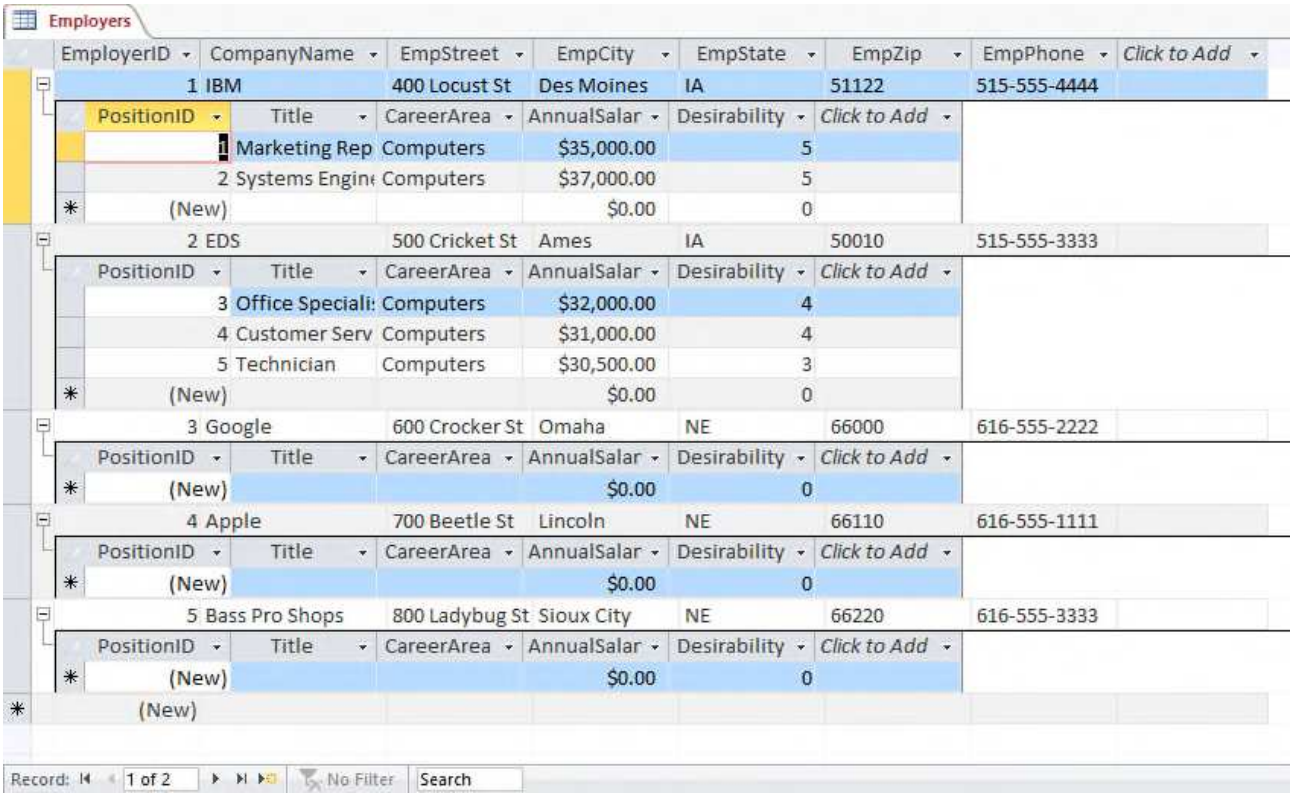
b. Check Table Design View of the Positions table. The field names, data types, and descriptions should match this step.
c. Check Table Design View of the Employers table. The field names, data types, and descriptions should match this step.
d. Make sure EmployerID is the primary key field of the Employers table.
Make sure PositionID is the primary key field of the Positions table.
e. Make sure the relationships window looks like the following:



f-g. Answers will vary, but a potential solution is shown below. There should be five valid records in the Employers table, and five valid records in the Positions table. The records in the Positions table can be attached to any employer record.

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Employers

EmployerID	CompanyName	EmpStreet	EmpCity	EmpState	EmpZip	EmpPhone	Click to Add
1	IBM	400 Locust St	Des Moines	IA	51122	515-555-4444	

PositionID	Title	CareerArea	AnnualSalar	Desirability	Click to Add
1	Marketing Rep	Computers	$35,000.00	5	
2	Systems Engin	Computers	$37,000.00	5	
(New)			$0.00	0	

2	EDS	500 Cricket St	Ames	IA	50010	515-555-3333

PositionID	Title	CareerArea	AnnualSalar	Desirability	Click to Add
3	Office Speciali	Computers	$32,000.00	4	
4	Customer Serv	Computers	$31,000.00	4	
5	Technician	Computers	$30,500.00	3	
(New)			$0.00	0	

3	Google	600 Crocker St	Omaha	NE	66000	616-555-2222

PositionID	Title	CareerArea	AnnualSalar	Desirability	Click to Add
(New)			$0.00	0	

4	Apple	700 Beetle St	Lincoln	NE	66110	616-555-1111

PositionID	Title	CareerArea	AnnualSalar	Desirability	Click to Add
(New)			$0.00	0	

5	Bass Pro Shops	800 Ladybug St	Sioux City	NE	66220	616-555-3333

PositionID	Title	CareerArea	AnnualSalar	Desirability	Click to Add
(New)			$0.00	0	

(New)

Record: 1 of 2 No Filter Search

h. A potential solution to the JobList query is shown below. (Answers will vary based on the records entered in the Positions table). Make sure the query contains these fields: CompanyName, Title, CareerArea, AnnualSalary, and Desirability. Make sure the records are sorted in descending order on the Desirability field.



JobList

CompanyName	Title	CareerArea	AnnualSalary	Desirability
IBM	Systems Engineer	Computers	$37,000.00	5
IBM	Marketing Representative	Computers	$35,000.00	5
EDS	Customer Service Rep	Computers	$31,000.00	4
EDS	Office Specialist	Computers	$32,000.00	4
EDS	Technician	Computers	$30,500.00	3

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Visual Workshop

Data File: Baseball-2.accdb. Solution File: Baseball-2-Solution.accdb

The solution is shown in Figure 2-24. Make sure the correct fields are selected: TeamName, PlayerLast, PlayerFirst, and Position.
Make sure only Position 1 and 2 are selected and an ascending sort order is added to the TeamName and PlayerPosition fields in Query Design View.

Aaron Campanella should be changed to the student's name.

The query should be saved with the name PitchersAndCatchers.

All fields should be widened to see all of the data.

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Excel 2016 Module 2: Working with Formulas and Functions

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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Module Objectives

Students will have mastered the material in Excel Module 2 when they can:

- Create a complex formula
- Insert a function
- Type a function
- Copy and move cell entries
- Understand relative and absolute cell references
- Copy formulas with relative cell references
- Copy formulas with absolute cell references
- Round a value with a function

Excel 26: Create a Complex Formula

LEARNING OUTCOMES

- Create a complex formula by pointing
- Use the fill handle and Auto Fill

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LECTURE NOTES

- Define a complex formula.
- Demonstrate how to create a complex formula.
- Explain the order of precedence used by Excel to determine which operation to perform first in a complex formula.
- Discuss how you can change the order of precedence in a formula by using parentheses.

TEACHER TIP
The concept of percentages can be difficult for some students to grasp. Remind students that 20% can be expressed as 0.2 or .2, but is not the same as 20. To illustrate this, draw a circle on the board and divide it into fifths. Point out that one fifth is 20% and is what you get if you multiply 1 by 20% or .2. Draw 20 circles to show what the answer would be if 1 was multiplied by 20.

TEACHER TIP
Point out that to increase a number by a specific percent that number needs to be multiplied by the percent value, which is then added to the original number. To demonstrate this, take 100 and multiply it by 20% and then add the resulting value (20) to 100 to get 120. Note that 120 is the result when 100 is increased by 20%.

CLASSROOM ACTIVITIES

1. Group Activity: Explore the effect of parentheses by presenting an expression, such as 3 * 4 ^ 2 - 12 / 2 + 1, evaluating it using the order of operations (43), then adding parentheses in one or more places, such as (3 * 4) ^ 2 - 12 / (2 + 1), and reevaluating the expression (140). Note how the result changes.

2. Quick Quiz:
    1. True or False: You can change the order of precedence in a formula by using brackets. (Answer: False)
    2. In the formula 218-44/815*9, which operation will be performed first? (Answer: Division)

Excel 28: Insert a Function

LEARNING OUTCOMES

- Use the Insert Function button
- Select a range for use in a function
- Select a function from the AutoSum list arrow

LECTURE NOTES

- Define functions.
- Point out that you can use the Insert Function button on the formula bar to choose a function from a dialog box.
- Discuss how you can click the Sum button list arrow to enter some frequently used functions, such as AVERAGE.
- Mention that you can insert a function on its own, or as part of another formula. Point out that when using a function alone, it always begins with the formula prefix = (the equal sign).

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- Demonstrate how to use the AVERAGE function.
- Use FIGURES 2-3 and 2-4 to point out the different parts of the Insert Function dialog box and the Function Arguments dialog box, respectively.
- Demonstrate how to use the Fill button to copy a formula to other cells.

TEACHER TIP
Remind students that the range of cells to average does not include the total in cell B12. Point out that an incorrect value would be calculated by the Average function in cell B15 if the total was included.

TEACHER TIP
While the range B15:E15 is selected, direct the students' attention to Average, Count, and Sum data on the status bar. Discuss how this feature allows users to quickly see those values without adding them to the spreadsheet.

TEACHER TIP
Using the Collapse and Expand buttons of the Insert Function dialog box can seem confusing to students who have never used this dialog box. Make sure to demonstrate how to use these buttons using a number of examples, and also explain how these buttons make it much easier to enter the arguments of a function.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students why some functions are available from the Sum list arrow on the Home tab and how they might use those functions.

2. Quick Quiz:
    1. You can use the _____ button on the formula bar to choose a function from a dialog box. (Answer: Insert Function)
    2. If you use a function alone, it always begins with the _____ sign. (Answer: equal)

LAB ACTIVITIES

1. As mentioned in this lesson, there are many categories of functions, including Financial, Date & Time, and Statistical. The Insert Function dialog box is useful not only for entering functions, but also for finding out more about the various functions available in Excel. Ask students to choose one of these categories and then to use the Insert Function dialog box to explore three functions within that category. Ask students to write down the names of the three functions, their descriptions, and their structures.

2. The AVERAGE function behaves differently depending on whether there is a blank in a cell range or a zero. Have students use Help to answer the following questions: What is the maximum number of cells that you can average? (Answer: 255). What does the AVERAGE function actually measure? (Answer: central tendency). If there is a blank in a cell within the range being averaged, is it converted to a zero? (Answer: No, it is not included in the average).

Excel 30: Type a Function

LEARNING OUTCOMES

- Select a function by typing
- Use AutoComplete to copy formulas

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LECTURE NOTES

- Point out that in addition to using the Insert Function dialog box or the Sum button on the Ribbon to enter functions, you can also type the function directly into a cell and complete the arguments needed.
- Explain how the AutoComplete feature makes it easy to enter function names.
- Demonstrate how to manually enter the MAX and MIN functions.
- In FIGURE 2-6, point out the ScreenTip that appears beneath the cell to help you complete the function.

TEACHER TIP
Again, remind students to select the correct range (B4:B11) to find the maximum and minimum values.

TEACHER TIP
Point out that the parenthesis does not need to be typed. After the function range is selected, pressing the [Enter] key closes the parenthesis, enters the function, and moves the active cell down one row.

CLASSROOM ACTIVITIES

1. Quick Quiz:
    1. When manually entering a function, you always begin with a(n) _____ sign. (Answer: equal).
    2. True or False: When manually entering a function, you must know the exact spelling of the function. (Answer: False)

2. Class Discussion: Brainstorm situations in which it would be useful to use COUNT and COUNTA functions.

3. Critical Thinking: Sometimes, it is just as easy to scan a list and pick out the highest value as it is to use the MAX function. Consider various numerical lists, such as a list of the ages of family members, a list of class grades, a list of stock prices, a list of the areas of states, a list of city populations, and so on. When would it make more sense to use the MAX function than simply to scan the list to determine the highest value? Why? Does the answer depend on the amount of data, the type of data, or both? Why?

Excel 32: Copy and Move Cell Entries

LEARNING OUTCOMES

- Copy a range to the Clipboard
- Paste a Clipboard entry
- Empty cell contents
- Copy cell contents

LECTURE NOTES

- Discuss the different methods for copying or moving cells and ranges (or the contents within them) from one location to another: Cut, Copy, and Paste buttons; the fill handle in the lower-right corner of the active cell; or the drag-and-drop feature.
- Define the Office Clipboard.

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- Point out the Clipboard launcher and the Office Clipboard pane in FIGURE 2-9.
- Demonstrate how to copy the contents of a range from one location to another using the Copy and Paste buttons.
- Demonstrate how to copy cell contents using the drag-and-drop method.

TEACHER TIP
Remind students of the importance of having the correct pointer. Refer students back to TABLE 1-3.

TEACHER TIP
Explain that another way to create a formula that increases a value by a certain percentage is to multiply by the value one and the decimal equivalent of the percent. For example, in cell B21, to calculate a 30% increase over the value in cell B12 using the formula =B12*1.3 is equivalent to =B12+B12*.3 and =B12+B12*30%.

TEACHER TIP
The Cut, Copy, and Paste buttons and the drag-and-drop feature are found in many other programs in addition to Excel. Ask students if they have come across these features in other Office programs. If yes, in which programs? Do these features work exactly the same in Excel as in the other programs?

CLASSROOM ACTIVITIES

1. Quick Quiz:
    1. The _____ is a temporary storage area that holds the selections you copy or cut. (Answer: Office Clipboard or Clipboard)
    2. When pasting a range from the Clipboard into the worksheet, you only need to specify the _____ cell of the range where you want to paste the selection. (Answer: upper-left)
    3. True or False: The Clipboard can contain a maximum of 24 items. (Answer: True)

2. Class Discussion: Ask students to name the different ways you can copy cell contents. Then ask them to identify their favorite method and explain their choice.

LAB ACTIVITY
Ask students to create a new worksheet with data of their choice. Have them use the Cut button to move the contents of a range from one location to another, and ask them to note what happens to the contents of the original cells.

Excel 34: Understand Relative and Absolute Cell References

LEARNING OUTCOMES

- Identify cell referencing
- Identify when to use absolute or relative cell references

LECTURE NOTES

- Define relative cell references and absolute cell references.
- Explain when relative cell references are used. Be sure to point out that when a formula containing a relative cell reference is copied to a new location, the cell reference will change as it is applied to the new location or *relative* to the new location.

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- Explain when absolute cell references are used. Be sure to point out that when a formula containing an absolute cell reference is copied to a new location, the cell reference does not change.

TEACHER TIP
Relative and absolute cell addressing are difficult concepts for students to grasp but it is this concept that makes electronic spreadsheets so powerful. Explain that if you have a formula in cell A3 that references cells A1 and A2, when you copy the formula in cell A3 to cell D3, your copy the addresses relative to original formula location. Cell D3 is three columns to the right so the addresses in the formula will also move three columns to the right (D1 and D2).

CLASSROOM ACTIVITIES

1. Class Discussion: Display FIGURE 2-13 for the class on a projection screen. Ask students to explain the different formulas used in the worksheet, including the type of cell referencing used. Use this same figure and ask them how many actual formulas were entered.

2. Quick Quiz:
   1. _____ cell references are the default in Excel. (Answer: Relative)
   2. Which sign do you use to create an absolute cell reference? (Answer: $, the dollar sign)

Excel 36: Copy Formulas with Relative Cell References

LEARNING OUTCOMES

- Copy and Paste formulas with relative cell references
- Examine Auto Fill and Paste options
- Use the Fill button

LECTURE NOTES

- Discuss the advantages of copying formulas rather than retyping them.
- Mention that you can use the Copy and Paste commands or the fill handle to copy formulas.
- Demonstrate how to copy formulas with relative cell references using the Copy and Paste buttons.
- Explain the Auto Fill option.
- Demonstrate how to copy a formula using the fill handle.
- Point out the Auto Fill Options button in FIGURE 2-14 and discuss the options that it provides.
- Point out the Paste Options button in FIGURE 2-15 and discuss the options that it provides.
- Demonstrate how to use the Fill button list arrow, which is shown in FIGURE 2-16.

TEACHER TIP
By default, cell formulas use relative cell reference. This means that if the cells you are copying contain relative cell references and you want to maintain the relative referencing, then you don't need to make any changes to the cells before copying them.

CLASSROOM ACTIVITIES

1. Quick Quiz:
   1. You can drag the _____ in a cell to copy cells or to continue a series of data based on previous cells. (Answer: fill handle)

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2. Critical Thinking: Excel updates relative references when formulas are copied. Can Excel ever be "too smart"? Could updating relative references when formulas are copied ever produce the wrong result? When?

LAB ACTIVITY
The fill handle can be used to complete a sequential series of numbers or labels. These series can include: the months in the year, days of the week, and sequential numbers. Allow students to form groups of 3 or 4, and then have them create sample sequences of both numbers and labels using the fill handle. Ask them to think about how this feature can improve efficiency and eliminate errors and misspellings.

Excel 38: Copy Formulas with Absolute Cell References

LEARNING OUTCOMES
- Create an absolute cell reference
- Use the fill handle to copy absolute cell references

LECTURE NOTES
- Make sure that students understand that to preserve a specific cell address when a formula is copied, you need to apply an absolute cell reference before copying the formula.
- Use FIGURE 2-17 to show the incorrect values that can result from relative referencing in copied formulas that should have absolute references.
- Demonstrate how to create absolute cell references.

TEACHER TIP
Point out that before students copy or move a formula, they should determine whether or not the formula needs any absolute cell references, and they should add the absolute references, if needed. Otherwise, they will get incorrect results, as shown in FIGURE 2-17.

TEACHER TIP
Make sure students know that they can add absolute cell reference when creating a formula by either typing the $ in front of the column letter and row number or by typing the cell address and then immediately pressing the [F4] key. An absolute cell reference does not need to be added after the formula is created, but it can be added if necessary.

CLASSROOM ACTIVITIES
1. Quick Quiz:
    1. When you press the _____ key, dollar signs are inserted in the cell address. (Answer: F4)
    2. When you press the _____ key, the range finder outlines the arguments of the equation in blue and red. (Answer: F2)
    3. True or False: To preserve a specific cell address when a formula is copied, you need to apply an absolute cell reference before copying the formula. (Answer: True)

2. Critical Thinking: Think about what would happen if the default in Excel was absolute cell references, rather than relative cell references. Would it be easier to create most worksheets? Why or why not?

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3. Critical Thinking: In Figure 2-18, the change factor is entered as a value in cell G2 and the absolute cell address G2 is used in the What if formula. What are the advantages of using an absolute reference rather than the actual value in the What if formula?

Excel 40: Round a Value with a Function

LEARNING OUTCOMES

- Use Formula AutoComplete to insert a function
- Copy an edited formula

LECTURE NOTES

- Demonstrate how to edit a cell so that it includes the ROUND function.
- Demonstrate how to copy the edited formula into other formulas.

TEACHER TIP

Explain that without using the ROUND function sometimes Excel appears to perform incorrect calculations. Excel calculates values out to more decimal places than are normally displayed and unless the ROUND function is used, all decimal places are used in calculations, even if they are not displayed. For example, if cell B2 contains the value 1 and cell B3 contains 3 and you create the formula =B2/B3 in cell B4 and the result is displayed as 0.333333. If in cell B5 you enter the formula =B4*3 the resulting value displayed is 1 instead of 0.999999.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students to discuss some other examples in which it would be appropriate to use the ROUND function.

2. Quick Quiz:
    1. When you begin typing "RO" after the equal sign, the _____ feature displays a list of functions beginning with "RO". (Answer: AutoComplete)
    2. True or False: A calculated value must have at least one number after the decimal. (Answer: False)
    3. _____ are predesigned workbook files. (Answer: templates)

LAB ACTIVITY

Ask students to apply the ROUND function to all the cells in the range B14:E17 so that all the cells display exactly two digits after the decimal point. Students should print the resulting worksheet but NOT save their changes.

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 2 and 3 become increasingly open-ended, requiring more independent problem solving.

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- **Independent Challenge 4: Explore** contains practical exercises to help students with their everyday lives by focusing on important and useful essential skills, including creating photo montages for scrapbooks and photo albums, retouching and color-correcting family photos, applying layer styles and getting Help online.
- **Visual Workshops** are practical, self-graded capstone projects that require independent problem solving.

Top of Document

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MODULE B
Working with Formulas and Functions

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Module 2: Working with Formulas and Functions

Concepts Review

Screen Labeling	Matching Items	Multiple Choice
1. Paste button	8. b	13. d
2. Copy button	9. e	14. b
3. Insert Function button	10. c	15. c
4. Paste Options button	11. d	16. b
5. Fill handle	12. a	17. c
6. Fill button		
7. AutoSum button		

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Skills Review

The filename for steps 1 through 7 in this Skills Review is EX 2-Construction Supply Company Inventory.xlsx. The completed solution file is shown here.

Filename: EX 2-Construction Supply Company Inventory.xlsx

	A	B	C	D	E	F	G	H	I
1	Construction Supply Company						Change	2.5	
2	Inventory, in cases								
3		Pylons	Bricks	Tarps	Insulation	Total		What if?	
4	Storage 1	67	65	67	48	247		618	
5	Storage 2	39	53	57	62	211		528	
6	Storage 3	50	44	69	33	196		490	
7	Storage 4	33	89	56	39	217		543	
8	Storage 5	38	42	51	53	184		460	
9	Total	**227**	**293**	**300**	**235**				
10									
11	30% drop	158.9	205.1	210	164.5				
12									
13	Average	45.4	58.6	60	47	211			
14	Maximum	67	89	69	62	247			
15	Minimum	33	42	51	33	184			
16									
17		Pylons	Bricks	Tarps	Insulation	Total			
18	Storage 1								
19	Storage 2								
20	Storage 3								
21	Storage 4								

Sheet1

Ready

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Independent Challenges

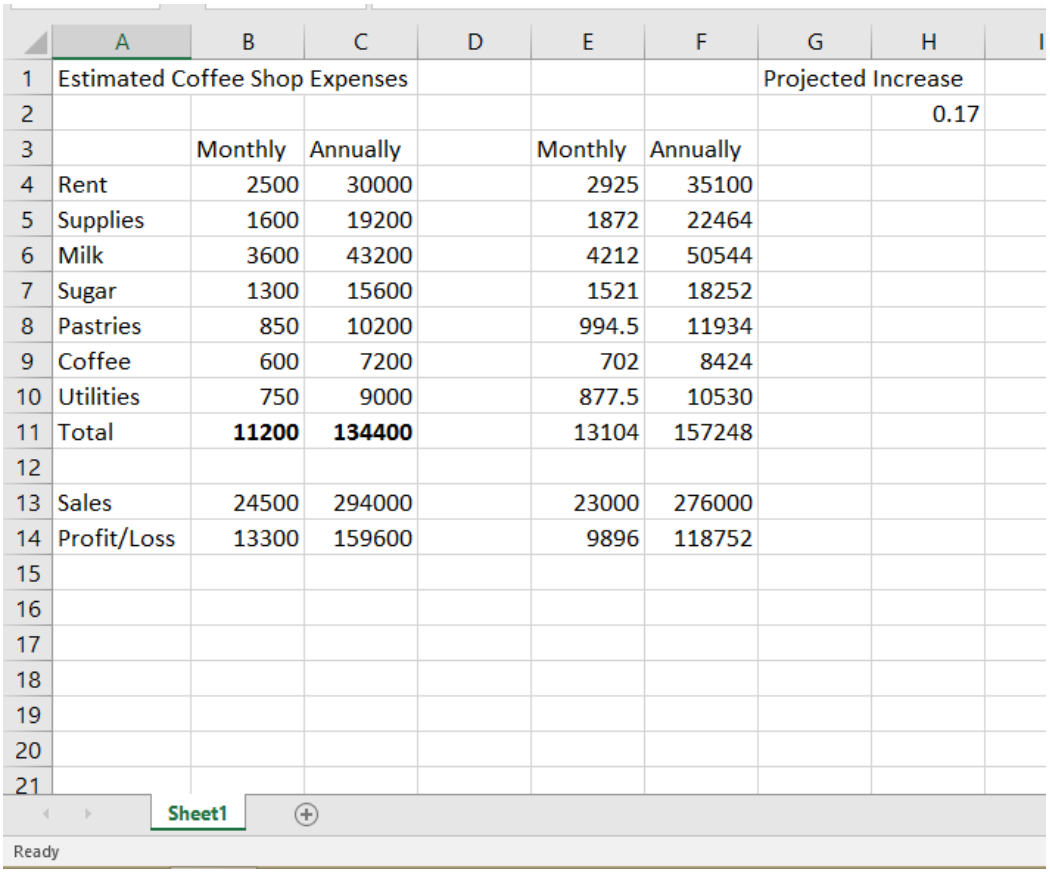
Because students may tackle the independent challenges in different ways, it is important to stress that there is not just one correct solution. What follows are examples of a possible solution for each of the Independent Challenges.

Independent Challenge 1

Students create a spreadsheet to track monthly expenses for a local coffee shop.

Estimated completion time: 20 minutes

Filename: EX 2-Coffee Shop Expenses.xlsx



	A	B	C	D	E	F	G	H	I
1	Estimated Coffee Shop Expenses						Projected Increase		
2								0.17	
3		Monthly	Annually		Monthly	Annually			
4	Rent	2500	30000		2925	35100			
5	Supplies	1600	19200		1872	22464			
6	Milk	3600	43200		4212	50544			
7	Sugar	1300	15600		1521	18252			
8	Pastries	850	10200		994.5	11934			
9	Coffee	600	7200		702	8424			
10	Utilities	750	9000		877.5	10530			
11	Total	**11200**	**134400**		13104	157248			
12									
13	Sales	24500	294000		23000	276000			
14	Profit/Loss	13300	159600		9896	118752			
15									
16									
17									
18									
19									
20									
21									

Sheet1

Ready

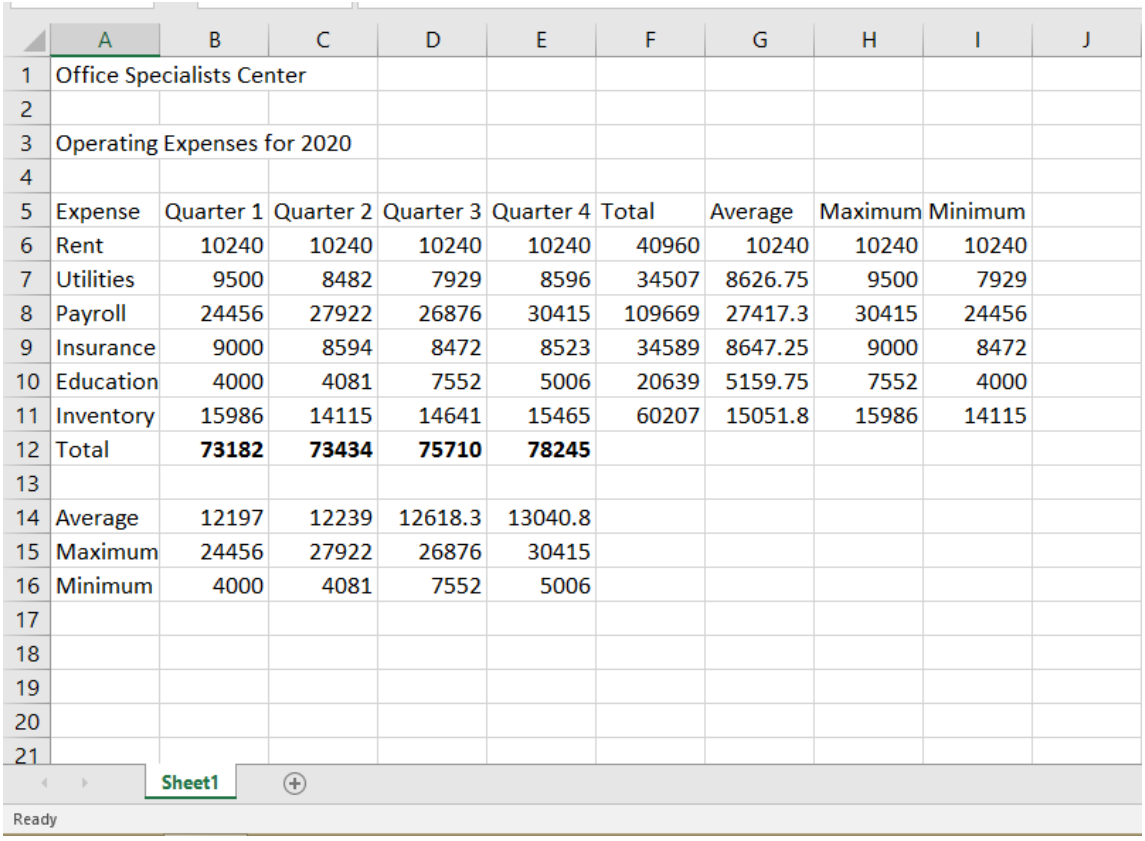
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Independent Challenge 2

Students use the data file EX 2-4.xlsx to track expenses for the Office Specialists Center. Make sure students' files contain the correct formulas in the Total, Average, Maximum and Minimum columns and rows.

Estimated completion time: 20 minutes

Filename: EX 2-Office Specialists Center Finances.xlsx



	A	B	C	D	E	F	G	H	I	J
1	Office Specialists Center									
2										
3	Operating Expenses for 2020									
4										
5	Expense	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total	Average	Maximum	Minimum	
6	Rent	10240	10240	10240	10240	40960	10240	10240	10240	
7	Utilities	9500	8482	7929	8596	34507	8626.75	9500	7929	
8	Payroll	24456	27922	26876	30415	109669	27417.3	30415	24456	
9	Insurance	9000	8594	8472	8523	34589	8647.25	9000	8472	
10	Education	4000	4081	7552	5006	20639	5159.75	7552	4000	
11	Inventory	15986	14115	14641	15465	60207	15051.8	15986	14115	
12	Total	**73182**	**73434**	**75710**	**78245**					
13										
14	Average	12197	12239	12618.3	13040.8					
15	Maximum	24456	27922	26876	30415					
16	Minimum	4000	4081	7552	5006					
17										
18										
19										
20										
21										

Sheet1

Ready

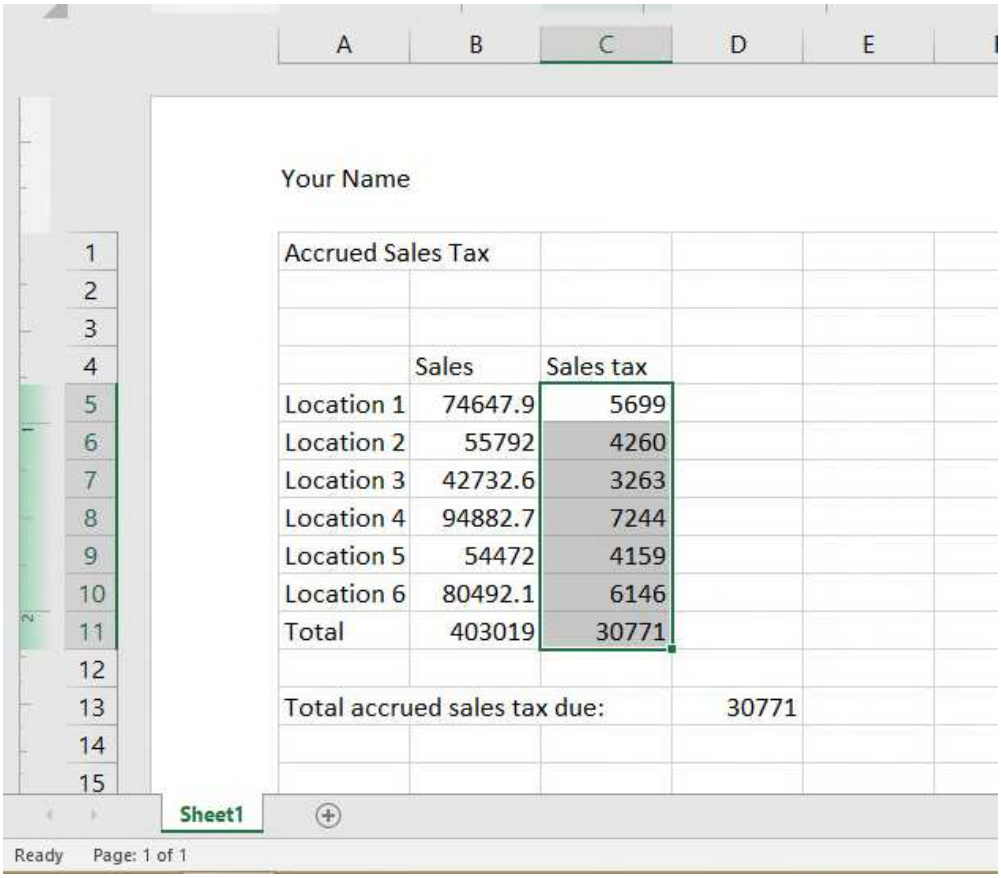
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Independent Challenge 3

In this independent challenge, students calculate payments for accrued sales tax to state government

Estimated completion time: 20 minutes

Filename: EX 2-Food Co-op Sales Tax Calculations.xlsx



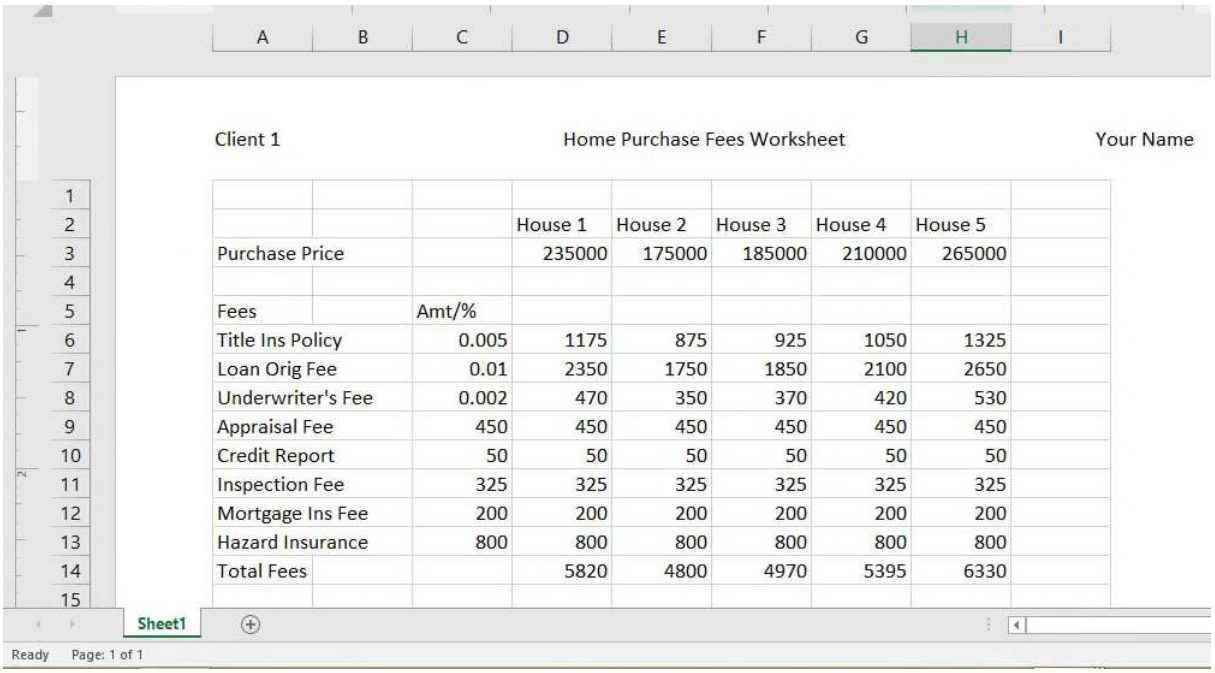
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Independent Challenge 4: Explore

In this independent challenge, students create a workbook named Home Purchase Fees. Students must determine what fees are common and how it is assessed, then insert the appropriate formula or value for the fee.

Estimated completion time: 25 minutes

Filename: EX B-Home Purchase Fees Worksheet.xlsx



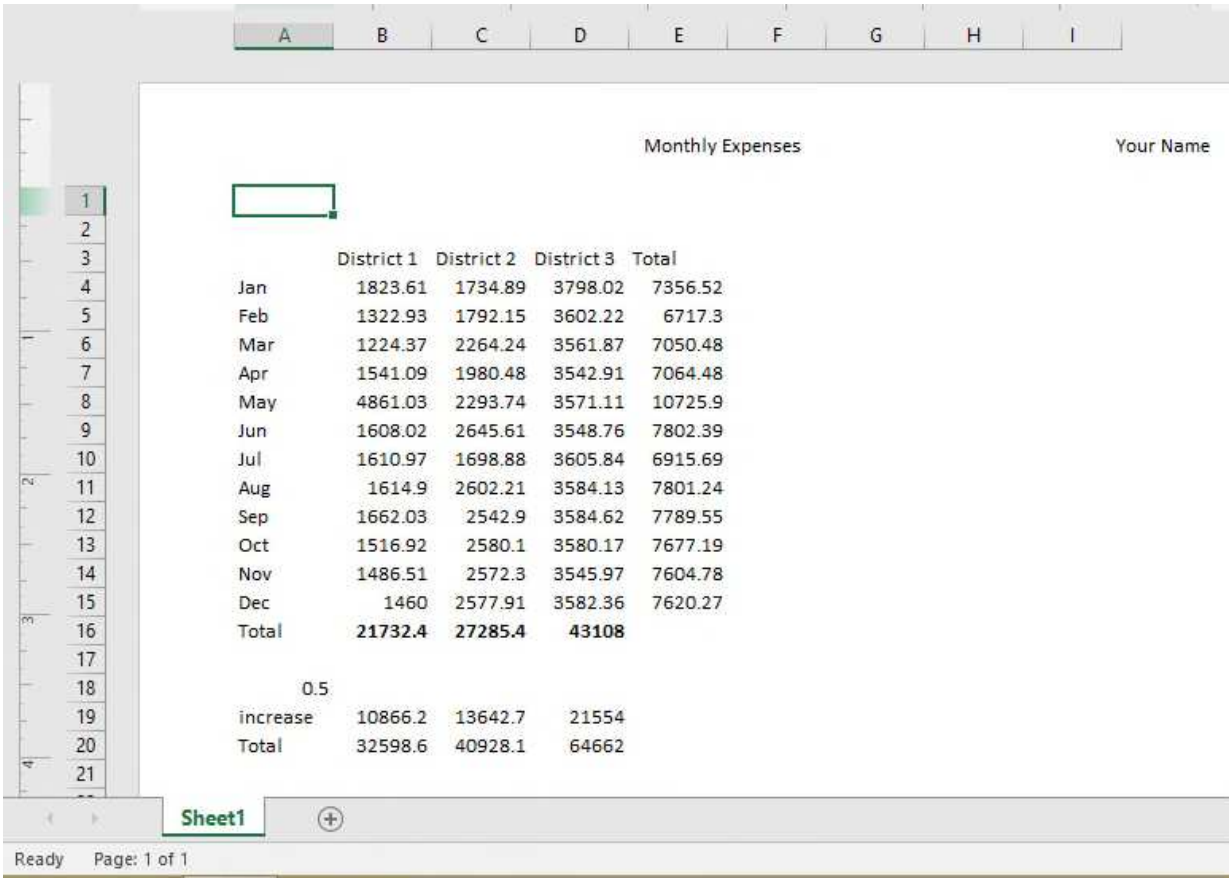
Client 1 | Home Purchase Fees Worksheet | Your Name

	House 1	House 2	House 3	House 4	House 5
Purchase Price	235000	175000	185000	210000	265000
Fees	Amt/%				
Title Ins Policy	0.005	1175	875	925	1050	1325
Loan Orig Fee	0.01	2350	1750	1850	2100	2650
Underwriter's Fee	0.002	470	350	370	420	530
Appraisal Fee	450	450	450	450	450	450
Credit Report	50	50	50	50	50	50
Inspection Fee	325	325	325	325	325	325
Mortgage Ins Fee	200	200	200	200	200	200
Hazard Insurance	800	800	800	800	800	800
Total Fees		5820	4800	4970	5395	6330

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Visual Workshop

You should receive the completed file EX 2-Monthly Expenses.xlsx. This worksheet should be identical to the one shown below. Check the accuracy with which each worksheet is created, and make sure students use formulas where outlined on page 50.



Monthly Expenses — Your Name

	District 1	District 2	District 3	Total
Jan	1823.61	1734.89	3798.02	7356.52
Feb	1322.93	1792.15	3602.22	6717.3
Mar	1224.37	2264.24	3561.87	7050.48
Apr	1541.09	1980.48	3542.91	7064.48
May	4861.03	2293.74	3571.11	10725.9
Jun	1608.02	2645.61	3548.76	7802.39
Jul	1610.97	1698.88	3605.84	6915.69
Aug	1614.9	2602.21	3584.13	7801.24
Sep	1662.03	2542.9	3584.62	7789.55
Oct	1516.92	2580.1	3580.17	7677.19
Nov	1486.51	2572.3	3545.97	7604.78
Dec	1460	2577.91	3582.36	7620.27
Total	**21732.4**	**27285.4**	**43108**	
0.5				
increase	10866.2	13642.7	21554	
Total	32598.6	40928.1	64662	

Sheet1

Ready Page: 1 of 1

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Outlook Module 2
Managing Information Using Outlook

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Visual Workshop 4

Concepts Review

Screen Labeling	Matching Items	Select the Best Answer
1. Date Navigator	7. d	12. b
2. Recurring event ~ recurring appointment ~ recurring activity	8. b	13. a
3. Navigation bar ~ Outlook modules	9. a	14. d
4. To-Do Bar	10. c	15. a
5. Task ~ Category ~ Task with Green Category	11. e	16. c
6. Weather bar ~ Weather feature		17. d
		18. b
		19. a
		20. b

Skills Review:

1. The Skills Review gives students a chance to practice the skills they learned in the unit. They will begin by starting Outlook, clicking Mail in the Navigation pane, and then viewing the Inbox. The Outlook window should be arranged so the Folder Pane is set to Normal, the Reading Pane is on the right, and the People Pane is set to Normal. If there is any mail in the Inbox, click a message and view the message in the Reading Pane. Students should review Mail by clicking each tab on the Ribbon and viewing the different command buttons. They end this section by clicking the Home tab on the Ribbon

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2. Students work to learn how to organize email. They can sort the mail in the Inbox by date. They have to write an email message to the instructor and at least one friend, so there are two email addresses in the To box. Include an address in the Cc box, then type **National Park Service Call to Action** as the subject of the message. As the body of the message, they enter the message shown in Figure 2-23.

3. Students work to manage and organize contacts. They create a new contact using Figure 2-24 as a sample, then save and close the contact. If students have a photo or any picture, they should add it to the Contact card. The photo can be one that was saved on their computer or a storage medium. They can also find a photo online; however, they should be sure they have permission to use any photo that is not their own. To enter a birthday, they must click the Details button in the Show group, enter February 22nd as the birthday, then click Yes if a message dialog box opens.

4. Students manage appointments and view the calendar in several ways. They create a new 3-hour lecture with **Jennifer, Emily, and Michael** starting at 12:30 at **Museum of Natural History**. Set a reminder for **2 days**. This appointment should be labeled **Out of Office**. (*Hint*: Click the Show As list arrow, then click Out of Office.) Students can refer to Figure 2-25 for a sample.

5. Students practice managing tasks. After opening Tasks, they create a new task that starts any day next month. The subject of the task is **Volunteer day with Brooklyn Bridge Animal Rescue Team**. Set the reminder for 8 a.m. of the date they have to volunteer. They also set this task as a high priority task. Students can refer to Figure 2-26. They save and close the task and view it in Simple List and Detailed views.

6. Students create a new note with the following text **Post fliers in town hall about the new recruitment campaign.** Refer to Figure 2-27. Remind students to close the note.

7. Students Connect Mail to Contacts by locating an email in their Sent folder, opening it to view the contact information. They then click the Schedule a meeting link to view the meeting options. They should close the meeting window, discarding any changes. Next, they open the People Pane, view all information for at least two email recipients from the Inbox or Sent folder. After viewing, they should close the People Pane.

8. Students apply categories. First they assign any color category to their own Contact card. Then they assign a category to the appointment that they created in Step 4. Assign a second category to the task created in step 5, and then they view Contacts by category and then view the tasks by category. Finally, they exit Outlook.

Independent Challenge 1

The case of this independent challenge proposes that the student is a manager of a local travel agency for families with special needs travelers. Their job is to develop contacts for all customers that come into the agency and set the schedule for the trips. The list will be used to send direct mail for future promotions. The contact information includes first and last name, mailing address, email address, and at least one phone number. Students create the contact list in Outlook and use Outlook to schedule a weekly prize giveaway.

Students must open Contacts in Outlook, and then create five new Contact cards. They can use their friends' information or make up fictitious names and contact information.

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They create two notes, each in the Blue category, that remind them of an event in the agency.

Next, they create a recurring appointment on each Thursday for the next two months to select a winner from the list of new names.

They enter two new tasks in the task list. One task is for them to review the lectures and special events in the area and contact them to participate in their store's events, and the other task is for them to review the local ordinances regarding travel outside the country. Each task should have a start date of next week, a high priority, and be in the Yellow category.

Students then should view the Calendar with the To-Do Bar open, then exit Outlook.

Independent Challenge 2: Explore

This independent challenge proposes that the student is able to go beyond what is taught in the book. Students learn to drag items from one module to another. The steps are very explicit so most students should be able to complete this exercise successfully. Steps are repeated below for clarity.

a. Open Mail in Outlook, then drag an email message from the Inbox to Tasks in the Navigation Pane to create a new task. In a note in Outlook, explain what happens. What elements of the email message are entered in which task fields?
b. Drag an email message from the Inbox to Calendar in the Navigation Pane, then write a brief paragraph that explain what happens.
c. Create a new Note, then drag the note to Calendar in the Navigation Pane, then explain what happens.
d. Open the Calendar, drag an existing appointment from the Calendar to Tasks in the Navigation Pane, then explain what happens.
e. Drag the same appointment you dragged in Step d to Mail in the Navigation Pane, then explain what happens.
f. Find the location for the Weather in the Calendar. Select another part of the country for the location. Did you notice a change in the weather information that is displayed? (If you are using a computer that is not connected to the Internet, skip this step.)
g. View the Contacts list in two different views.
h. Drag a Contact card from the Contacts list to Calendar in the Navigation Pane, then explain what happens.
i. Open an existing contact, click the Categorize button, then click All Categories.
j. Rename the Purple and Red categories to names of your choice, close the Color Categories dialog box, then assign the contact to both categories.
k. Save and close the contact.
l. Drag a Contact card from the Contacts list to Mail in the Navigation Pane, then explain what happens.
m. Create a new contact for yourself using the name of a celebrity and your personal information, add two categories, then click the Email button in the Communicate group to send an email to yourself.
n. Open the Contact card for your name. Click the Map It button, print the screen that appears in a web browser. (If you are using a computer that is not connected to the Internet, skip this step.)
o. Find a photo of yourself, and add it to your new contact card.
p. Print your contact card as directed by your instructor.

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q. Exit Outlook.

Visual Workshop

Students are required to create a new contact, as shown in Figure 2-28, using any photo they want. They create an appointment as shown in Figure 2-29, using a weekday in the next two weeks as the date for the appointment. Finally, using the same date as for the appointment, they create a task, as shown in Figure 2-30. It is helpful to note that the photo for the example for the contact in Figure 2-28, Benjamin Franklin, is readily available on the Internet.

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Outlook 2016 Module 2: Managing Information Using Outlook

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 headings 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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Module Objectives

After completing this module, you will be able to:

- Describe Outlook
- Organize email
- Manage your contacts
- Manage your calendar
- Manage tasks
- Create notes
- Connect Mail to Contacts
- Apply categories

Outlook 26: Describe Outlook

LEARNING OUTCOMES

- Explore the Outlook modules
- Create customized views

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LECTURE NOTES

- Explain the various ways to start Outlook including from the Windows 10 Start screen, from an icon on the taskbar, and from the All apps Results.
- Outlook has many views. Being able to personalize the way Outlook appears is part of the power of being able to manage information.
- Use FIGURE 2-1 to discuss the parts of the Outlook window, including the Navigation Pane, the status bar, the Mail pane, the Reading Pane, the People Pane, the To-Do Bar with calendar, and the Quick Steps on the Ribbon that help you complete basic Outlook tasks with one click.
- Demonstrate how to open and close the Folders pane.

TEACHER TIP
Microsoft Outlook has many features beyond email capabilities. It is a complete personal management information system that your students can use to schedule appointments and tasks, manage contacts, and track their activities and files, among other features. Even if your students do not have Microsoft Outlook software, use the lessons in this module, "Outlook Module 2: Managing Information Using Outlook," to demonstrate how to use an integrated desktop information manager to effectively and extensively coordinate both business and personal information.

TEACHER TIP
Some students might be overwhelmed by the amount of information available in the Outlook screen. Remind them that the Outlook screen is fully customizable. Show students how to close panes to make the screen less crowded. Encourage students to take time exploring the Outlook screen and finding a display that works best for them.

CLASSROOM ACTIVITIES

1. Critical Thinking: The Outlook screen is fully customizable. What are some advantages to being able to customize your Outlook experience? Are there any disadvantages? If so, what?

2. Quick Quiz:
    1. What is a personal account? (Answer: The account you set up to identify you as an Outlook user.)
    2. Name the four main modules in Outlook. (Mail, Calendar, People, Tasks)

LAB ACTIVITY

Ask students to think about the information they manage each day, such as mail, phone messages, contacts, notes, assignments, and tasks. Explain to students that they can use Outlook to help them with these tasks. Have students explore the Outlook interface, especially the modules available via the Navigation Pane. Ask them to write a brief summary of each module in Outlook based on their observations and to explain how they think they could use that module to help them with each type of daily task named above.

Outlook 28: Organize Email

LEARNING OUTCOMES

- Sort, group, and organize email

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LECTURE NOTES:

- Review the basic email skills covered in Outlook Module 1.
- Use FIGURE 2-3 to talk about the Mail module screen in Outlook. Make sure students know what the different parts of the screen are used for (such as previewing mail, using the icons to see if you have replied to a message, default folders, and so on).
- Explain email conversations and message threading and how these features can help keep your emails organized.
- Use FIGURE 2-4 to talk about the various ways that you can sort your email and when you might use each of those ways.
- Discuss the Rules and Alerts dialog box as shown in FIGURE 2-5. Explain how setting rules and alerts can help you organize your email.

TEACHER TIP
Show students how the icons in the Inbox can be helpful in showing the status of the mail. An open envelope indicates the message was read. An envelope with a forward arrow means it was forwarded. An envelope with a backward facing arrow means it was replied to. A message with a paperclip means the message includes an attachment. A message with a blue bar to the left of the message information means the message has not been read.

CLASSROOM ACTIVITIES

1. Quick Quiz:
    1. Orally quiz students on the parts of Outlook's Inbox. (Answer: Use FIGURE 2-3 to check student responses.)
    2. Name three default folders in Outlook Mail. (Answer: Inbox, Drafts, Sent Items, Deleted Items, Junk E-Mail, Outbox, RSS feeds, and Search Folders)

2. Critical Thinking: Organizing mail by different headers (message subject, date, sender, flag) helps you to keep information in a clear manner. What are the reasons for organizing mail by different fields? Ponder the possibilities this functionality allows you as well as the downside there might be to having this ability.

LAB ACTIVITY
A rule might specify that all mail from a certain person goes into the folder for a specific project. You can add keywords to the Junk E-Mail filter to better manage the mail that comes into the Inbox. Write a list of rules you might add to your Outlook installation that would keep your mail organized. Then, open the Rules and Alerts dialog box and apply those rules. Monitor your email for the next week to see if the rules and alerts were applied as expected to incoming mail. If not, make adjustments.

Outlook 30: Manage Your Contacts

LEARNING OUTCOMES

- Explain how fields are used to define contacts
- Enter data to create a new contact

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LECTURE NOTES

- Review how the People module in Outlook is an efficient way to manage all of your business and personal contact information.
- Each contact is stored in your Contacts folder. You open Contacts by clicking the Contacts icon in the Navigation Pane.
- Click the New Contact button in New group on the HOME tab to open a new untitled contact card. You can record as much or as little information about each contact in this card as you deem necessary.
- The Contact window organizes the fields into General and Details. You click either button in the Show group on the CONTACT tab on the Ribbon. When General is selected only the fields for general information, such as name, address, telephone number(s), and email address, is available. When Details is selected, additional fields, such as birthday, anniversary date, family member information, and so on, are available so you can enter more detailed information about the contact.
- Use FIGURE 2-7 to discuss the information that can be entered in a contact card. Point out that your contact card can include an image of the person if one is available to you.
- You can also enter an associated Web address for a contact. For example, you may meet up with an old high-school friend at a reunion who has started a dot.com that you are really interested in. You can enter the URL (Web address) in the contact information for this individual, then not have to worry about remembering it. When you want to look at his or her Web site, you can simply open the Contact window that you created, and then click the URL in the Web page address text box to visit your friend's Web page.

TEACHER TIP

Explain that Outlook provides some features to help you make sure the information you enter is complete. For example, if you do not enter a first and last name for a contact, the Check Full Name dialog box opens giving you an opportunity to provide the missing information. The same is true for an address. If Outlook does not recognize an address, then the Check Address dialog box opens so you can check the information you entered and make corrections as needed. If outlook recognizes an address, you can use the Map It feature to show a map of the address and its surrounding area.

CLASSROOM ACTIVITIES

1. Class Discussion:
   How is the Contacts feature similar to a rolodex or an address book? What makes Contacts so much more powerful than a paper address book?

2. Quick Quiz:
   1. List three different types of fields in contacts? (Answer: For example, phone, address, e-mail address; use the program or FIGURE B-7 to verify student answers.)
   2. Click the _____ button to enter a contact's detailed information, including the contact's department, profession, assistant's name, the contact's birthday, anniversary, spouse or partner's name, or even the contact's nickname. (Answer: Details)
   3. If you do not enter a first and last name in the Full Name text box, the _____dialog box opens so you can enter the full name for the contact, including title, first name, middle name, last name, and suffix if appropriate. (Answer: Check Full Name)

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Outlook 32: Manage Your Calendar

LEARNING OUTCOMES

- Describe the features of Calendar
- Create a recurring appointment

LECTURE NOTES:

- Discuss the Outlook module, using FIGURE 2-8 as your guide.
- Make sure students understand that in Outlook an appointment is defined as an activity that does not involve inviting other people, or scheduling resources; a meeting is an activity you invite people to or reserve resources for; and an event is an activity that lasts 24 hours or longer.
- Demonstrate how you can view your calendar by month, by week, or by day.
- Show how to click the New Appointment button in the New group on the HOME tab to open a New Appointment window and add an item to your schedule, using FIGURE 2-9 as a guide.
- You can use the Recurrence button to set up repeating appointments, meetings, or events. Discuss types of appointments that would be repeating.
- Discuss the Reminder option and use FIGURE 2-8 to point out what the icon looks like and FIGURE 2-10 to explain how to set the parameters for the recurrence.
- Discuss the Peek feature, using FIGURE 2-8 as a guide.
- Explain that the Date Navigator, a mini glance of your month, displays the dates that you have scheduled appointments, events or meetings in bold.

CLASSROOM ACTIVITIES

1. Critical Thinking: Discuss the difference between a recurrence and a reminder for an appointment, meeting, or event. When would you use the Recurrence button when entering a task? Discuss the options available for recurrence. When would you use the Reminder option? Discuss the options available for reminders.

2. Quick Quiz:
    1. Click the _____ button in the Arrange group on the HOME tab of the Calendar Ribbon to show Monday through Friday only. (Answer: Work Week)
    2. A(n) _____ is an activity that does not involve inviting other people or scheduling resources. (Answer: Appointment)
    3. A(n) _____ is an activity that you invite people to or schedule resources for. (Answer: Meeting)
    4. A(n) _____ is an activity that lasts 24 hours or longer. (Answer: Event)
    5. The _____ feature opens to show details, including reminder notices and the recurring icon for recurring events. (Answer: Peek)

LAB ACTIVITY

Start Outlook and enter three appointments that occur next month. Each appointment should have different start and end times. Set reminders for each appointment. Then, enter two appointments that have recurrence patterns. One should recur weekly, the other monthly. View the appointments in the calendar, then print the month with the appointments.

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Outlook 34: Manage Tasks

LEARNING OUTCOMES

- Explain the features of Tasks
- Create a new Task and set the Date, Priority, and Reminder fields

LECTURE NOTES:

- The Tasks module allows you to create an electronic to-do list. To create a new task, you click the Tasks icon in the Navigation Pane, and then click the New Task button in the New group on the HOME tab. Once created, there are many ways that you can work with tasks.
- You can view tasks by subject, by status (percentage complete), and by due date.
- Point out that many of the features they explored in the Calendar module are also available in the Tasks module. For example, they can categorize tasks, flag tasks, set a task as recurring, view the status of a task, set a reminder for a task, and even take a "peek" at a task.
- Switch to the Calendar Outlook module and point out that when in an Outlook module other than Tasks, the tasks appear at the bottom of the To-Do Bar if it is open. Point out that in the Calendar module they can also view the tasks that are due on each date in the Calendar.

TEACHER TIP
Point out to students that if they flag an email message, it appears as a task in their to-do list to remind them to follow up on the email message. Explain that it is the interconnectedness of the modules that makes Outlook a personal information and time management program. Discuss with students other ways the modules are connected.

CLASSROOM ACTIVITIES

1. Assign a Project:
   With the Mail module open show student how to assign tasks to another person and have Outlook automatically update you on the status of the task completion. Use the email address of a person in the lab, then send and open the task when it arrives. Send the task and reassign it through the lab.

2. Quick Quiz:
   1. Each task has a(n) _____, start and end date, and a description. (Answer: subject)
   2. You can set the _____ of a task by marking the percentage complete. (Answer: status, progress)
   3. Name additional information you can assign to a task to help you know more about the task. (Answers will vary but might include the following: set the task priority, set a reminder, set it as recurring, set follow up status, set its progress.)

Outlook 36: Create Notes

LEARNING OUTCOMES

- Create a new Note in Outlook
- Create an event from a note

LECTURE NOTES:

- Emphasize to students that they can use the Notes feature to record quick notes.
- Point out that Outlook's Notes feature is the equivalent of using colored-paper sticky notes.

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- Use FIGURE 2-14 to talk about the Notes screen. Explain that a note can have a short descriptive subject line, which displays on the screen under the note when the note is closed, and a longer message in the body of the note. For example, they might create a note to keep track of their gym information, such as fee due date, hours, special programs they want to attend and so on, and the subject of the note might be "Gym info."
- Explain that notes are useful for little reminders, such as "pick up dry-cleaning", whereas the Tasks feature is better suited for on-going tasks you need to accomplish, such as "prepare a budget for next month's meeting."
- .

TEACHER TIP
Students might confuse Tasks with Notes. Explain to students how Tasks have assigned start and end dates and times and can have reminders but notes are simply a convenient way to jot down a quick reminder or thought. Notes can be color coded to help group them.

CLASSROOM ACTIVITIES

1. Quick Quiz:
    1. T/F Notes can be color coded. (Answer: True)
    2. T/F Notes are used for ongoing events and appoints. (Answer: False)
    3. T/F You can create task based on a note by dragging a Note to the Tasks icon on the Navigation Pane if you want to assign a start and end date and time and a priority. (Answer: True)
    4. T/F Notes are date- and time-stamped at the time they are created. (Answer: True)

2. Assign a Project:
    Have students experiment with the Notes feature. Suggest they create a series of notes that can help them in organizing the work they have to do for the class. Then, after creating the notes, ask if there are any notes that they might like to use to create an appointment or a task. Have students create one appointment and one task based on the notes.

LAB ACTIVITY
Students should each create three notes. Compare the content of the notes. Examine the description of each note. Discuss how depending on the first line of a note, it will or will not be easy to identify the content of the note. Then have students create three more notes but this time have them work to create meaningful subjects (first lines) for their notes. Put students in groups and ask them to critique each note and rewrite the notes as needed to improve them.

Outlook 38: Connect Mail to Contacts

LEARNING OUTCOMES

- Describe how to use contacts to connect

LECTURE NOTES:

- Point out to students that Outlook not only helps them organize and manage their personal and business information, it can also help them integrate their activities with their contacts.
- Explain that Outlook can help them access a contact's information through Mail and use it to send a letter, make a phone call, or a schedule a meeting. Explore the People Pane and discuss how it is the hub for connecting with your contacts.

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- Use FIGURE 2-17 to discuss features of the People Pane, including the different ways you can access information about your contacts.
- Use FIGURE 2-18 to show students what People Pane looks like in the Normal View and discuss all of their options within the pane.

CLASSROOM ACTIVITIES

1. Class Discussion: Why might you want to have all of a contact's information as well as the ways in which you are linked to that person stored in Outlook? Group Project: Break the class into small groups and have each member of the team take a different group or groups on the People Pane HOME tab to explore the buttons in that group. Have them use Help or the Internet to research more about each button. Have the group come back together and share their findings with their team. Explain to students that their goal is to help their teammates know the purpose of each button on the HOME tab and when to use it.

LAB ACTIVITY

Have students open the People Pane in Outlook and then explore the various views that are available, include People, Business Card, Card, Phone, and List. Have them create a table with the name of each view in the left column, a description of the view in the middle column, and their comments about the view in the right column. Their comments should include information such as when they might use that view, if the view reminds them of another similar interface such as on their phone, and if the view is easy to understand and navigate.

Outlook 40: Apply Categories

LEARNING OUTCOMES

- Explain how you can use categories
- Assign a color category to an event
- Sort using color categories

LECTURE NOTES:

- Explain how categories are an essential part of helping you organize information in Outlook. Every item—mail, contacts, tasks, notes—can be assigned a category. Review the category feature with your students and identify how you can link items with categories. By using filters and views you can select a category to view all linked items.
- Use FIGURE 2-20 to show how contacts have been grouped by color category.
- Review the color categories, which by default, are named by their color. Then open the Rename dialog box and explain that they can assign a meaningful name to a color by renaming it.
- Use FIGURE 2-21 to discuss the features available in the Color Categories dialog box.
- Discuss why you would want to give color categories meaningful names.

TEACHER TIP

Create a list of possible names for categories, such as Business, Personal, Important, Client, and review the categories with your students.

TEACHER TIP

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Using color-coded categories helps a person to view the Calendar at a glance. If you assign a project to a category, you can see all the appointments related to that project. If you assign contacts to categories, when you view contacts in certain views, you can see who is a personal or business associate (for example.) You can also sort and filter (topics not covered in this module) by category. Advanced students can further explore these features of Outlook.

CLASSROOM ACTVITIES

1. Quick Quiz:
    1. List three Outlook items that you can assign color categories to. (Answer: tasks, notes, appointments, contacts)
    2. T/F You can only use the six predefined color categories that come with Outlook. (Answer: False)
    3. T/F You cannot rename a category. (Answer: False)
    4. T/F You can assign a shortcut key to a color category. (Answer: True)
    5. T/F You can assign more than one color to an Outlook item, such as an appointment. (Answer: True)

2. Assign a Project:
   Open five items in Outlook and assign categories to each of them. Use the same category more than once. Explain your reasoning for applying the categories. Then view the items in Calendar view with the To-Do bar open.

LAB ACTIVITY

Allow students to experiment with the various Outlook Tools by using the appointments, tasks, notes, and contacts features of Outlook. Have students enter at least five different appointments, tasks, notes or contacts that pertain to the current week, so they become familiar with the utility of using Outlook for uses beyond email. Allow students time to really make Outlook their own, answering any questions that may arise. Have students use this opportunity to explore why Outlook is considered a complete personal information and time management program.

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 Challenge 2 becomes increasingly open-ended, requiring more independent problem solving.
- **Visual Workshops** are practical, self-graded capstone projects that require independent problem solving.

Top of Document

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1

Your Name

Rapid City Center for the Arts

2020 SEASON PRESENTATION

RAPID CITY, SOUTH DAKOTA

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A Little History

- Center for the Arts Details:
  - Foundation established in 1928
    - Founded by Edgar Hayes
  - Facilities
    - 20th Century America Theater
      - Indoor main theater; seats 2000
    - Higley Outdoor Theater
      - Classic open-air performance theater; seats 1200

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2020 Season

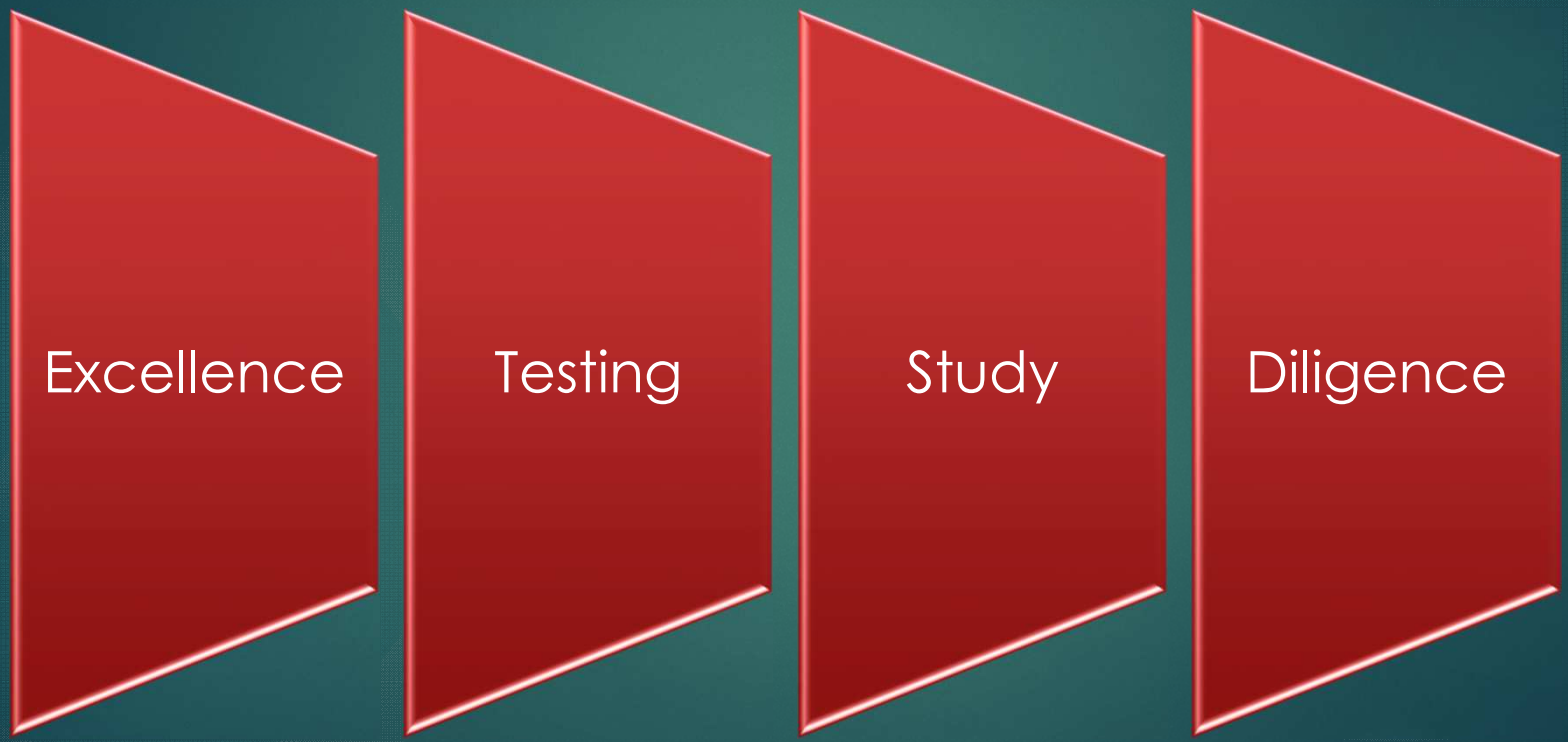
- Spring Musical
  - "The Birch Files" (March & April)
- Summer Series
  - "The Parade" (July)
  - "The Hit List" (August)
  - "Roses are Blue" (September)
- Fall Musical
  - "Penny Serenade" (November)

In the Community

- Hosted 12 charity events
  - City parks district
  - Historical Center of South Dakota
  - Local school events
  - Veterans of Foreign Wars
  - Disabled veterans

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Commitment to Excellence



Basic Computer (CS-1001) Accelerated Program

BASSET CITY COLLEGE

JANE BURKETT

INSTRUCTOR

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Course Introduction

CS-101A is designed for upper division students and working professionals

Course highlights

- Applied technology and methods
- Information systems
- Software design

Teaching techniques and methods

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Course Facts

Prerequisites - none

40 hours of instruction

- 5 Saturdays: 3 in Oct and 2 in Nov

Course credit – 2 units

Fee Rates

- $220 non-student
- $160 student

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Course Details

- Information systems
- Networking
- Applied methods
- Technology solutions
- Software design
- Applications

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Course Structure

Unit structure in Oct:

- 20 min lecture
- 10 min exercises
- 40 min lab

Unit structure in Nov:

- 15 min lecture
- 15 min exercises
- 40 min lab

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Morning Schedule

8:00 Opening

8:10 Unit 1: Unix/Information Systems

9:20 Unit 2: Networking

10:30 Break

10:40 Unit 3: Applied Methods

11:50 Lunch

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Afternoon Schedule

12:35 Unit 4: Technology Solutions

1:45 Unit 5: Software Design

2:55 Break

3:05 Unit 6: Applications

4:30 End

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Course Testing/Grading

Testing

- Systems Quiz (100pts)
- Final Exam: Integrated project (400pts)

Grading

- Non-students: credit/no credit only
- CS majors required to pass with 75%+
- Grades posted by Dec 5

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Broker Services

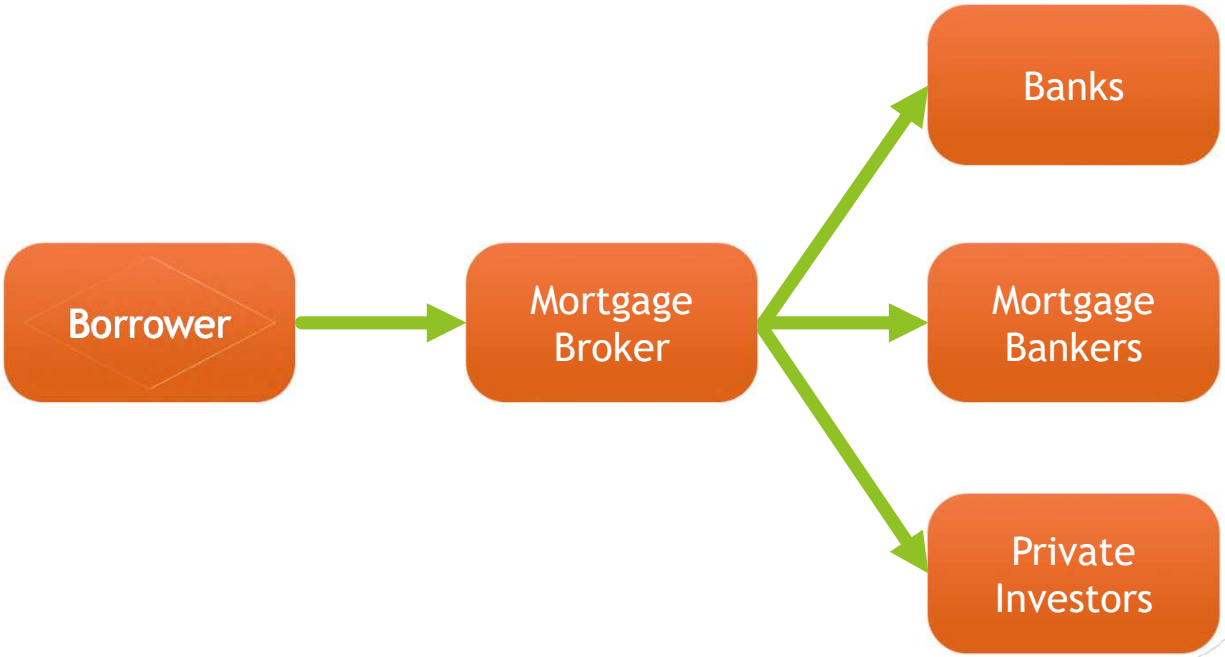
J Barrett Inc.

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Client Issues

- Banks and mortgage banks don’t represent your interests
- Finding the right program at the right price
- Guaranteed loan delivery
- Hundreds of loan programs

The Process


Borrower
Mortgage Broker
Banks
Mortgage Bankers
Private Investors

The Right Loan

- A mortgage broker specializes in matching borrower to loan
  - Access to government assistance programs
  - Access to hundreds of loan programs
  - Access to private investor groups

Broker Benefits

- Fees are competitive with banks and mortgage banks
  - Wholesale loan savings is passed to client
- Knows credit criteria of lender
  - Use of standard loan application for multiple lenders

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HJ3-450 Desalinization Inverter

Hillburn Technologies, Inc.

JJ Peterman

Product Development Manager

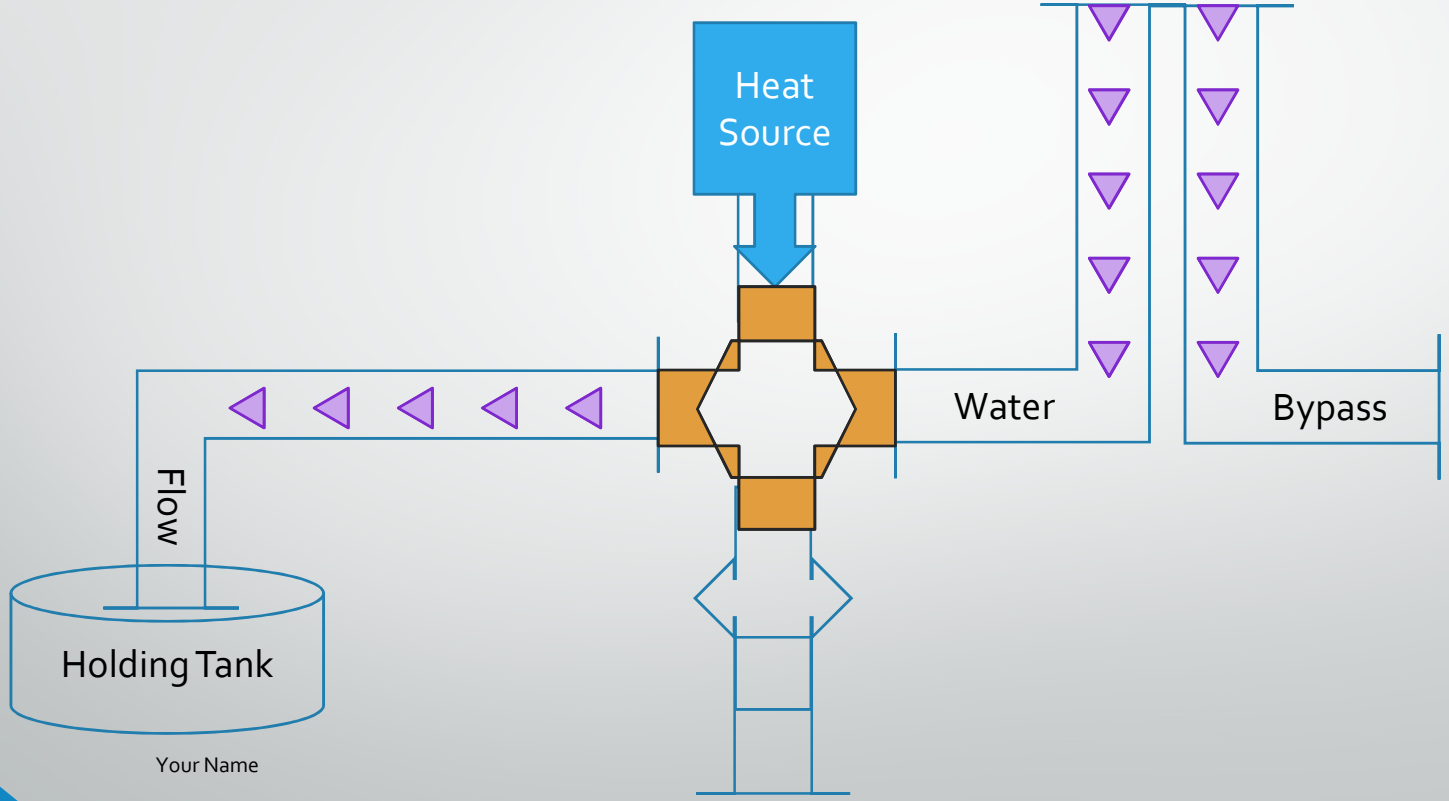
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Model HJ3-450

- Desalinization Specs
  - Minimum water flow required – 35 gpm
  - Bipolar electrodes to produce chlorine
  - Water temperature limits
  - Use at timed intervals
  - Automatically reverses cell electrode blades for cleaning
- Power Center
  - Built-in AC converter
    - Low-voltage DC current
  - Meets IECG requirements
  - Contains cell transformer, fuse, and connector
  - Works when main pump is running
  - Separate power supply

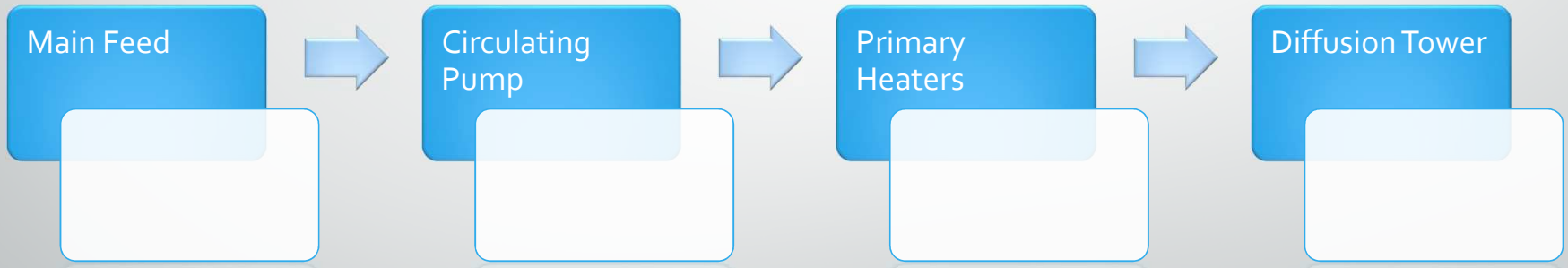
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Heat Inverter Diagram



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Diffusion Desalinization



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Nebraska Agriculture Trade Analysis

Special agricultural committee

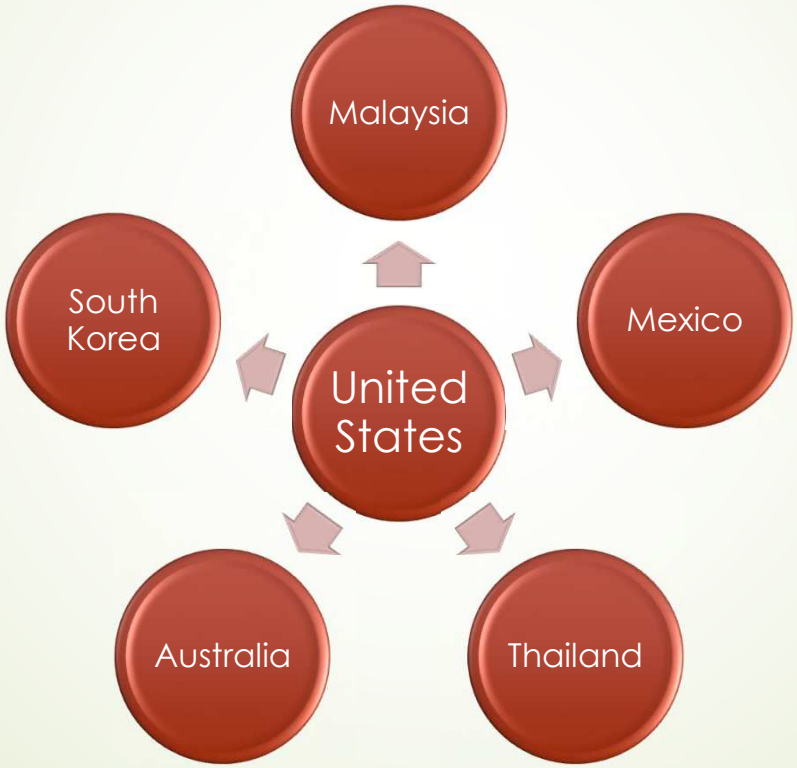
Today's date

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Basic Trade Facts

- Total agriculture exports surpassed $3.9 billion this year
  - 6.7% increase over last year
- Top agricultural exports
  - Soybeans and products – $1.5 billion
  - Feed grains - $340 million

Top 5 Export Markets



A PLAN FOR GROWTH

Southern Whole Foods

1

Your Name

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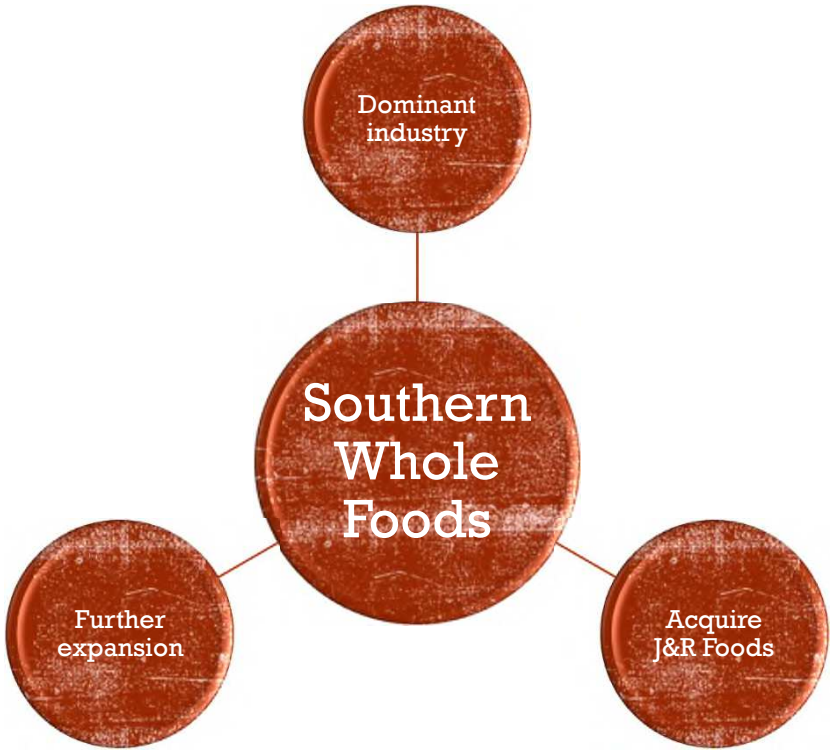
TRENDS

- Demand has grown 200% in 5 years
- Sales up proportionately
- Profit pressures due to competition
- Need exponential growth



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GROWTH



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FUNDING

- $21.6 million to acquire J&R Foods
  - Use 5% of our own capital funds
- A time-limited opportunity
  - Decision by the end of fiscal year

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HISTORY

- Founded by Janke Bristelmeyer
- Started 5 years ago
- Was a small produce market
- Growth every year
- Now a major natural foods distributor in Alabama

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MANAGEMENT TEAM

- Janke Bristelmeyer, President
- Neal Fleming, Senior Vice President
- Steve Bishop, Vice President, Marketing
- Maria Romero, Vice President, Sales
- William Oristrano, General Manager
- Patricia Wells, Purchasing

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Community Development Projects Kenya Africa

Presented by

Reason2Go

Marketing Dept.

Your Name

Striving Toward a Sustainable Future

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Priority Projects

- Well water production
  - Water supply limited in quantity and quality
- Sustainable farming methods
- Reforestation methods
- Community health education

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Water: Developmental Essentials



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Water: The Strategic Commodity

- Economic efficiency
- Social fairness
- Sustainability
- Population demands



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Unique Travel Experience

- Adventurous travel destinations
  - Serve others in desperate need
  - Satisfaction of helping your fellow man

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