

1 INTRODUCTION TO THE *WORD* PROCESSOR

Writing a Conference Call letter

BEFORE YOU BEGIN

Lesson 1 makes the assumption that you are already familiar with the *Windows*¹ computing environment, though you may not be an expert in its use. Thus, if you are using a computer in a lab at school:

- you know where to find the computer lab on campus;
- you know how to turn the computer on;
- you know how to log on to the system (if necessary, using your login name and password);
- you are familiar with the **Windows**, **Icons**, **Menus**, and **Pointers** (the so-called WIMP interface) with which you interact with the machine.

Lesson 1 also assumes that you have a copy of the *WorkDisk* and the *PowerPoint* disk which accompany these tutorials.

You should also have prepared (formatted and labeled--with the disk's name and your own name clearly written on the label) the following five other disks on which to save your work²:

- a disk named *WkDskBkp* on which you should make a backup copy of the contents of the *WorkDisk*³;

¹ The term "Windows" describes the family of computers built around microprocessors designed by Intel Corporation. For this reason they are sometimes called "Wintel" machines. In this text we will refer to them all with the generic name "Windows computers".

² For the sake of these tutorials we will assume you are using 3.5" floppy disks rather than, for example, zip disks.

³ To make a backup copy of a disk, put the original disk (in this case the **WorkDisk** or the **PowerPoint** disk) in the floppy disk drive, then double click on the **My Computer** icon on your desktop and right click on the **3 1/2 Floppy (A:)** icon. In the menu that pops up, select **Copy Disk...** and then follow the directions

- a disk named *PwrPntBkp* on which you should make a backup copy of the contents of the PowerPoint disk;
- four blank, formatted, 1.44 mbyte disks named *Data*, *DataBkp*, *AccessDocs* and *AccessDocsBkp* on which to save the files you will create using these tutorials.

If you do not have all these disks at hand, get them ready now before proceeding with this tutorial. Getting them ready means:

- having each one formatted for a *Windows* computer;
- putting a blank label on each disk;
- writing your name on each label, along with the name of the disk indicated above.

You are now ready to learn about the *Word* word processor.

A caveat before you begin: You'll find it easiest to use the tutorial if you follow the directions carefully. On computers there are always other ways of doing things, but if you wander off on your own be sure you know your way back!

LEARNING OUTCOMES

Words are among the most important tools of a teacher's trade. You owe it to yourself and to your students to use words to the best of your ability, and the word processor is the perfect tool for such a purpose. As you will see, the word processor makes revisions easy and thus encourages you to correct errors in grammar, spelling, and style.

In this tutorial you will learn the steps required to produce a word processor document from scratch. These include

- opening and naming a new word processor file
- entering and saving a document
- updating and simple formatting of a document
- checking the document for spelling and grammar errors
- printing a first and final draft of the document
- making a backup copy of the document

on the screen. You'll be asked to replace the WorkDisk or the PowerPoint disk with the Backup disk half way through the process, so keep your eyes on the screen and your wits about you!

1.1 OPENING AND NAMING A NEW WORD PROCESSOR FILE

Before you can use *Word* you must first open the program.

Click on the **Start** button in the lower left corner of the screen, then from the **Programs** submenu select **Microsoft Word** (you may need to choose from the **Word Processing** or **Microsoft Office** submenu--Fig. 1.1)



Fig. 1.1 Open Microsoft *Word* by clicking on the program icon

If you can find Microsoft *Word* for yourself, select the program from the *Office* or word processing submenu. Otherwise get help from a friend, or your instructor, or from the lab supervisor.

After you have opened *Word*, you should have a new blank document open on your screen.

If this is not the case, then just select **New** from the **File** menu

Look at the name of the new file at the top left of the screen (Fig. 1.2).

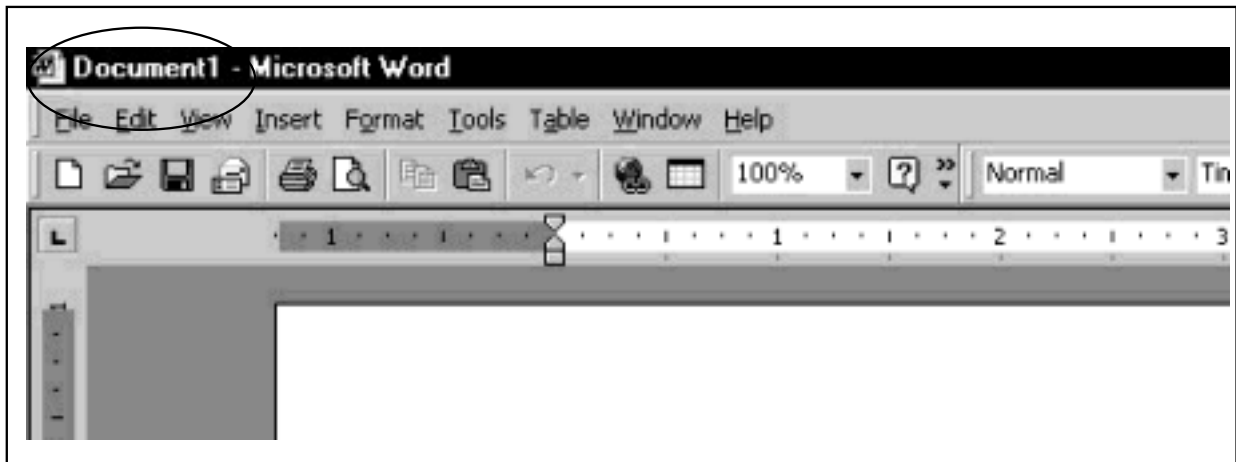


Fig. 1.2 Window for a new *Word* document

As you can see, the new file is named "**Document1**". The file is so called because you haven't yet given it a name. It's always a good idea to give a new file a name or title of your own immediately and save it on the disk on which you intend to keep it.

This is easy enough to do. Here are the steps.

Put your **Data** disk in the floppy disk drive (drive A:) and select **Save As** from the **File** menu

Word displays the *Save As* dialog box (Fig. 1.3), prompting you among other things to type the name of the file and to select the disk on which you want to save it.

Click on the **Save In:** box and notice the **drop down menu** that appears listing the various disk drives on your computer (Fig. 1.3)

If you are saving your files on a regular 3.5" floppy disk drive, your disk will be in drive A:.

Click on the disk drive called **3 1/2 Floppy (A:)** to open it

Next you need to open a new folder on your disk in which you are going to store your word processor files.

Click on the **Create New Folder** icon (Fig. 1.3) in the **Save As** dialog box

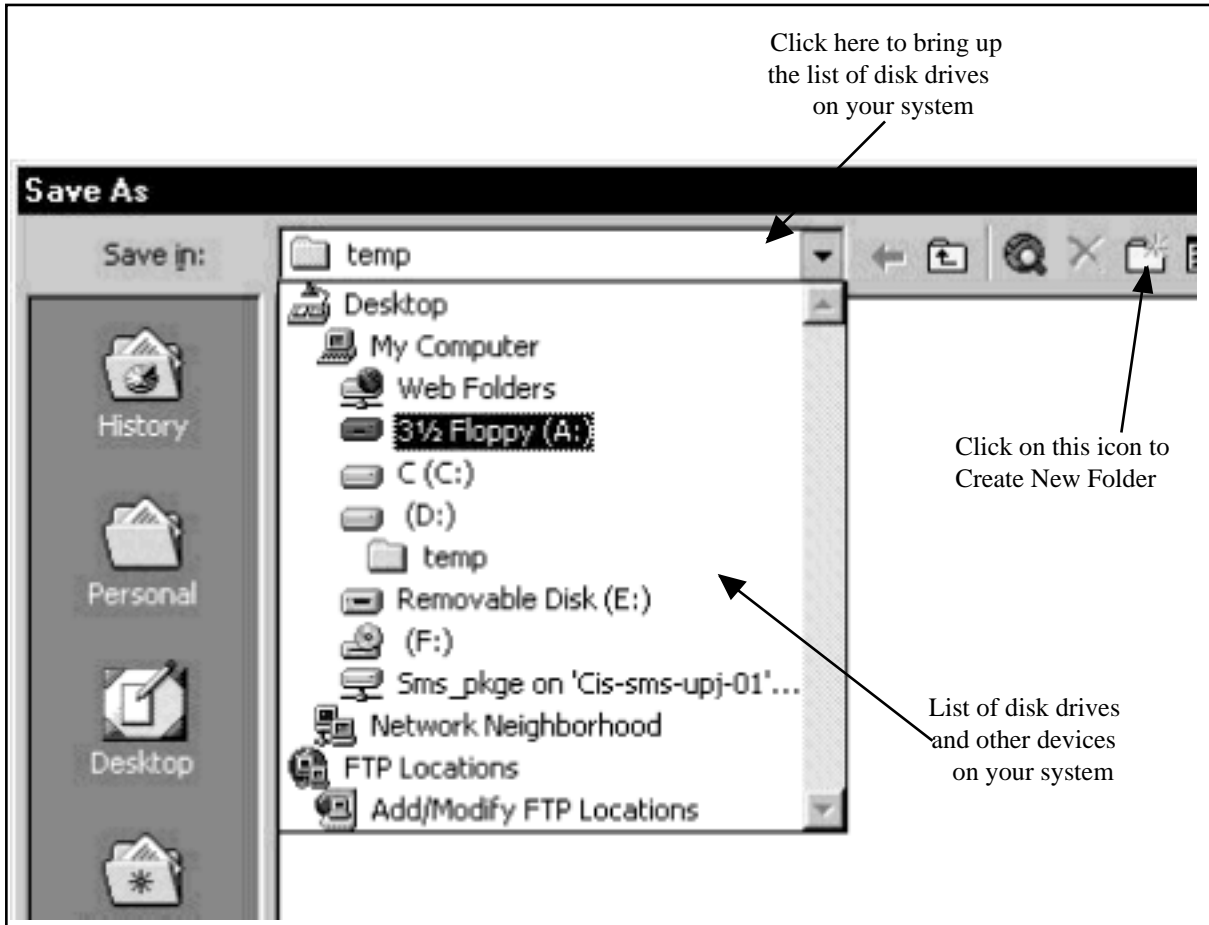


Fig. 1.3 The Save As dialog box

You'll now see a dialog box to name the new folder (Fig. 1.4).

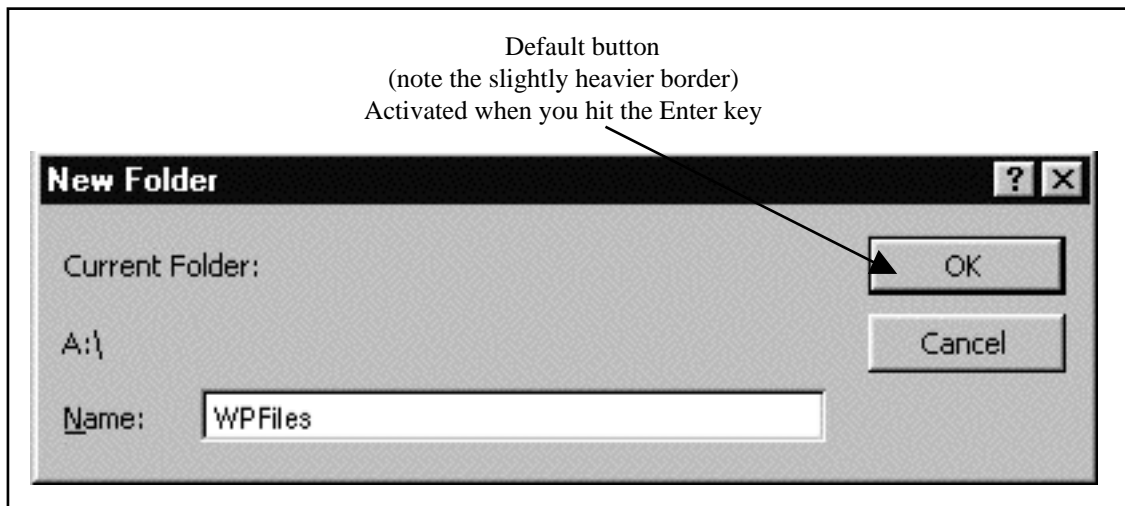


Fig. 1.4 New Folder dialog box

For the new folder's name type **WPFiles** and click on **OK**

In the **File name:** data entry box type **ConfCall** to replace the default name and press **Enter** (or click on the **Save** button)

The Save As option thus allows you to *name* your files and at the same time determine the *location* (the folder, on a particular disk) on which you want to store them. In effect, by naming the document and specifying the location on which it will be stored, you are reserving a space for it on the disk.

You should now be looking at a screen with the name of your file (ConfCall) in the Title Bar (Fig. 1.5).

Notice that *Word* will usually automatically append the *.doc* extension on all word processor files. Beneath the Title bar is the Menu bar; beneath the Menu bar you can see the Tool bars with tab, margin, and spacing buttons among others.

You will get to use these buttons later in this lesson and in Lesson 2. The various buttons give you direct access to tasks which you would otherwise have to find in one of the menus. In other words, the Tool bars are there to save you time.

Before you go on, position the mouse pointer over each button in the Tool bars and read the **brief description** which pops up for each one

Below the ruler is a blank page with the cursor waiting in the top left corner, ready for you to type in your letter (Fig. 1.5).

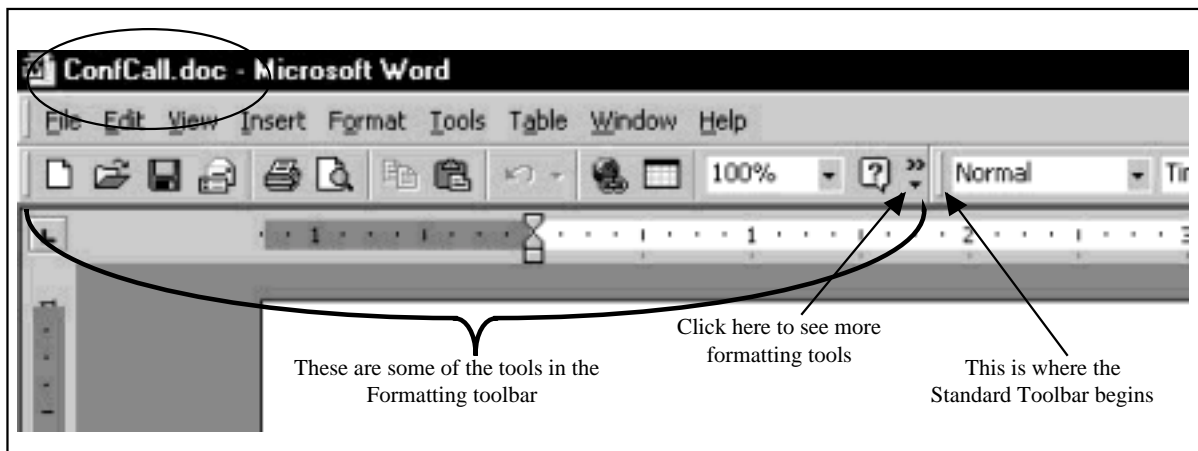


Fig. 1.5 Screen for a newly named Word processor document

1.2 HELPFUL HINTS WHILE USING THE WORD PROCESSOR

You will shortly type the Conference Call letter into the word processor. But before you start, read the helpful hints that follow.

Toolbars

Word has Standard and Formatting toolbars towards the top of the screen with icons for commonly used tools that you can click on to quickly carry out many word processing tasks.

Figure 1.5 above shows you where these two tool bars are on your screen. You'll get to know several of these tools (and the tools on other toolbars) as you work your way through these tutorials. You should take a look at the Standard and Formatting tools now in anticipation of using them as you go along.

Move the mouse pointer up to the toolbars and, **without clicking**, just position the pointer on one tool icon at a time till you see the **description of the tool** pop up on the screen

Read the description and familiarize yourself with each of the tools now

Word processing is *not* the same as using a typewriter

As you type at the computer keyboard, the letters will appear on the screen. If you are new to word processing, you need to be aware of the one major difference between using a computer and using a typewriter.

When using a typewriter you have to move the carriage back at the end of every line so you can start typing at the beginning of the next line on the page. This is called a carriage return.

When you use a word processor, however, the system takes care of the end of each line. As you type away in word processing, the program is aware that you are getting to the end of the line, and it will automatically "wrap around" a word to the beginning of the next line if the word doesn't fit completely on the end of a line. This means that you don't have to worry about hyphenating words that are broken up over two lines—unless you *want* to, of course.

So the only time you need to hit the Enter key is *at the end of a paragraph*, whether the paragraph be one word, one line, or several lines.

Type the following passage so you can practice this now (remember, *don't* press the **Enter** key until you get to the end of the paragraph)--don't worry if your text wraps around differently; the lines on your screen may be longer or shorter, which doesn't matter for this exercise

And though he tried to look properly severe for his students, Fletcher Seagull suddenly saw them all as they really were, just for a moment, and he more than liked, he loved what he saw. No limits, Jonathan? he thought, and he smiled. His race to learn had begun.¹

Now press **Enter** at the end of the paragraph

¹ From the book "Jonathan Livingston Seagull: a story" by Richard Bach. New York, NY: Avon, 1970.

Notice how the word processor took care of the end of each line.

There are two cursors you need to know about

When you word process on a *Windows* computer there are two independent cursors you need to know about. One is called the *I-beam* cursor and the other is called the *Insertion point* cursor (Fig. 1.6).

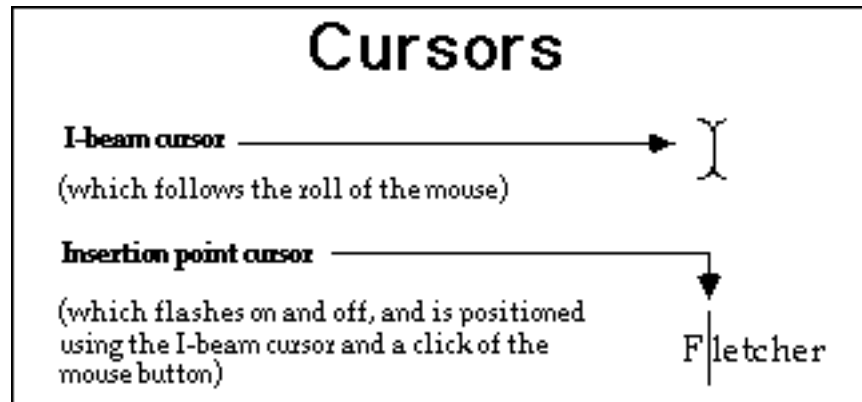


Fig. 1.6 The two kinds of cursors

The *I-beam* cursor is so called because it looks a bit like an uppercase "I". It becomes an arrow when positioned outside the page borders. Try the following for practice.

Roll the mouse around and notice how the **I-beam** cursor follows along and changes to an arrow each time you cross the page border

The *Insertion point* cursor (which blinks on and off on the screen and is not directly controlled by the mouse) is so called because it indicates exactly where characters will appear in the text when you type at the keyboard. The I-beam cursor is under the control of the mouse and allows you, by clicking on the left mouse button, to position the insertion point cursor anywhere in the text of your document. Practice will help you understand how this works.

Use the mouse to move the **I-beam** cursor on the screen so it is positioned immediately before the word "**Fletcher**", then click the left mouse button and roll the mouse away to your right

The insertion point cursor, which originally was positioned at the end of the Livingston Seagull quote, should now be blinking on and off right in front of the word "Fletcher." Notice how you used the mouse and the I-beam cursor to change the position of the insertion point cursor.

Now position the **I-beam** cursor immediately before the word "**though**" in the first line

Click the left mouse button so as to move the **insertion point** cursor to the same place

Type the word "**even**" followed by a **space**

Finally, click at the end of the paragraph (after the final period)

Do you see how it works? This takes a bit of getting used to, but the more you practice the more natural it will become.

Scrolling through a document

On the right of the screen you have a vertical scroll bar; at the bottom of the screen you have a horizontal scroll bar. At either end of the scroll bars are arrows pointing in opposite directions. Clicking on these arrows will scroll a document up or down, left or right, depending on which arrow you select.

Try this now by clicking on the **scroll arrows** to move the **scroll box** in the **scroll bar**

You also can scroll by positioning the mouse arrow on the scroll box itself, holding down the left mouse button, and dragging the box in the scroll bar.

Try this, too, then click above or below the small box inside the scroll bar to see how this causes the document to scroll in jumps, from section to section

You can also scroll and position the cursor very precisely by using the arrow key pad on the keyboard. When you have finished experimenting make sure the whole Seagull quote shows on the screen.

Correcting errors while entering text

If you see you've made a mistake and you want to fix it before you go on, use the mouse to put the insertion point cursor immediately *after* the mistake, press the Backspace key (Fig. 1.7) as many times as necessary to remove the incorrect character(s); then retype the data.

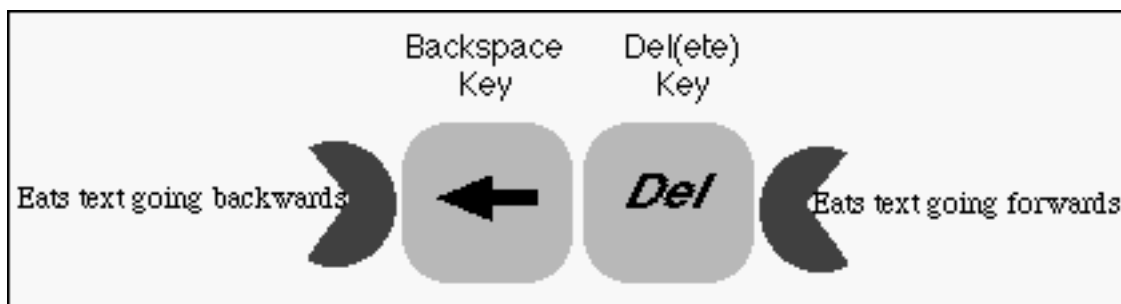


Fig. 1.7 The difference between the Backspace and Del(ete) keys

You can also use the Del(ete) key for this purpose. To use this key you position the cursor immediately ahead of the character(s) you want to delete. So the Backspace key works backwards and the Del(ete) key works forwards (Fig. 1.7) After you've deleted the text, you would use the mouse to click at the point in the document where you want to resume typing. Try the following example.

Position the cursor right after the word "**even**" in the first line, press the **Backspace** key till the word "**even**" and the extra space have been deleted, then click at the end of the paragraph

Undoing unintended actions

If you do something you didn't intend, select Undo from the Edit menu.

Check this option in the **Edit** menu now so you can see it for yourself

Removing unwanted Returns (using the Hide/Show ? option)

You can have *Word* show you exactly in your document where you hit the Enter key (say, at the end of paragraphs). Here's one way you can do this.

Select **Options** in the **Tools** menu

The Options dialog box pops up on the screen (Fig. 1.8).

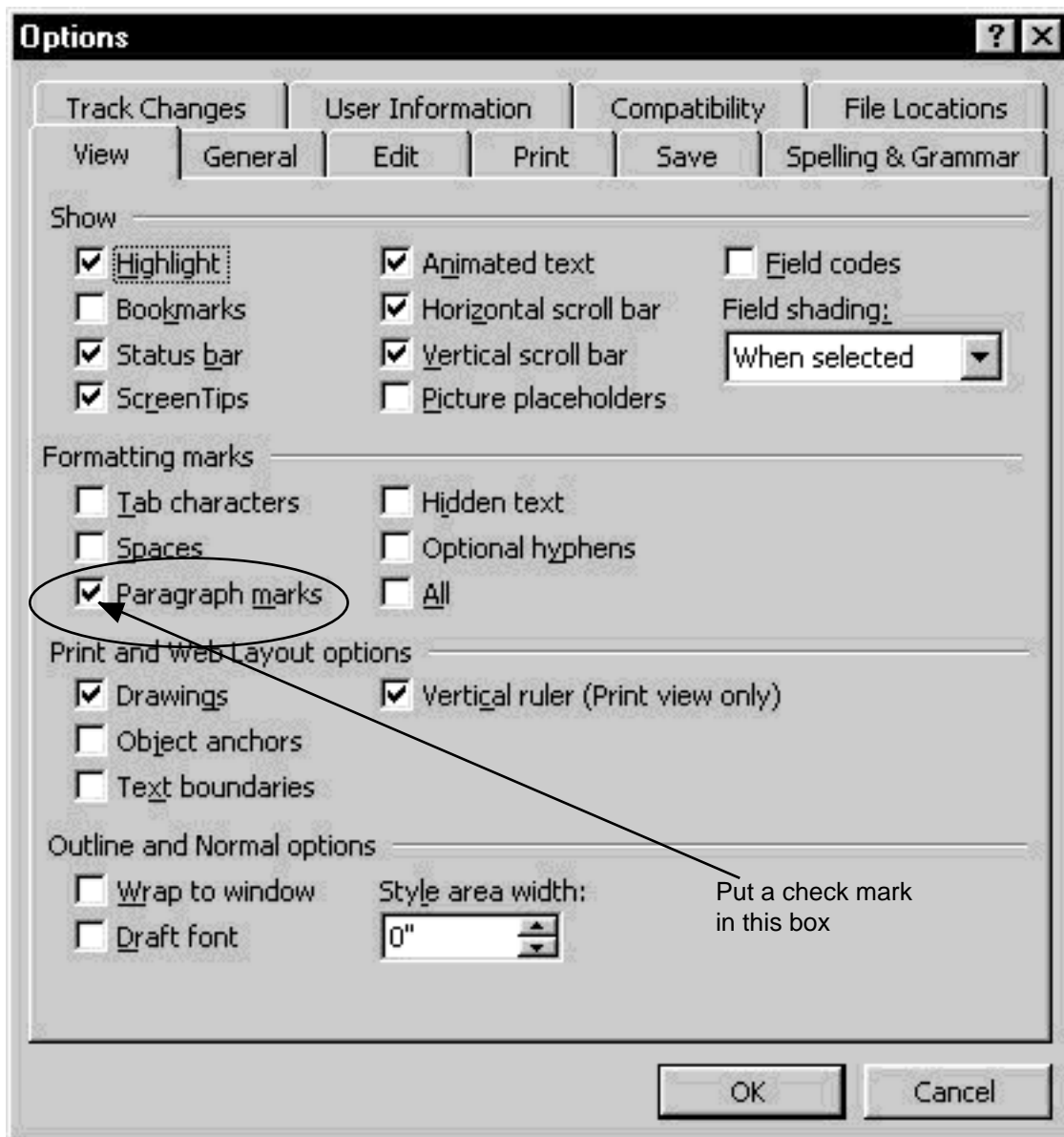


Fig. 1.8 The Options dialog box

In the **Formatting marks** section, click to put a **check mark** in the box next to **Paragraph marks**, then click on **OK**

Notice the ? symbol where you hit Enter at the end of the paragraph. Another (quicker) way to turn on this option is to select the ? icon in the Formatting toolbar. Here's how you do this.

Go to the **Formatting** toolbar towards the top of your screen and click on the **small arrow** at the end of the toolbar to bring up the set of other tools available to you (Fig. 1.9)

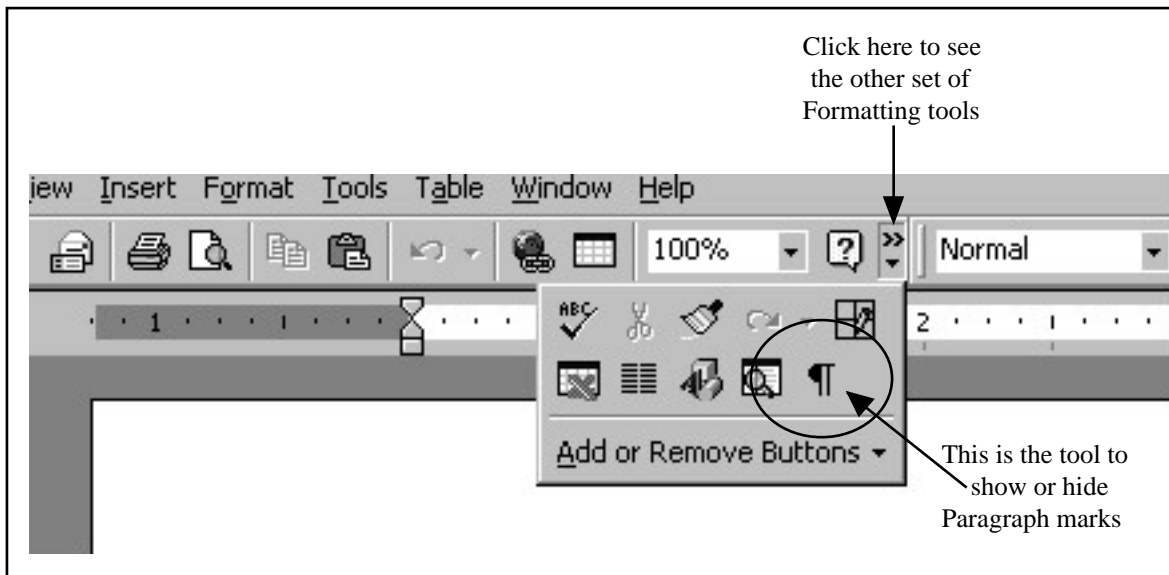


Fig. 1.9 Showing or Hiding Paragraph marks

Position the cursor at the beginning of the **third line** of your text, then hit the **Enter key** twice

Notice again the ? symbols that show you where you hit the Enter key (one at the end of the previous line, and the other on the empty line ahead of the cursor).

Now remove the **Paragraph marks** you just entered by pressing the **Backspace** key twice

1.3 ENTERING AND SAVING A DOCUMENT

Practice makes perfect

The best way to get the hang of using the word processor is by practice. First of all, you'll need to clear the Seagull quote off the screen. You don't want to save it as part of the Conference Call letter, so here are the steps to get rid of this unwanted text.

Choose **Select All** from the **Edit** menu (or drag across the whole paragraph)

Press the **Backspace** key once to remove the highlighted text from the document

Notice that the Backspace key removes all highlighted text.

Entering the Conference Call letter

Fig. 1.10 below has the full text of the Conference Call letter.

```

Hodge Road Elementary School¶
123 Mingo Bluff Road¶
Cape Coral, FL 23456¶
¶
Mr. and Mrs. Randolph Walker¶
856 S.W. 2nd Place¶
Cape Coral, FL 23456¶
¶
¶
Dear Mr. And Mrs. Walker:¶
¶
I am pleased to inform you that your son Aaron has been selected by the fifth grade teachers to represent Pelican Elementary at the Newfound Harbor Marine Biology Institute in Key West, Florida, as a Junior Biologist. Since Aaron has shown both academic excellence and sound social skills this past school year, he would be a great candidate for the program.¶
¶
The Institute has a wonderful reputation for both child and adult programs. I have attended the facility myself and had a wonderful time. Aaron would take part in a two-week session in June with fifth graders from all over the state.¶
¶
Please call me at school at (619) 772-3223 to discuss more details about the program. I look forward to hearing from you soon¶
¶
Sincerely yours,¶
¶
¶
¶
Donna Hendry¶
Department Chair¶

```

Fig. 1.10 Conference Call Letter

It also shows where all the Paragraph marks (?) are. This is to help you remember to hit the Enter key only where necessary, *not* at the end of every line.

As you type, *Word* is probably set to automatically warn you of any spelling or grammar errors it finds (by underlining them on your screen). This will occur as you type the contents of Fig. 1.10. Don't worry about these warnings for now. You will also notice that *Word* will think that you are writing a letter once you type the first address

at the top of the page. Just ignore this, too, and click on **Cancel** when prompted by the *Office* Help icon in the lower right corner of the screen.

Go ahead and type in the complete text of the Conference Call letter

Saving the document

Save the Conference Call letter as you go along. A momentary loss of power is enough for you to lose all your work. Once the document is saved you should go back and correct any errors you made, and then save it again to replace the previous version.

From the **File** menu select **Save** (or press **Ctrl-S**)

Remember: when you save a document with the same name as before, you are *replacing* the earlier version. You *won't* be creating a second copy.

The quickest way to save your work is to press **ctrl-S** on the keyboard. The **ctrl** key is in the lower left corner of the keyboard. It is called the Control key. Locate it now; you'll be using it a lot as you become more familiar with *Word*. It is always used in combination with one or two other keys. **ctrl-S**, for example, is executed by holding down the **ctrl** key and simultaneously pressing the **S** key.

You'll learn more keyboard commands as you work your way through the tutorials. For ready reference you will find on the inside back cover of this book a list of the most frequently used keyboard commands.

You should get used to using the **ctrl-S** frequently—say once every 15 minutes or so—as a protection against losing your work. Until you have your own Uninterruptible Power Supply (UPS), you should become very conscientious about executing that **ctrl-S** command which quickly saves your work to the disk on which you originally saved it. The system uses the same name and the same location as before.

1.4 UPDATING AND SIMPLE FORMATTING OF A DOCUMENT

Now that your letter is saved on disk, you can make any revisions you want.

Word processing allows you to treat text like modeling clay. You can easily mold your words and ideas. You can change margins, put in underlines, italics, boldface, and so forth. You can correct errors, move text around, lay it out on the page—all at the touch of a few buttons. In the next lesson you'll have an opportunity to become quite sophisticated in this regard. But let's keep it simple for now.

You may need to refer back to Fig. 1.10 while you complete the next few sections.

If you find all those Paragraph marks distracting, turn them off by selecting **Options** from the **Tools** menu, and remove the check mark next to **Paragraph marks** in the **Formatting** sections of the dialog box, and click **OK**

Inserting the date

There is no date on the **Conference Call** letter in Fig. 1.10. A letter is incomplete without a date so here are the steps to have *Word* put today's date in the letter.

Use the **I-beam** cursor to position the **insertion point** cursor right **after the zip code** in the *first* address at the top of the page, then press **Enter**

The cursor should now be waiting at the beginning of the next line.

From the **Insert** menu select **Date and Time...**

The Date and Time dialog box (Fig. 1.11) offers you a list of several formats for the date and for the time of day.

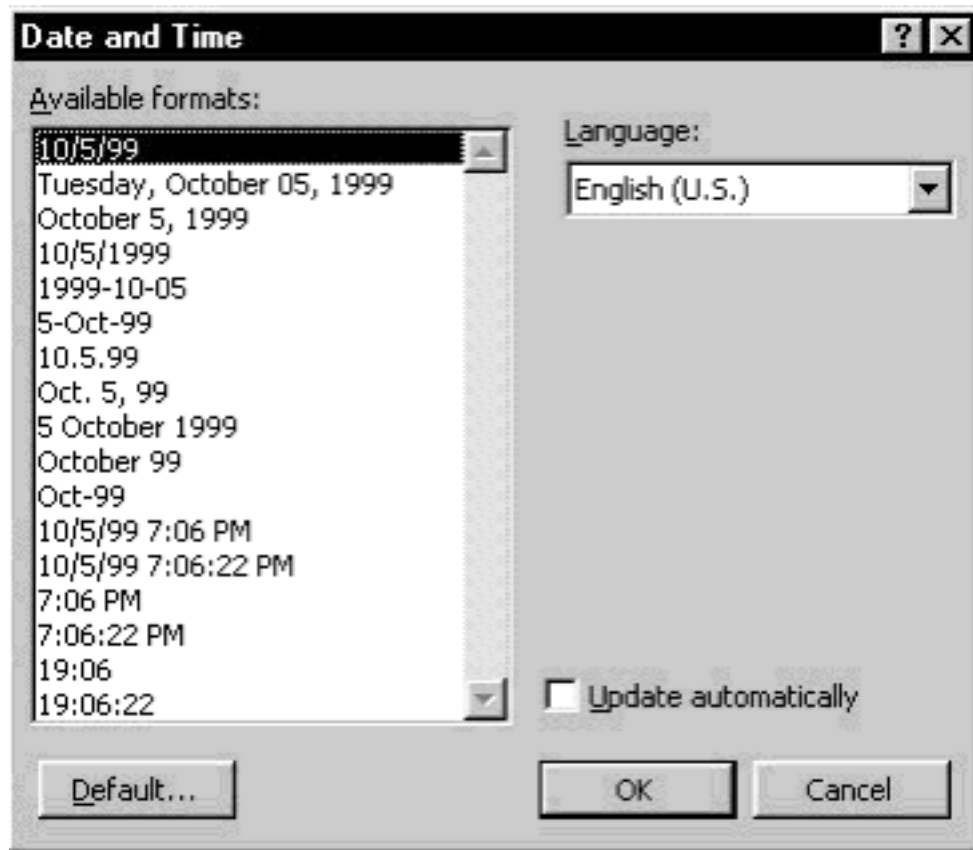


Fig. 1.11 Date and Time dialog box

Decide on the format you like best and click on it to select it, then click on **OK** (or just double click on the format you chose)

You will appreciate the advantage of allowing *Word* to insert the date for you when you save the letter as a template. When you use the template, or print a Conference Call letter, for example, the date will be adjusted to reflect the current date.

Adding text

This is an activity which is fundamental to the whole process of writing. On a typewriter it is usually messy, and often difficult to do. When you use the word processor, however, it is a simple task.

There is no limit to the extra details that could be added to the letter, but for the sake of this exercise you will add just one sentence to the next to last paragraph to help the parents appreciate what Aaron will get out of his experience at the Institute.

Position the **insertion point** cursor so it is right at the end of the paragraph which begins "The institute has a wonderful reputation..."

Press the space bar **twice** and type the sentence:

He would thus have the opportunity to meet and make friends with others of his own age and academic ability.

Read over the sentence you just typed to check for errors. Correct any you may have made. Before you go on to the next section you should save what you have done so far.

Press **ctrl-S** to save the changes you have made to the letter

Removing text

There are several ways of removing text. In a moment you'll learn how to highlight a block of text in order to move or delete larger sections of text. But if all you want to do is remove a few words, or a short sentence, the quickest way is to use the Backspace key.

Practice this now. You are going to remove the second sentence of the second paragraph. This second sentence begins "I have attended the facility myself ...".

Position the **insertion point** cursor so it is in front of the "A" at the beginning of the third sentence of the same paragraph—the sentence that begins "Aaron would take part ..."

Press the **Backspace** key as many times as is necessary until the second sentence of this paragraph is removed from the letter

You'll find the automatic repeat feature of the keyboard (activated by holding down a key such as the Backspace key) will come in handy for a delete operation like this.

Press **ctrl-S** again to save the changes you just made

Changing text

The letter overuses the word "program." The word appears once in the first paragraph as it is, and then is used twice in the final paragraphs. To improve the letter it would be better to rewrite the first sentence of the next to last paragraph to read: "The Institute has a wonderful reputation for its offerings for both children and adults."

To change the existing sentence, follow these steps:

Place the cursor between the **period** and the "s" at the end of the first sentence in the second paragraph (right at the end of the word "**programs**" but before the period)

Use the **Backspace** key to remove the text that follows the word “for”

Make sure there is still a space after the word “for”, then type the phrase “**its offerings for both children and adults.**”

One last change you need to make is to the telephone number in that last sentence. A common error with numbers is called transposition, where one accidentally reverses the order of digits. The number is supposed to be 772-32**32**, not 3223.

Position the cursor just at the end of the telephone number

Press the **Backspace** key **2** times, then type the digits “**32**”, and once again press **ctrl-S**

At this stage your Conference Call letter should look much the same as Fig. 1.12.

Hodge Road Elementary School¶
 123 Mingo Bluff Road¶
 Cape Coral, FL 23456¶
 Tuesday, October 05, 1999¶
 ¶
 Mr. and Mrs. Randolph Walker¶
 856 S.W. 2nd Place¶
 Cape Coral, FL 23456¶
 ¶
 ¶
 Dear Mr. And Mrs. Walker:¶
 ¶
 I am pleased to inform you that your son Aaron has been selected by the fifth grade teachers to represent Pelican Elementary at the Newfound Harbor Marine Biology Institute in Key West, Florida, as a Junior Biologist. Since Aaron has shown both academic excellence and sound social skills this past school year, he would be a great candidate for the program.¶
 ¶
 The Institute has a wonderful reputation for its offerings for both children and adults. Aaron would take part in a two-week session in June with fifth graders from all over the state. He would thus have the opportunity to meet and make friends with others of his own age and academic ability.¶
 ¶
 Please call me at school at (619) 772-3232 to discuss more details about the program. I look forward to hearing from you soon¶
 ¶
 Sincerely yours,¶
 ¶
 ¶
 ¶
 Donna Hendry¶
 Department Chair¶

Fig. 1.12 Intermediate update to the Conference Call letter

Selecting (highlighting) a block of text

Highlighted text is text that stands out from the rest of the document either because the background turns black and the text white (black and white monitors) or because the background turns the color you (or someone else) set for the highlighting color on your *Windows* computer.

When you highlight text, you can do things to it (delete it, move it, copy it, change the margins set for it, and so on) without affecting the rest of your document.

You can highlight a single character...

Locate the **I-beam** pointer on the screen and use the mouse to move it so it is immediately before the "H" in "**Hodge**" in the address at the top of the letter

Hold down the left mouse button and carefully drag across just the "H" at the beginning of the word so that it becomes highlighted

This latter operation is tricky the first few times you try it. The secret is to keep the left mouse button depressed—and don't panic! So, if you drag across more than just the "H", keep your finger on the left mouse button and drag back and forth until you have just what you want highlighted. Practice this—you can select as much or as little as you want. Remember, *you're in control*.¹

Let go of the left mouse button when just the "H" is highlighted, then click anywhere in the text to remove the highlighting (i.e. to deselect selected text)

If you're not used to doing this it may seem awkward at first—like the first time you tried to ride a bicycle, perhaps. But you'll get used to it. Try it a few times on different letters.

You can highlight a single word...

Position the **I-beam** anywhere over the word "**Elementary**" and **Double click** the left mouse button (or drag across the word using the mouse)

The single word "Elementary" should be highlighted on the screen.

Click anywhere in the text to remove the highlight

Try this on a few more words till you're comfortable with the action.

You can highlight a line of text...

¹ If you're new to word processing, the secret here is: *don't panic!* No matter how much you might think to the contrary, when you're working with computers you are in control—as long as you know what you're doing. The computer is just a dumb machine designed to serve your information processing needs. These tutorials will help you bring this dumb machine under your control.

Position the **cursor** in the margin to the left of the line you want to highlight (the cursor changes from an I-beam to an arrow pointing in at the line at the edge of the text) and click on the left mouse button

There you have it! The whole line is highlighted.

Click anywhere in the text to remove the highlight

Try this on a couple of different lines.

You can highlight several selected lines...

Once again, move the **cursor** into the margin immediately in front of the first word of the first paragraph (the cursor becomes an arrow pointing in at the line)

Hold down the **left mouse button** and drag up or down to select (highlight) a couple of lines, then let go of the left mouse button, and click anywhere in the text to remove the highlight

You can quickly highlight an entire paragraph...

Move the **I-beam** anywhere in the first paragraph, click quickly **3 (three)** times on the left mouse button and notice the effect this has of highlighting the entire paragraph; click anywhere in the text to remove the highlighting

You can highlight an extended area (or block) of text...

Place the **I-beam** either at the start or end of the text you want to select and click the left mouse button to put the insertion point cursor there

Scroll, if necessary, to the end of the section you want to highlight, then hold down the **Shift key** and click at the end of the block of text

Notice that the whole section is highlighted.

Click anywhere in the text to remove the highlighting

You can quickly highlight an entire document...

You should be getting the hang of this highlighting activity by now. You can drag the mouse to highlight several paragraphs or even an entire document of several pages. However, dragging through a 50 page document would quickly become tedious. So *Word* provides a short cut to select an entire document. You may recall using this feature earlier in the tutorial.

From the **Edit** menu at the top of the screen choose **Select All**

Simple as that! To remove the highlighting, just click anywhere in the document as usual.

Changing margins and using the *Word* Indent Markers

The letter is nearly ready to be printed. One style for letter-writing is to position the first address (the address of the sender) at the top right of the first page. The closing signature would then be aligned on the right side of the page at the end of the letter (Fig. 1.13).

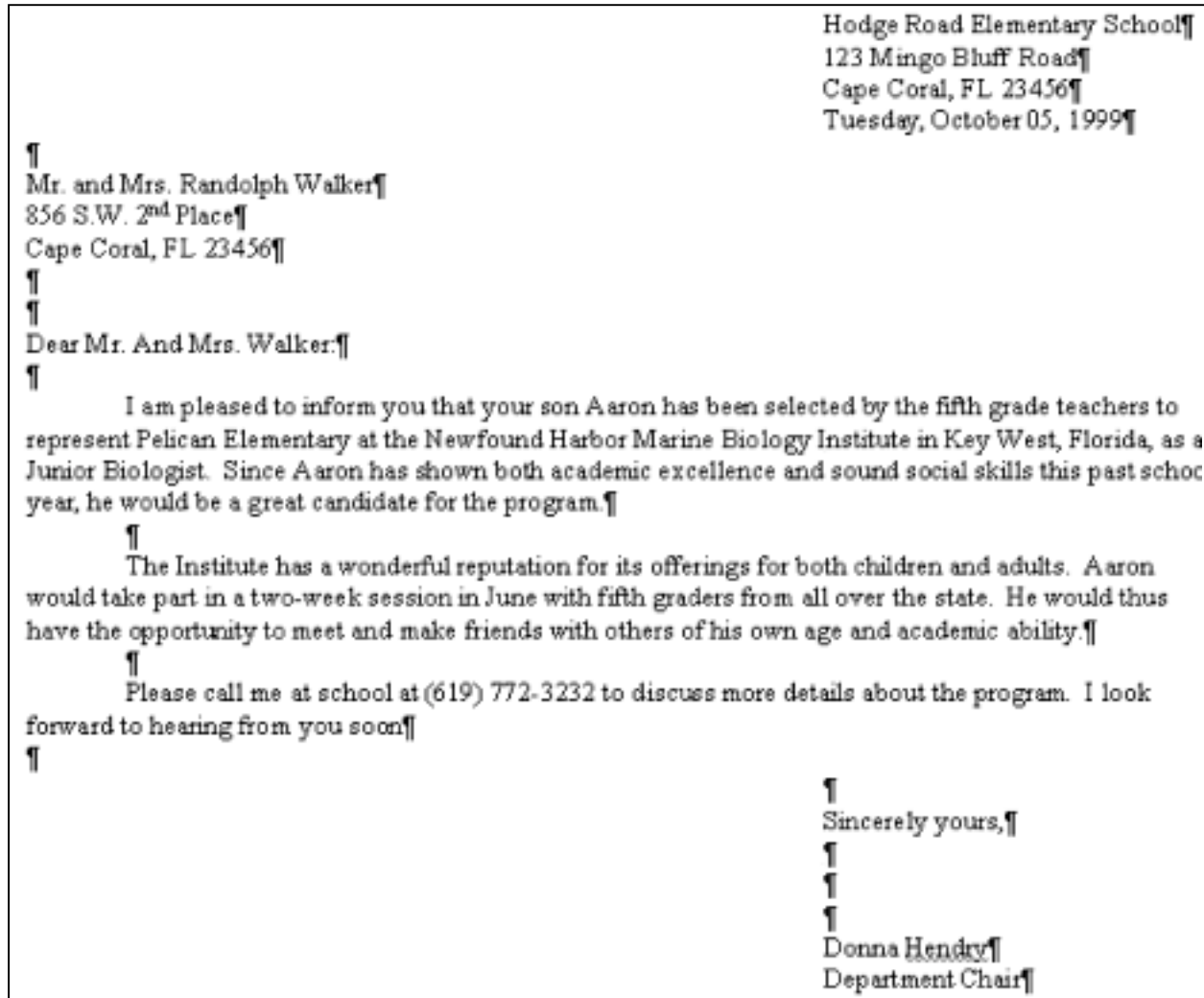


Fig. 1.13 Final version of the Conference Call letter

To carry out these changes you will need to learn how to use the indent markers.

Using the Indent Markers

Before you go on, remember that the *tip* of the mouse arrow is the *hot spot*. Moving the small indent markers is a delicate operation, so be sure to point with the *tip* of the mouse arrow.

Indent Markers are used to adjust the first line and the left and right margins of paragraphs. To use the indent markers you must have the ruler showing on the screen at the top of your document (Fig. 1.14).

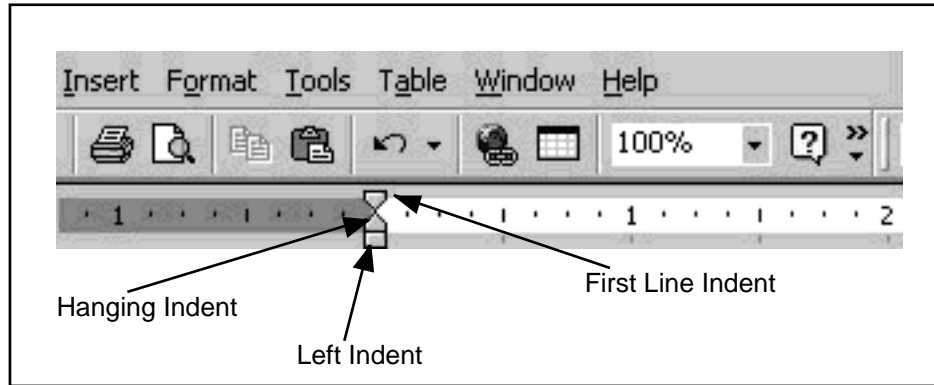


Fig. 1.14 The *Word* ruler and the Indent markers

If you do not see a ruler with hash marks on it you'll need to make sure it is displayed on your screen. You can either hide or show the ruler by selecting the *Ruler* option in the **View** menu.

To check this out, double click on the **View** menu to show all the menu options, then select **Ruler**

Do this a couple of times—and make sure you end up with the ruler showing at the top of your document

Click anywhere within the **first paragraph** of the letter before completing the next exercise (this tells *Word* which piece or paragraph of text to reformat)

On the left side of the ruler, at the 0" hash mark, you can see the indent markers that set the Hanging Indent, the Left Indent and the First Line Indent (Fig. 1.14). These markers move together when you drag the small box (the Left Indent marker) on which the lower of the two pointed markers sits. Follow these steps to try this now.

Use the mouse to drag **1/2"** to the **right** (to the 1/2" hash mark) the **Left Indent marker** on which the **Hanging Indent marker** (the lower of the two pointers) sits

Notice that the First Line Indent marker (the upper pointer) shifted right along with the Hanging Indent marker (the lower pointer) and that the whole paragraph moved to the right half an inch.

To independently move the First Line Indent marker (the upper marker), point at it with the tip of the mouse arrow and drag to the left or right (you won't be able to drag further left than the left edge of the page).

Try this now

To independently move the Hanging Indent marker (the lower of the two markers) you just point at it and drag it to the left or right (again you won't be able to drag further left than the left edge of the page).

Try this now

The following directions will give you more practice using these indent markers. You will be setting the indent markers for all the paragraphs in the body of the letter.

First, click before the **first word of the first paragraph** to position the insertion point cursor there

Now, scroll down if necessary till you can see the end of the letter, then, while holding down the **Shift** key, click at the end of the third and last paragraph

All three paragraphs of the letter should now be highlighted.

First drag all the indent markers so they are at the left edge of the page (back at the **0"** hash mark)

Now position the **tip** of the mouse arrow on the **First Line Indent marker** (the indent marker on top of the others) and slide it over to the **1/2" hash mark** on the ruler

Notice that the left margin of each paragraph (except for the first line) is now set at 0 inches and the first line of each paragraph is set at 1/2".

Practice makes perfect

If this is the first time you've used these markers you may still feel uncomfortable working with them. More practice will cure that. You want the final version of the Conference Call letter to look like Fig. 1.13 (a couple of pages back). You need to adjust the left margin for the first address at the top, and for the sign off at the end of the letter.

Select (highlight) the **first address** and **date** lines at the top of the letter

Point at the **Left Indent marker** (the small box at the bottom of the indent markers) and drag all the indent markers together over to the **3.5"** hash mark on the ruler, then click anywhere in the text to de-select the highlighted text

The address and date should now be lined up on the new margin. If you weren't successful the first time, just go through the steps again until you get the hang of it.

Next scroll down to the **end of the letter** if it doesn't show on the screen

Select the lines that begin: "**Sincerely yours,**" and conclude with "**Donna Hendry**" and "**Department Chair**" (including all the blank lines in between)

With these lines highlighted, move **both** the **indent markers** across to the **3.5"** hash mark on the ruler, as you did for the address at the top of the page

Press **ctrl-S** to save this (almost final) version of the document

1.5 CHECKING THE DOCUMENT FOR SPELLING ERRORS

Microsoft *Office 2000* comes with a spelling checker, and no matter how good you might think your spelling is, you would do well to take advantage of this fast, effective tool for catching spelling errors or typos.

Encourage your students to use a spelling checker when they are proofing their word processed work. The system will highlight any words that it cannot find in its dictionary and may make suggestions for words or spellings the student intended. It can thus help your students become better spellers, even broaden their vocabulary if they are curious enough to check out the meanings of the many words they've never come across before. However, it *cannot* spell for them—yet! Nor can it correct errors such as the misuse of "to", "too", and "two"!

A spelling checker is not an alternative to proofreading. Tell your students they should always proofread their work on the printed page (in hard copy form) *after* they have run it through the spelling checker. It also would be a good idea to have another student proofread it. Assessing a classmate's work is a valuable learning experience.

Accessing the spelling checker

From the **Tools** menu select **Spelling and Grammar...**

This will bring up the dialog box shown in Fig. 1.15



Fig. 1.15 Spelling and Grammar dialog box

The *Word* spelling and grammar checkers are probably already working for you if those functions are in automatic mode, if you see strange looking underlines under some of the words you typed. If *Word* highlights a word or phrase, this does not necessarily mean there is anything wrong with it. You still have to be able to tell if you have made an error and also know how to correct it. Remember, the computer is just a dumb machine—a tool to assist your intelligence, not replace it!

It's useful to know how to turn these functions on or off. Here are the steps.

Click on **Options** in the Spelling and Grammar checker dialog box

This will bring up the screen illustrated in Fig. 1.16.

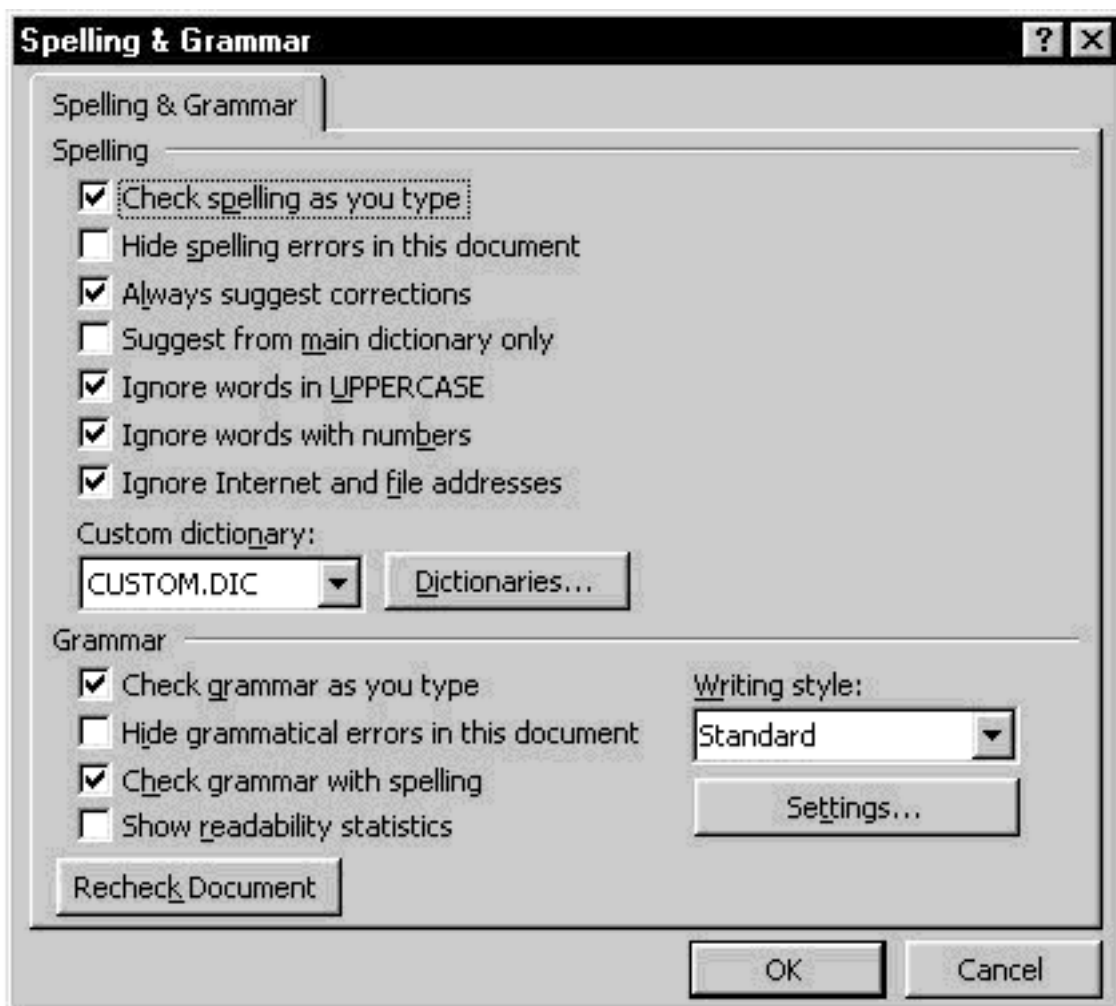


Fig. 1.16 Spelling Checker dialog box

Check that the options to **Check spelling as you type** and **Check grammar as you type** are selected then click on **OK**

If you tell the Spelling Checker to check your document, and it has "No suggestions" for a word highlighted, the dialog box gives you the option to have the Spelling

Checker *Resume* (because the word is correct); or *Ignore All* occurrences of the same word in your document (because you don't want the Checker to stop for them again); or *Add* the word to the custom dictionary (so it won't be flagged in future documents you work on). This is generally useful for proper names.

On the other hand, if there are suggested alternatives, the Spelling Checker will give you the additional options to *Change* the word; *Change All* further occurrences of the word; or *Autocorrect* (which will result in *Word* selecting the first suggestion in the list).

At one time or another you will find all these features useful, so you should take the time to check them out now.

Work your way through the Conference Call letter now and correct any spelling or typing errors you may have made

Better save your work one last time (press **ctrl-S**)

For the most part the Spelling Checker is intuitive, and one of the best things you can do at this time is take a few minutes to browse through the various selections until you get a feel for what the Spelling Checker can do.

In Lesson 2 you will have an opportunity to make more extensive use of the *Word* Spelling Checker.

1.6 PRINTING A FIRST DRAFT OF THE DOCUMENT

Print Preview—ing your work

It is always useful to preview your work on screen before sending it to the printer.

From the **File** menu select **Print Preview** now to check this out

Running off a draft copy

Press **ctrl-P** (or select **Print** from the **File** menu) to start the printing process

What kind of printer are you using?

Word will present you with a Print dialog box similar to that shown in Fig. 1.17. If you have a laser printer the quality is always "Best." But if you have a dot matrix, daisy wheel, or inkjet printer you can choose the quality of output you desire.

If you're using a dot matrix printer or an inkjet printer, click on the option to print a fast or draft copy this first time through

Printing a range of pages

With regard to Page Range, the All button is selected by default. Should you want to print a subset of the pages of a long document, say from page 3 to page 6, you would

click in the radio button next to *Pages* (see Fig. 1.17 on the next page) and enter the page numbers of the range of pages in the data entry box (ex. 1,3,5-12).

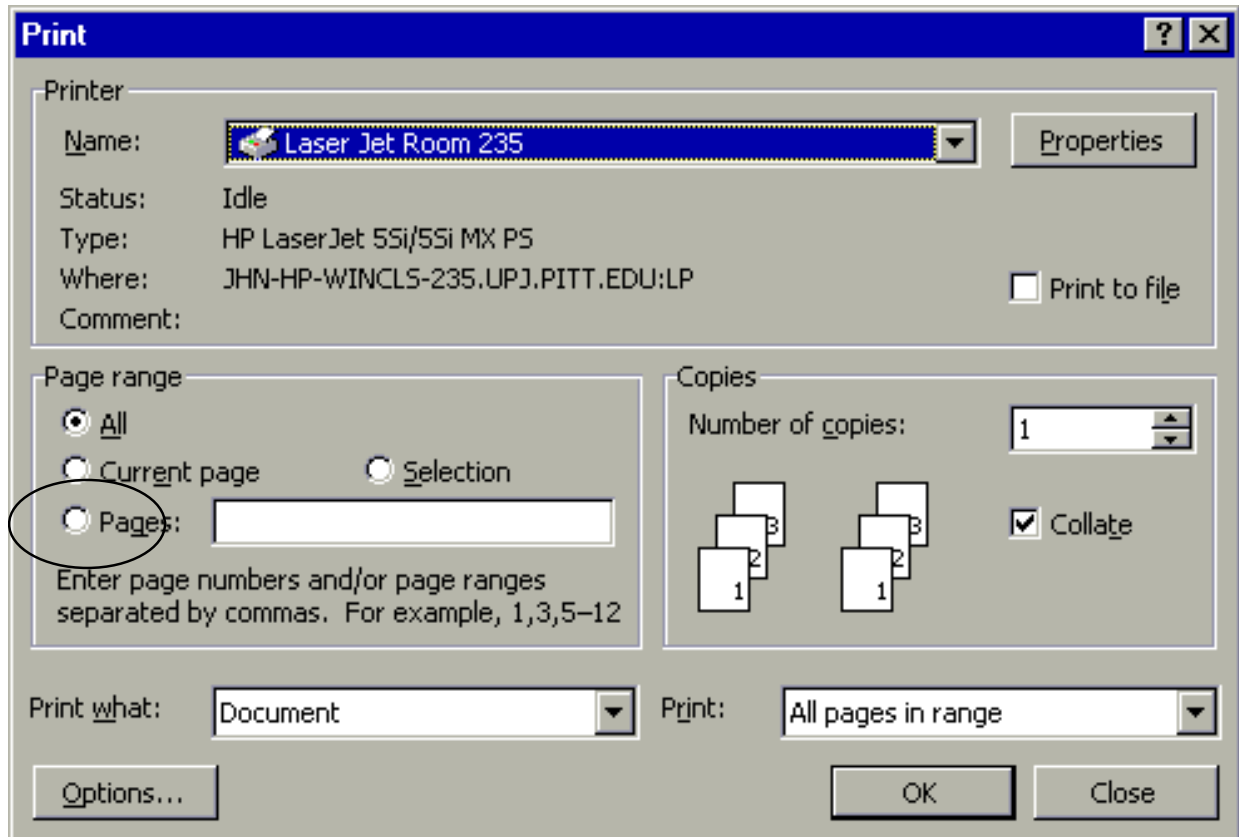


Fig. 1.17 Typical *Windows* Print dialog box (yours may be different)

Setting the number of copies

Word also asks you how many copies you want to print. As you can see, the number 1 is already selected by default, and for a draft copy that is certainly as many as you would normally want.

Manually feeding pages into the printer

Different printers have different options, but you should be able to put the paper into the printer manually, one sheet at a time. The option to print *All Pages in Range* is selected by default, and this is what you will want for this exercise. But if you click on the *Properties* button in the upper right corner of the dialog box, you can see that you have the option under *Page Setup* to hand feed (manually feed) paper into your printer one sheet at a time. When this option is selected, *Word* will stop printing at the end of every page and wait for you to put a new sheet of paper in the printer. This option is useful when you need to run off resumés or other such documents that might need special quality paper, or when you need to run off a document on letterhead.

You are now ready to print the document.

Click on **OK** in the **Print** dialog box

If all is well with your printer connections and so forth, your printer will now go ahead and produce a hard copy of your document.

Removing your document from the printer

If you are using a laser printer or an ink jet printer, removing the paper from the printer is simply a matter of picking it out of the paper tray.

Here are the steps to follow if you are using continuous form paper with a dot matrix printer (now relatively rarely seen in computing environments).

Hit the **Select button** on the printer (the green light will go off)

Press the **Form Feed button** (the paper will advance to the top of the next page)

Press the **Select button** again (the green light will go back on)

Carefully remove your document by tearing along the serrated edge

First time users of dot matrix printers will find it tricky removing the printed document from the printer. Don't be surprised if you damage the page as you learn to get used to tearing along the serrated edge. This is another good reason to start by producing draft copies of your documents.

Save the environment

A useful environmental tip, for your draft copies, is to recycle paper which has one side blank. Keep a box near the printer where folks can deposit paper they no longer want and which is clean on one side. Only use new paper for a final copy of a document.

Now you should take the time to carefully read over what you have typed. If you used the Spell Checker, remember that it will not necessarily pick up all errors. If you type "me" when you meant to type "he," the checker won't mind in the least, since both words are in the dictionary. As we noted earlier, the golden rule here is: A Spelling Checker is only as good as you are! You should never rely blindly on the feedback from the Spelling Checker. So always proofread your writing—and tell your students to do the same. You might also have your students proofread each other's papers. Let them be teachers, too; it's a great way to learn!

You should also check the overall page layout to see that the document looks good on the page. If there are problems, now is the time to fix them. Make all necessary changes on the computer and save the file again on your Data disk.

If all is well, you are ready to go ahead and print the final version, the one that you will send in the mail to the parents.

1.7 RUNNING OFF A FINAL COPY

Follow the steps you learned above to run off a final copy of your document. If you are using a dot matrix printer and have a good ribbon, the resulting Conference Call letter should have a satisfactory appearance.

Most printers today will accept single sheets of paper. So if you wanted to use your school's letterhead, this would be no problem. You would, of course, need to remove the sender's address from the top of your Conference Call letter since this address would already be included on the letterhead paper. You would also need to select *manual feed* for the printer.

1.8 MAKING A BACKUP COPY OF THE DOCUMENT

Your last task before completing this session at the computer is to make a backup of your document on another disk. Earlier in this lesson you were asked to prepare a backup disk for all your work. Now is the time to learn how to make a backup copy of a single file.

The Conference Call letter (ConfCall) is still open in *Word*. It is also saved on your *Data* disk, which is in the disk drive.

Close the **Word** word processing program

Close or **minimize** any other windows that may be open on your desktop to make it easier for you to see what you're doing

Double click to open the **My Computer** icon, then double click on **3 1/2 floppy A:**

Now drag the folder **WPFiles** from your **Data** disk to the Desktop and drop it there

Watch while Windows makes a copy of your files on to the desktop, then close the Window on your **Data** disk

Remove your **Data** disk from the disk drive, replace it with your **DataBkp** disk and double click on **3 1/2 floppy A:**

Now drag the **WPFiles** folder from the desktop to your **DataBkp** disk

LOOKING BACK

In this tutorial you have learned the basics of Microsoft *Office 2000* word processing. You now know how to enter text, save it, revise it, set margins, check it for spelling, and

print it on paper in draft, standard, or letter quality. You also learned one way to make a backup copy of your files.

Many computer users learn no more than has been covered in this lesson. Underutilization is an unfortunate fact of life when using a computer. Ideally, however, this tutorial should have made you keen to learn more about *Word*. Remember what you learned in Lesson 1. You may need to refer back to some of the details spelled out here once you are using the word processor on your own.

LOOKING FORWARD

This has been a good introduction to the Microsoft *Office 2000* word processor. However, there is still a great deal to learn. Lesson 2 will give you an opportunity to further advance your skills.

Many of the word processing skills that you have learned will transfer across to other word processors. The more you use the computer as a tool for writing, the more natural it will become and the more you will improve your writing ability. The ease with which you can make changes will have a significant impact on your willingness to generate quality written communication. Needless to say, word processing will have the same effect on your students, so the sooner you can get them using the computer for all their writing assignments the better.

SKILL CONSOLIDATION

Complete these exercises to reinforce what you have learned in Lesson 1.

1. Use *Word* to write a letter to someone in your family or to a friend using the same layout as the Conference Call letter. Print out the letter in draft mode, proofread it, correct any errors, then print out the letter in letter quality mode.
2. Write a letter to a school district superintendent explaining the details of a field trip that you are planning for your class. Print out the letter in draft mode, proof read it, correct any errors, then print out the letter in letter quality mode.
3. Write a short story using the word processor. Set the right and left margins at 1.5 inches. Print out the story in draft mode, proof read it, correct any errors, then print out the story in letter quality mode.
4. Use the word processor to type up a paper of your choice. Print out the paper in draft mode, proof read it, correct any errors, then print out the paper in letter quality mode. This will help you appreciate the usefulness of the word processor for all your writing tasks.
5. Using the word processor, type a paper explaining what you have learned so far in tutorial 1. Print out the paper in draft mode, proof read it, correct any errors, then print out the paper in letter quality mode.

6. Call up the Microsoft *Office 2000* word processor to create a new file. Name the file "Nonsense" and type in half a dozen sentences. Then practice adding and deleting words, phrases, and whole sentences. Print out the file in draft mode, proof read it, correct any errors, then print out the file in letter quality mode.
7. Load the file "Conference Call Letter", change the date so that it is the current date, save the updated file. Remove all the first line indents from the paragraphs. Add a paragraph explaining that if Aaron cannot attend the Institute this year, the offer will be open again next year. Save the updated file. Proof read it, correct any errors, then print out the letter.