

Chapter 4

Finalizing a Document

What's Inside? ➔

Chapter overview

Chapter outline

Technical notes

Materials needed

Instructional notes

Key terms

Lecture notes

How do I check spelling, grammar, and readability?

How do I use the thesaurus?

How do I create headers and footers?

How do I insert page breaks and section breaks?

Can I insert graphics into a document?

How do I set margins?

How do I save a document as a Web page?

Can I track changes and insert comments in a document?

What other features can I use to finalize my documents?

Solutions

QuickChecks

Instructor's Notes

Chapter overview

In this chapter your students will learn how to add finishing touches to their documents by checking spelling and grammar, finding just the right word with the thesaurus, inserting headers and footers, setting margins, inserting graphics, and tracking changes. Students will learn to save documents as Web pages so they can be posted on the Internet. Finally, students will be given formatting tips to clean up their documents.

Chapter outline

FAQ	Page #	Material covered
How do I check spelling, grammar, and readability?	43	Proofing a document with the spelling and grammar checker and checking the readability of a document
How do I use the thesaurus?	44	Finding synonyms in the thesaurus
How do I create headers and footers?	45	Definition and uses of headers and footers; process for creating headers and footers; buttons on the Header and Footer toolbar
How do I insert page breaks and section breaks?	46	Discussion of page breaks and section breaks
Can I insert graphics into a document?	47	Inserting, cropping, deleting and adjusting bitmap graphics and adjusting the way text flows around the picture. Vector graphics and the Word's Drawing toolbar.
How do I set margins?	49	Process for modifying the default margins, paper size and orientation, and layout options such as headers and footers, vertical alignment, borders
How do I save a document as a Web page?	50	Process for converting a Word document to HTML; troubleshooting tips for conversion
Can I track changes and insert comments in a document?	51	Process for tracking changes, inserting comments, reject and accept changes
What other features can I use to finalize my documents?	52	Tips and tricks to create professional documents: borders, shading, AutoFormat, and themes

Technical notes

Your *Practical Office 2003* book includes an action-lacked **multimedia Book-on-CD**. Each page of the Book-on-CD looks exactly like its corresponding page in the printed book and contains interactive elements such as pop-up definitions, interactive animations, and interactive end-of-chapter material. The Book-on-CD is easy to use at home, at school, or at work. For more information on the Book-on-CD, please reference the preface of this book.

The following Materials Needed section is the same for each chapter of *The Practical Office 2003*. This information is repeated in each chapter for your convenience.

Materials needed

Windows 95, 98, Me, 2000, or XP installed on the lab computers. *The Practical Office 2003* Book-on-CD is optimized for use with Windows 95, Windows 98, Windows Me, Windows 2000, and Windows XP. Note that *The Practical Office 2003* Book-on-CD will *not* work acceptably on computers installed with Windows 3.1.

Tracking Disk. You can have students create a Tracking Disk, which records their scores on the Skill Sets, so that you can monitor their progress. When you start a Skill Set, the program checks drive A: for a Tracking Disk. If you want to create a Tracking Disk, insert a formatted floppy disk, then click **Create Tracking File A:\TRACKING.TRK**. You'll be prompted to enter your name, student ID, and section number, all of which will be stored on the Tracking Disk. If you don't want to save your results, just click **Continue without a Tracking Disk**. This option allows you to try a Skill Set review without saving your results. For more information on the Tracking Disk, please reference the preface of this book.

Project Disk. For many of the projects, your students must create a Project Disk, onto which they copy project files and save their completed work. Students create their own Project Disk by inserting a blank, formatted floppy disk in drive A (or the appropriate drive), clicking Project Disk menu option on the Welcome screen of *The Practical Office 2003* CD-ROM, clicking the menu option for the assigned project, and then following the instructions to copy the project file to the blank floppy disk. A second method is to click the Copy It! button on the first page of the project to copy the file for that project to their floppy disk.

You can specify whether students submit the disk for your review, submit their printed completed project, or send you their completed file as an e-mail attachment. For e-mail submission, students will need your e-mail address.

This chapter assumes your students have access to a lab (or home) computer and have previously used a mouse.

Content and Certification. With the increasing presence and use of computers in both school curriculum and the workplace- there is a growing need to evaluate and measure computer skills through a set of certification standards. *Practical Office 2003* integrates computer concepts, Office applications, and Internet concepts making it the perfect solution for your introductory computer needs.



The content of the text and Book-on-CD maps to the certification standards for IC3 (Internet and Computing Core Certification). This certification is a set of 3 exam modules including: Computing Fundamentals, Key Applications, and Living Online.

Even if you don't use IC3 certification, *Practical Office 2003* is a good fit for many other certification standards developed by industry, your state, or your school. For more information on how *Practical Office 2003* can work with your course or for more information on certifications such as IC3 and ICDL, contact your Course Technology Sales Representative, or go to www.course.com.

Instructional notes

Key terms

AutoFormat (52): The ability for Word to automatically format your document.

bitmap graphics (47): A “picture” composed of a grid of colored dots.

border (52): A line or graphic drawn around a page or section of text.

footer (45): Text that appears in the bottom margin of each page of a document.

header (45): Text that appears in the top margin of each page of a document.

page break (46): A break in the page where one page ends and the next page begins.

readability statistics (43): The readability of a document based on the document’s average number of syllables per word and words per sentence.

section break (46): Divides a document into sections.

shading (52): A grayscale or color background applied to text or table cells.

theme (52): A predefined set of coordinated styles, colors, and text options.

vector graphic (48): A “drawing” created with basic shapes.

Lecture notes

How do I check spelling, grammar, and readability?

Students often rely on spelling checkers to ensure that their documents are error-free. However, spelling checkers cannot recognize incorrectly typed valid words as “mistakes.” For example, in the sentence, “The boy caught the ball,” if the word “ball” were replaced with “bell,” no error would be flagged. In addition, homonyms (words that sound the same but are spelled differently, such as *there*, *their*, and *they’re* or *its* and *it’s*) may be spelled correctly but used incorrectly.

TIP: You may want to suggest to your students that they “walk away” from their work before a final proofreading, or ask someone else to proofread their documents. Another trick is to read documents “backward” from the end to the beginning to help isolate individual words and more easily catch spelling errors or duplicated words. Oftentimes the writer is so involved with the text that even the most obvious mistakes are missed.

Use of the grammar checker is very controversial because it is far from perfect in its ability to parse (break down sentences into their grammatical components). It appears that the grammar checker in Office XP differs somewhat from the one in previous versions of Office,



and may be even less effective for catching many of the errors typically made by students. Discuss the advantages (catches some errors) and disadvantages (misses many errors and flags some correct sentences as containing errors) of Word's grammar checker. In addition, the grammar checker, although useful, cannot accurately determine the level of formality or familiarity in a document. What may be acceptable practice in familiar conversation (especially in functional pieces) may not be grammatically correct, yet it "works" in the document. The writer always needs to use judgment based on the content and audience of the writing.

TIP: As a fun in-class activity, have students generate a word-processed document with no flagged errors but which has numerous "real" errors. Students enjoy and learn from "tricking" the computer.

TIP: If you have a high proportion of ESL students, you may want to consult with an English professor on campus to discuss how students can best benefit from the use of these tools.

Show your students how to turn the Readability statistics on. Once on, challenge your students to increase the readability of a chosen document.

How do I use the thesaurus?

Word's thesaurus is another source of controversy, especially when it is used to find synonyms for phrases. The computer press has publicized several "blunders" that the thesaurus makes—some that have been considered racial slurs. Microsoft has assured consumers that these unfortunate occurrences are simply a product of our complex and slang-ridden language. If your students raise questions on this subject, you might want to point out the complexity of the English language by explaining how one computer program translated the phrase "The spirit is willing, but the flesh is weak." into Russian that meant literally "The vodka is strong, but the meat is rotten."

TIP: A fun in-class activity is to give students a short paragraph and have them use the thesaurus to replace a majority of the words. The resulting documents, which are often humorous, also show students the need to carefully select words from the thesaurus.

How do I create headers and footers?

For many students, Word's **headers** and **footers** seem pretty "tricky." Discuss the benefits of adding headers and footers to documents. For example, header and footer text helps readers to identify the document's source, page number, authors, and so forth. Emphasize the importance of headers and footers for adding page numbers to a document—this is a skill your students will be sure to need. Show students examples of headers and footers in various books, magazines, and reports. Follow up with an in-class demonstration.

TIP: As an in-class demonstration, show students how to insert a header and a footer. Point out that the process for creating a header or footer is no different than inserting a line of text within a document. Show students that they can format the text of a header or footer the same way as they do other text. Try to use as many of the features on the Header and Footer toolbar as possible.

TIP: Point out that the tab stops for headers and footers work the same way as for the main text. If your students seem to have difficulty working with tabs, suggest that they review the FAQ “How do I use tabs?” on page 35.

How do I insert page breaks and section breaks?

Show your students the difference between a manual page break and an automatic page break. Discuss when you might need to utilize a manual page break.

Students can apply page setup options to only a selected section of their document. If they do so, then Word will insert a section break. A *section break* creates a mini-document within the main document because it enables different settings to be applied to that portion of the document.

Can I insert graphics into a document?

Students typically enjoy adding graphics to their documents. Remind your students that too many graphics can make their page look cluttered and confusing. Start by explaining the difference between bitmap graphics and vector graphics.

Bitmap graphics are typically digital photos and scanned images. Although you are unable to create bitmap graphics, you can crop the pictures, adjust the color, contrast, and brightness, and control the text flow around the picture. Most students will be familiar with digital cameras and will be interested in learning how to manipulate their own pictures.

Vector graphics are created with basic shapes using Word’s Drawing toolbar. As students become more familiar with graphics, they will be able to create complex drawings.

How do I set the margins?

Bullet 1 on page 49 makes a good point that setting margins too small can cause problems with the printout. The margins must be large enough to accommodate the headers and footers. It is also worth noting that many printers cannot print within ¼ inch of the edges of a page. Usually the printer driver for a particular printer warns Word of this situation and will not let users set margins smaller than the printer is able to print.

TIP: As an in-class activity, ask students to suggest margins, paper size and orientation, and other layout options to finish various documents—an advertising flier, a term paper, a letter, and so forth. You can also do this as a demonstration, making the suggested changes to the documents.

How do I save my document as a Web page?

As the Internet continues to grow in popularity, more people are realizing they can receive and obtain information by publishing on the Web. Creating simple Web pages is a fairly simple process in Word. Discuss the advantages and disadvantages of using Word to create Web pages. Advantages include: students don't need to learn another program and students don't need to memorize HTML codes. Disadvantages include: not all formatting options available in Word convert to HTML and it's more difficult in Word to create complex, linked pages with a variety of multimedia elements. For these more complicated pages and sites, a dedicated Web authoring package, such as Microsoft FrontPage, is a more effective tool.

TIP: As an in-class demonstration, create a simple title page in Word, save it in HTML format, preview it in Web Page Preview, and then display it in a Web browser. Repeat the process with increasingly more complex pages to show how other elements may not translate as effectively.

Students should understand that a Web page is an HTML document, whose codes function similarly to styles in Word. An effective Web page is planned, organized, and well designed. Discuss with your students some good design principles to follow. For example, color, graphic, and animations should be used carefully. Too much will create a cluttered, difficult-to-read page.

TIP: As an in-class activity, show your students three or four Web pages, of which at least one is well designed and one is not. Have students compile a list of their own design principles. They should specify what elements make up an effective design and what do not. Finally, have students create their own Web pages, making use of their design principles (or create a class Web page). It is often fun to assign them a specific subject, such as a new dot.com startup or a battle of the bands contest—and then let them examine their creativity and approaches by comparing the results.

Can I track changes and insert comments in a document?

Students should understand the benefits of tracking changes and inserting comments in a document. Tracking changes is beneficial when someone is editing a document other than the author. This gives the author the opportunity to quickly review the recommended changes. The author then has the ability to reject or accept the changes as they review the document or they can reject or accept all of the changes at one time. Inserting comments is similar to pressing a “sticky note” onto your document. Students can refer back to questions they might have had or leave notes for a classmate or professor to review.

TIP: Have your students create a very short piece of work for another student to edit. To make it less threatening to your students, encourage them to make blatant (and perhaps humorous) errors in their document. Have the “editing” student track their changes and insert helpful comments to the “authoring” student. Once the document is returned, have the “authoring” student accept and reject the changes.

What other features can I use to finalize my documents?

Although there are tips and tricks to create more professional documents remind your students that utilizing too many might create a cluttered document. **Borders** and **shading** allow you to emphasize certain sections of text or parts of a table.

A **theme** is a predefined set of coordinated styles, colors, and text options designed to be applied to an existing document.

TIP: As an in-class activity, apply different themes to the same document. Discuss the benefits to adding such a theme to an existing document.

The Format Painter feature becomes a handy tool when you are trying to replicate formats from one section to another. Show your students how this feature not only saves time but maintains accurate formatting from one section to another.

Solutions to QuickChecks

Solutions to QuickCheck

1. Thesaurus
2. table
3. footer
4. HTML
5. vector

Solutions to QuickCheck

1. A
2. D
3. G
4. B
5. C