

## Solution Manual for Illustrated Microsoft Office 365 and Office 2016 Projects Loose leaf Version 1st Edition Cram 130587868X 9781305878686

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### Module 2: Word Projects II

#### Module Overview

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

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# INSTRUCTOR'S NOTES

## [Project 1: Multipage Proposal for Earth Wise Conference](#)

PR 2-Earth Wise Conference Proposal.docx

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

### Working in Outline View

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

### Setting up the Document

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

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

### Converting Text to Table

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

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

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

#### Inserting and Enhancing the Picture

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

#### Inserting a Caption

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

#### Defining a New Bullet

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

#### Creating the SmartArt Diagram

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

#### Creating the Header and Footer

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

#### Dividing the Document into Sections

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

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

### Generating the Table of Contents

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

### Creating the Cover Page

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

### Finalizing the Proposal

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

### Further Practice

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

### [Project 2: Six-Panel Program Brochure](#)

PR 2-French Language School Brochures.docx

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

### Understanding the Brochure Layout

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

### Creating the Header and Footer

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

### Creating Page 1 of the Brochure

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

### Using Picture Effects

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

### Creating a Filled Box

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

### Creating a Mailer

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

### Cropping to a Shape

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

### Further Practice

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

### [Project 3: One-Page Résumé for Martin Chavez](#)

PR-2-Martin Chavez Resume.docx

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

### Table Form

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

### Modifying Styles

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

### Further Practice

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

# SOLUTIONS

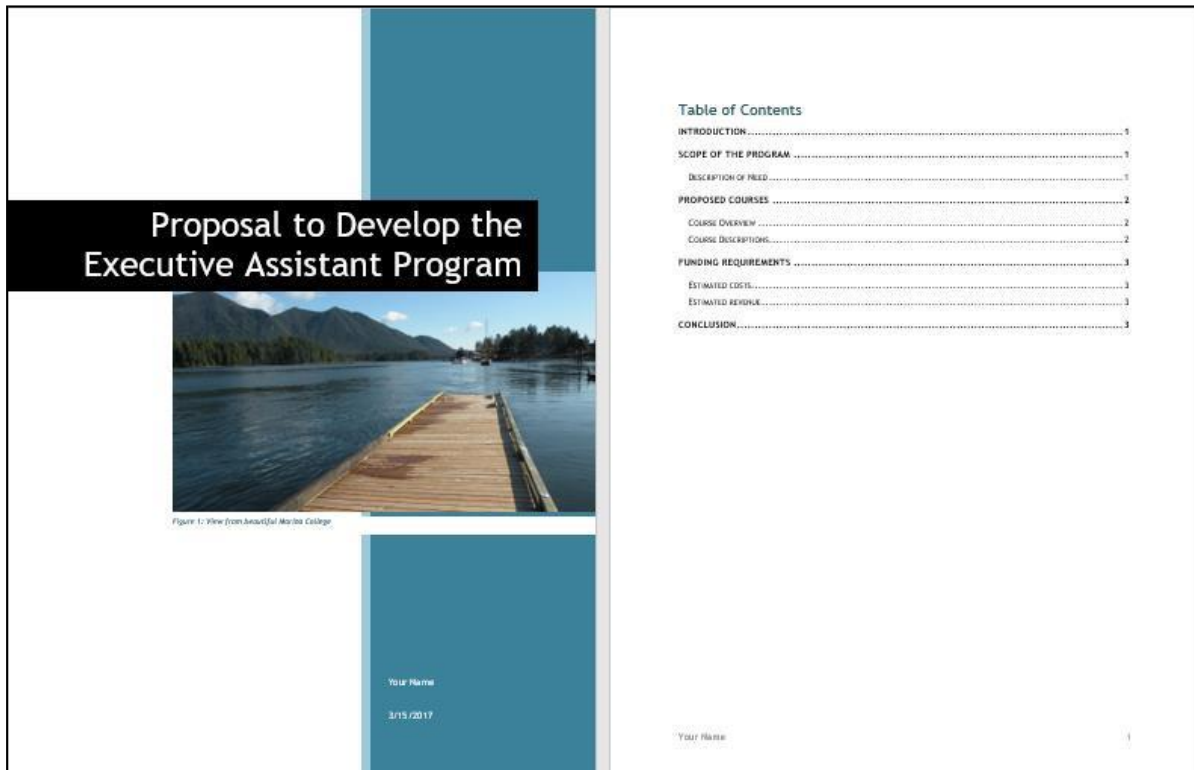
## [Independent Challenge 1](#)

PR 2-My Proposal.docx

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

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

Cover page and Table of Contents of sample proposal



Pages 1 to 3 of the sample proposal

### INTRODUCTION

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




Figure 2: Graduates of the program (not paid)

### SCOPE OF THE PROGRAM

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

### DESCRIPTION OF NEED

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

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

### PROPOSED COURSES

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

### COURSE OVERVIEW

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

### COURSE DESCRIPTIONS

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

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

Your Name

1

Your Name

2

### FUNDING REQUIREMENTS


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

### ESTIMATED COSTS

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

### ESTIMATED REVENUE

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



### CONCLUSION

The Executive Assistant program will enroll 26 students at a cost of \$3,000 per student for total fees of \$108,000. The remaining funding should break down as follows: College Grant: \$15,000, Corporate and Private Donations: \$10,000, and Fundraising: \$5,000.

Your Name

3



Independent Challenge 2

PR 2-My Brochure.docx

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

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

The brochure is a two-page layout with a background image of a shipwreck. It is divided into three main columns of content.

**Program Overview**

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

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

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

**Admission Procedures**

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

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

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

The audition will consist of the following elements:

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

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

**Program Content**


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

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

**Course Descriptions**

**DRA 100: History of Theater 1**  
Evolution of theater from the Greeks to the Restoration; special emphasis on Shakespeare.

**DRA 101: Dramatic Theory 1**  
The fundamentals of dramatic theory, including techniques for dramatic criticism.

<p><b>DRA 102: Elective 1</b> Choice of Acting 1, Directing 1, or Stagecraft 1.</p> <p><b>DRA 103: Elective 2</b> Choice of Improvisation 1, Production 1, or Graphic Design 1.</p> <p><b>DRA 104: Year 1 Production</b> Participation in a full-length production of a play selected by the students.</p> <p><b>DRA 200: History of Theater 2</b> Development of the theater from the 19th century in England and the US with special emphasis on contemporary American playwrights.</p> <p><b>DRA 201: Dramatic Theory 2</b> In-depth analysis of selected plays from a variety of genres and historical periods.</p> <p><b>DRA 202: Elective 3</b> Choice of Acting 2, Directing 2, or Stagecraft 2.</p> <p><b>DRA 203: Career Choices</b> Development of job search skills to obtain employment in theater or film.</p> <p><b>DRA 204: Year 2 Production</b> Participation in a full-length production of a musical selected by the students.</p>	<p style="text-align: center;">Your Name Recipient Address City, State, Zip</p>	<h1 style="text-align: center;">Tucson School of Drama</h1> 
<p><b>Contact Us</b> Tucson School of Drama 1800 Saguaro Drive Tucson, AZ 85702 (520) 555-3321 <a href="http://www.tucsonschoolofdrama.org">www.tucsonschoolofdrama.org</a></p>	<p>Tucson School of Drama 1800 Saguaro Drive Tucson, AZ 85702</p>	

Independent Challenge 3

PR 2-My Resume.docx

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

<p><b>Gino Morelli</b>                  102 Adams Way                  Oxford, MA 02061                  Phone: (617) 555-7069                  e-mail: gmorelli@oxfordnet.com</p>	
<b>OBJECTIVE</b>	
To obtain an editorial position where I can apply skills developed through experience and education in the publishing industry to acquire and mentor new authors	
<b>EDUCATION</b>	
2012-2015	Northeastern University, Boston, MA B.A., English <ul style="list-style-type: none"> <li>• Computer Skills: Microsoft Office</li> <li>• Advanced Copyediting</li> <li>• Creative Writing</li> <li>• Basic Proofreading</li> </ul>
2009-2012	Pioneer Academy Grade 12 Graduation
<b>WORK EXPERIENCE</b>	
2015-to present	Edupress, Boston, Cambridge, MA Associate Editor Responsibilities include: <ul style="list-style-type: none"> <li>• Manage manuscript development</li> <li>• Handle telephone inquiries and reprint requests</li> <li>• Provide author follow-up during book production</li> </ul>
2014-2015	Green & Company, Needham, MA Administrative Assistant (part-time) Responsibilities included: <ul style="list-style-type: none"> <li>• Ordered all office supplies and maintaining office files</li> <li>• Edited documents using Microsoft Word</li> <li>• Tracked author royalties with Microsoft Access</li> </ul>
<b>VOLUNTEER EXPERIENCE</b>	
2013-2014	Boston Globe, Boston, MA General Office Duties (part-time)
2015-2016	Northeastern University Newspaper, Boston, MA Editorial Assistant (part-time)

Team Project

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

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

- ✓ PR 2-Team Project\_Summary
- ✓ PR 2-Team Project\_Program Proposal
- ✓ PR 2-Team Project\_Program Brochure
- ✓ PR 2-Team Project\_Team Resume

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

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

Component	Description	Done
Document Design	A document theme and color scheme selected by the team.	<input type="checkbox"/>
Team Member 1	Description of the skills used to create the document and comments on challenges experienced and how they were solved.	<input type="checkbox"/>
Team Member 2	Description of the skills used to create the document and comments on challenges experienced and how they were solved.	<input type="checkbox"/>
Team Member 3	Description of the skills used to create the document and comments on challenges experienced and how they were solved.	<input type="checkbox"/>

[Visual Workshop](#)

Web Development Cover Page.docx

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

