# Office 365 & Word 2016 for Medical Professionals

# Word 2016 Module 1: Creating Documents with Word 2016

# A Guide to this Instructor’s Manual:

We have designed this Instructor’s Manual to supplement and enhance your teaching experience through classroom activities and a cohesive module summary.

This document is organized chronologically, using the same heading in **blue** that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Teacher Tips, Classroom Activities, and Lab Activities. Pay special attention to teaching tips, and activities geared toward quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

In addition to this Instructor’s Manual, our Instructor’s Resources Site also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

**Table of Contents**

|  |  |
| --- | --- |
| [Module Objectives](#objectives) | 1 |
| [Understand Word Processing Software](#_Word_2:_Understanding) | 2 |
| [Explore the Word Window](#_Word_4:_Exploring) | 2 |
| [Start a Document](#_Word_6:_Starting) | 3 |
| [Save a Document](#_Word__8:) | 5 |
| [Select Text](#_Word_10:_Selecting) | 6 |
| [Format Text Using the Mini toolbar and the Ribbon](#_Word_12:_Formatting) | 7 |
| [Use a Document Template](#_Word_14:_Creating) | 8 |
| [Navigate a Document](#_Word_16:_Viewing) | 9 |
| [End of Module Material](#_End_of_Chapter_Material) | 9 |

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# Module Objectives

Students will have mastered the material in Word 2016 Module 1 when they can:

* Understand word processing software
* Explore the Word window
* Start a document
* Save a document
* Select text
* Format text using the Mini toolbar and the Ribbon
* Use a document template
* Navigate a document

**Understand Word Processing Software**

**LEARNING OUTCOMES**

* Identify the features of Word
* State the benefits of using a word processing program

**LECTURE NOTES**

* Explain that word processing software is used to create documents such as letters, memos, reports, and proposals. The key characteristic of most documents created with a word processing program is that they consist primarily of text, even if they also contain other elements such as graphics, logos, tables, charts, and drawn objects.
* Remind students that a document can be renamed and updated if it has a similar purpose or there is a lot of formatting that they have incorporated. Ask students when this might be appropriate (for example, newsletters, letters to the same organization, flyers, etc.)
* Refer to FIGURE 1-1 to point out the Word features you can use in a document.
* Review the features of Word listed on page Word 2 with students and discuss the advantages of each feature.

TEACHER TIP

Students may have some familiarity with word processing software, and even with Word. Point out to them that people who use word processing software can be casual users who use commands as they find them, or power users who understand the power of the program and who learn more about each command and how it can be used. Explain to students that they will learn not only basic Word commands but also advanced Word skills as they proceed through the activities in this book.

**CLASSROOM ACTIVITIES**

1. **Quick Quiz:** Ask students to identify the types of documents in which each Word feature listed on page Word 2 and shown in FIGURE 1-1 might be used.
2. **Class Discussion:** Read the Planning a document box on page Word 3 as a group. Discuss the importance of planning a document before creating it. Use FIGURE 1-1 to discuss what type of information they would have had to gather before creating the document. Did all the information come from one source? How would planning this document help them create the document more efficiently? What features stand out in this document and what formatting options made these effective?

**Explore the Word Window**

**LEARNING OUTCOMES**

* Identify the elements of the Word program window

**LECTURE NOTES**

* Even though students may have used Word, there are many important features and options that should be demonstrated within the Word program window. Point out that many of these same features are organized this way in the other Microsoft Office applications.
* Refer to the bulleted list on page Word 4 and to FIGURE 1-2 to review the different elements of the Word program window. Demonstrate ways to personalize the different elements within tabs or toolbars.
* Make sure students understand the key terms defined on page Word 4 and can identify each element in FIGURE 1-2, as this vocabulary will be essential for students to follow the steps in this book.

**CLASSROOM ACTIVITIES**

1. **Quick Quiz:** Display FIGURE 1-2 on a projection screen. Point to the elements of the Word program window and call on students to name and describe the function of each element.

2. **Critical Thinking:** Word processing software can be used to create a variety of documents. What are some documents you can create with word processing software? What type of document will you create most often using word processing software? Which of the word-processing features listed on page Word 4 will you use most often? Why?

**LAB ACTIVITIES**

1. Review the common mouse pointers shown in TABLE 1-1. Demonstrate how to use each Click and Type pointer to automatically format text in a blank area of a document. Double-click with each pointer shape and then type text to show students how the text is automatically formatted with the paragraph settings associated with the pointer. Encourage students to experiment on their own using the Click and Type pointers. Also encourage them to experiment using the other pointers listed in the table.

2. Have students add an element such as the Spelling and Grammar button to the Quick Access toolbar. Why is it helpful to personalize toolbars?

**Start a Document**

**LEARNING OUTCOMES**

* Type and edit text

**LECTURE NOTES**

* Demonstrate for students that the insertion point moves as you type and that text automatically wraps to the next line when the insertion point reaches the end of a line. Refer to FIGURES 1-3 and 1-4 to show word-wrap, blank lines in a document, and possible spelling error marker. Show students how to create a blank line between paragraphs by pressing [Enter] twice.
* Show students how to move the insertion point by moving the I-beam pointer to a new location and then clicking with the mouse. What happens if they do not click it?
* Demonstrate the difference between pressing [Backspace] and [Delete] when the insertion point is in the middle of a sentence. Ask when it might be useful to use [Backspace], and when [Delete] would be more useful.
* Type several lines of text and then demonstrate the difference between formatting the text using the Normal and the No Spacing style.
* Explain to students that several automatic feature indicators might appear when typing text. A blue box under a word indicates that the AutoCorrect feature has corrected a commonly misspelled word or typographical error as you typed. If Word does not recognize a word, a red, wavy line appears under the word. If you make a grammatical error, a green, wavy line appears. Review the automatic features and the automatic feature markers described in TABLE 1-2 with students.

TEACHER TIP

Stress the importance of using proper formatting for business documents, such as business letters and memos. Point out the parts of a business letter and explain the correct format and spacing for each. A business letter includes the following: a return address, usually included in the letterhead or in letterhead format; the date; the inside address; the salutation; the body of the letter; the closing and signature; and often a reference or enclosures list. FIGURE 1-20 on page Word 24, the Visual Workshop, shows a properly formatted business letter.

Point out to students that the return address for a letter is usually included on a letterhead and does not need to be typed. If there is no letterhead available, it is customary to use Word to create a letterhead. For example, they might create a letterhead by applying a different font to the return address and centering it at the top of the page. Note that we do not include a return address on the business letters students create in this book because we assume the letter would be printed on letterhead in a real business situation.

Also point out the parts of a memo, as shown in FIGURE 1-3 on page Word 7, and explain the correct format and spacing for each. A memo is written for circulation within a company or organization. Memo formats vary, but a memo usually contains four standard headings—To, From, Date, and Subject—followed by a space for a message. Memos do not contain salutations or closings and signatures. Sometimes memos are initialed by the author.

**CLASSROOM ACTIVITIES**

1. **Quick Quiz:**

1. What happens each time you press [Tab]? (the insertion point moves several spaces to the right)
2. What happens each time you press [Enter]? (the insertion point moves to the next line and a new paragraph is created)
3. What happens each time you press [Backspace]? (pressing [Backspace] removes the character before the insertion point)
4. What happens each time you press [Delete]? (pressing [Delete] removes the character after the insertion point)

2. **Critical Thinking:** When typing in Word, when should you press [Enter] and when shouldn’t you press [Enter]? Looking at the document in FIGURE 1-4, can you tell when [Enter] was pressed and when it was not pressed?

**LAB ACTIVITIES**

1. Refer to FIGURES 1-3 and 1-4. Project a new blank document in the Word program window. Demonstrate how each automatic feature works by typing text into the document:

* For the AutoComplete feature, begin typing January
* For the Spelling and Grammar feature, intentionally misspell a word and use an incorrect verb form
* For the AutoCorrect feature, mistype “the” as “hte”

Have students experiment with these features. They can type other month names to use the AutoComplete feature; type intentional spelling and grammar errors to see how they are treated in the document; and type other frequently misspelled words such as “their,” “about,” “because,” “changeable,” “questions,” and “what.”

2. Ask students to explain how each of these features can help them work faster and more accurately. Encourage them to become comfortable using these tools. Briefly orally quiz them on what distinguishes each feature.

**Save a Document**

**LEARNING OUTCOMES**

* Save a file using a descriptive filename
* Use the Save As dialog box

**LECTURE NOTES**

* Refer to FIGURES 1-5 and 1-6 to discuss the Save As dialog box. Reinforce the importance of saving a document as a file to a storage medium so that the file can be saved and reused. Remind students that saving a document as a file allows them to later open the file to print it or edit it.
* Tell students where they should save their completed files, and demonstrate how to use the tools in the Save As dialog box to locate the drive and folder where the Data Files are located and student solution files should be stored. Review the function of each button in the Save As dialog box.
* Emphasize the importance of saving documents in previous versions of Word if they will be shared with people who might have older computers. Explain that if there is a type of formatting that they have used that was not available in previous versions of Word, they will be warned when they choose to save it this way. Note that documents created in Office 2007 are considered to be the same “type” of file and do not have to be saved in a different manner.
* Reinforce the importance of giving a file a name that is descriptive of its contents. Although filenames can be up to 255 characters long, shorter filenames make it easier to locate and recognize files. Explain to students that file extensions might or might not appear in their Save As dialog box, depending on their Windows settings.

TEACHER TIP

Talk with students about the importance of file management. Discuss folder structure and demonstrate how files can be stored in nested folders. Use the tools in the Save As dialog box to show the hierarchical structure (the path) followed to access the file. Tell students to use not only descriptive file names but also descriptive folder names.

**CLASSROOM ACTIVITIES**

1. **Quick Quiz:** Show FIGURE 1-5 (the Save As dialog box) on an overhead projection screen. Point to the different buttons, list arrows, and areas of the dialog box, and call on students to identify each feature and how they would use it. Make sure to quiz students on how to navigate to the correct drive and folder where their class files are stored.

2. **Class Discussion:** Discuss the importance of saving a document frequently. Have students list reasons for saving frequently and when they should save. Remind students they can use the shortcut keys [Ctrl][S] to save as they type. Point out that the Document Recovery feature is not a substitute for manually saving changes to a document. The Document Recovery feature works only when power is interrupted or Word freezes, and it cannot be relied upon to record all changes to a document.

This is a good time to discuss exploring a folder (such as the Documents folder). Right click on a folder you have created and show the elements within the window. Show how files (and folders) can be displayed alphabetically from A to Z or Z to A by clicking on the Name label, by size by clicking on Size, Type (this tells what application has created the file and which version it is saved in), and Date modified. When would it be helpful to be able to arrange files each way? How might this be helpful if you cannot remember the name of a file?

**LAB ACTIVITY**

1. Demonstrate how to save a file, creating several nested folders in which to store the file. Then, have students create a small file and save it to the location of their choice. Have them write the path to the saved location, and then close the file. Have partners exchange papers with the file paths and places if the file is stored to a computer hard drive or storage device that can only be accessed from the originating computer. Have partners follow the path written on the paper to find and open the file.

**Select Text**

**LEARNING OUTCOMES**

* Select text using the mouse
* Use formatting marks

**LECTURE NOTES**

* Refer to FIGURE 1-7 to show the appearance of selected text and formatting marks.
* Demonstrate each of the methods for selecting text outlined in TABLE 1-4, including how the pointer changes to the selection pointer when it is moved to the left of a line of text. Students might need to practice clicking and dragging, double-clicking, and triple-clicking with the mouse to select text. Explain to students that being comfortable with these different methods of selecting text will help them work more efficiently.
* Remind students to click any place in the document to deselect selected text and to use the Undo button on the Quick Access toolbar if they delete text they don’t want to delete.
* Use FIGURE 1-7 to discuss formatting marks in a document. Demonstrate how to toggle formatting marks on and off in a document. Identify each type of formatting mark for students. Also demonstrate the advantages of working with formatting marks turned on when you are selecting text. Explain that these marks are considered “invisible” in that you can display them to help with formatting, but they will not print.

TEACHER TIP

Remind students that working with formatting marks displayed allows them to select text with precision. Demonstrate selecting text with and without formatting marks displayed. First select text without formatting marks displayed. Discuss what students think you have selected. With the text still selected, click the Show/Hide ¶ button in the Paragraph group on the Home tab to display paragraph marks. Notice if anything unexpected was selected such as a space or a paragraph mark. Point out that without formatting marks displayed students might select a space or a paragraph mark they don’t want to select.

**CLASSROOM ACTIVITIES**

1. **Assign Project:** Have students open their WMP 1-Staff Memo file, and save it with a new filename, such as Practice Selecting Text. Then have students refer to TABLE 1-4 to practice the various ways to select text.

2. **Quick Quiz:** Write the following table on the board or duplicate and distribute to students. Ask students to close their books and then complete the table.

|  |  |
| --- | --- |
| To select… | Use the mouse pointer to… |
| Any amount of text | Drag over the text |
| A word | Double-click the word |
| A line of text | Move the pointer to the left of the line, then click |
| A sentence | Press and hold [Ctrl], then click the sentence |
| A paragraph | Triple-click the paragraph, or double-click with the selection point to the left of the paragraph |
| A large block of text | Click at the beginning of the selection, press and hold [Shift], then click at the end of the selection |
| Multiple nonconsecutive selections | Select the first selection, then press and hold [Ctrl] as you select each additional selection |
| An entire document | Triple-click with the pointer to the left of any text, press [Ctrl][A], or click the Select button in the Editing group on the Home tab and then click Select All |

Student responses should match above, which can also be found in TABLE 1-4. If more than one method is possible, students only need to provide one.

3. **Class Discussion:** Besides selecting text with the Formatting marks shown, discuss other reasons for showing these marks. Examples might include needing to know how many tabs have been inserted or paragraph marks. Have students ever gone to print out a file and printed out blank pages after the text? Why might this have happened?

**Format Text Using the Mini Toolbar and the Ribbon**

**LEARNING OUTCOMES**

* Apply bold to text
* Increase the font size of text
* Print a document

**LECTURE NOTES**

* Refer to FIGURE 1-9 and TABLE 1-5 to discuss the Mini toolbar. Point out that the buttons on the Mini toolbar are also located in the Font group or the Paragraph group on the Home tab. Refer to FIGURE 1-10 to discuss the effect of formatting.
* Be sure that students understand that the Mini toolbar appears in ghosted fashion over selected text until you point to the Mini toolbar, at which point it becomes solid. Tell students that if the Mini toolbar disappears before they have a chance to point to it, they can right-click the text and the Mini toolbar will appear again. Point out that the Mini toolbar is particularly helpful when they want to format text but a tab other than the Home tab is active. The proximity of the Mini toolbar makes it quick and easy to format the text.
* Stress that previewing a document in Print Preview before printing it allows you to flag errors and make adjustments, saving both time and paper. Point out the options that appear in the Print screen in Backstage view when viewing a preview of a document.
* Remind students to save all changes to a document before printing it. Also point out that changing the magnification does not change the document view or how the document will print, it simply changes the magnification of the document in the document window.

TEACHER TIP

Stress the difference between using the Print command and the Quick Print command to print a document: The Print command opens the Print dialog box. The Print dialog box can be used to specify different print settings. For example, you can print more than one copy of the document, print only specific pages of the document, or change the printer to use. Review the options in the Print dialog box with students. Then demonstrate the Quick Print command, which prints the document using the default print settings. Usually the default print settings specify that one full copy of the current document prints.

**CLASSROOM ACTIVITIES**

1. **Assign a Project:** Have students type a quick memo to you following the format used in this unit. Tell students to write the memo describing how to use buttons on the Mini toolbar and buttons on the Home tab. Have students format the memo using buttons on the Mini toolbar and on the Home tab. Then have them add a paragraph to their memo summarizing their view on using buttons on the Mini toolbar vs. the buttons on the Home tab.

2. **Critical Thinking:** Buttons on the Mini toolbar are also available on the Home tab. Is this duplication helpful? In which situations would you prefer to use the Mini toolbar?

**Use a Document Template**

**LEARNING OUTCOMES**

* Search for templates
* Customize a template
* Use content controls

**LECTURE NOTES**

* Word includes templates to help create a variety of professionally designed documents, such as resumes, memos, and letters.
* Refer to FIGURE 1-11 to show the New screen in Backstage view.
* Refer to FIGURE 1-12 to show a document created using a template.
* Templates contain placeholder text that you can replace with your own text.
* Demonstrate how to create a letter using a letter template. Explain that when you use a template, you replace the placeholder text with your own text. Point out content controls in the template. Demonstrate how to delete a content control when it is not needed.

**CLASSROOM ACTIVITIES**

1. **Class Discussion:** Open the New screen in Backstage view and scroll through the Featured Templates. Discuss the types of templates available and how they are organized. Discuss why previewing a template might be a time-saving step.

2. **Group Activity:** Have each student open and explore a template from among the installed templates. Tell students to complete the template with their own information. Have students print their complete document and handwrite on the printed page which content was completed using a content control. Tell students to refer to their template as needed to identify the content controls. Then have students work in small groups, sharing their printed documents. Have groups make a list of the content controls used in the templates they explored. Are there content controls commonly used across all templates? Are there any content controls that appear to be unique, that is, found in only one template? Have groups share their lists and compile a class list of content controls.

3. **Class Discussion:** Open a template and make changes in it and then give it a meaningful name. Close the file and re-open it. Note that it opens again with the formatting and content control features. Ask students how they might use templates effectively in their job.

**LAB ACTIVITY**

1. Refer to the Using the Undo, Redo, and Repeat commands box on page Word 15. Demonstrate how to use the Undo, Redo, and Repeat buttons on the Quick Access toolbar. Have students open the WMP 1-Staff Memo they created in this module, and save it with a new filename such as: Edited WMP 1-Staff Memo. Allow time for students to edit the memo and practice using these helpful commands. Reassure new users that Word remembers their actions so that they can easily correct mistakes.

**Navigate a Document**

**LEARNING OUTCOMES**

* Remove a content control
* Zoom, scroll, and use Word views

**LECTURE NOTES**

* Refer to FIGURE 1-13 to point out the Zoom button, Zoom slider, Zoom Out button, and Zoom In button on the status bar below the horizontal scroll bar.
* Explain that changing the zoom level does not change the document view; it simply changes the magnification of the document in the document window. Remind students that using the Zoom feature can help them focus in on a detail they need to see more clearly or zoom out to see more of an area at once.
* Refer again to FIGURE 1-13 as you discuss the scroll bar. Demonstrate how to drag the scroll box or click the arrows to scroll up and down through the document. Call attention to the Previous Page and Next Page buttons, pointing out that these documents are useful when working with multipage documents.
* Refer again to FIGURE 1-13 to point out the view buttons. Explain that each document view is useful for accomplishing different types of tasks. Review the features and advantages of the document views outlined in the Clues to Use (Print Layout, Read Mode, Web Layout, Outline, and Draft) and demonstrate how to switch between views using the view buttons on the status bar and the buttons in the Views group on the View tab. Demonstrate for students how the same document—preferably a document that contains graphics, headers and footers, columns, headings, or other formatting features—appears in each of the Word views.

TEACHER TIP

Open a Word document with text, such as the WMP 1-Staff Memo solution file. Click the Zoom In arrow or use the Zoom slider until the document view is at 130% and the horizontal scroll bar is now visible. Point out the horizontal scroll and demonstrate how to use it.

**CLASSROOM ACTIVITIES**

1. **Critical Thinking:** What appears in the document window when you increase the zoom to 120% or higher? (The horizontal scroll bar) Why is this feature necessary at that zoom? Why is it not necessary at a lower zoom percent?

2. **Group Project:** Word documents can be viewed in different views. Have students work in groups of four. Have students open the same document in Print Layout view. Then have each student select a different view and explore the document in the selected view. Ask them to make a few brief changes to the text. Have each student summarize for the group the benefits and drawbacks of the view they explored. Based on the summaries, have each student comment on which view he or she will work in most often and why?

**End of Module Material**

* **Concepts Reviews** consist of multiple choice, matching, and screen identification questions.
* **Skills Reviews** provide additional hands-on, step-by-step reinforcement.
* **Independent Challenges** are case projects requiring critical thinking and application of the module skills. The Independent Challenges increase in difficulty, with the first one in each module being the easiest. Independent Challenges 2 and 3 become increasingly open-ended, requiring more independent problem solving.
* **Independent Challenge 4: Explore** contains practical exercises to help students with their everyday lives by focusing on important and useful essential skills.
* **Visual Workshops** are practical, self-graded capstone projects that require independent problem solving.

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