

# Microsoft Word 2016



**Level 1**

## **Teacher Guide**

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- Introduction
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## Introduction

This course is an introduction to using computerized word processors for beginning word processing students. It provides the opportunity for students to learn the fundamentals of word processing applications. Students will gain an in-depth understanding of a word processor program that allows them to create any kind of text-based documents, such as a memo, letter, or multipage reports with eye-catching graphics.

## LEARNING METHODOLOGY

The instructor will inform students how to go through the program outline and textbook. Each student is expected to follow this guidance to influence other classmates in a positive manner. Individually and through teamwork, students will utilize all six levels of learning:

- Knowledge – recall and memorization
- Comprehension – ability to paraphrase and interpret information in one's own words
- Application – use knowledge in a new situation
- Analysis – break down knowledge into parts and show interrelationship
- Synthesis – bring together parts of knowledge together to form a whole
- Evaluation – make judgements based on given criteria

## RESOURCES

Prepare the following for the student:

- MS Word 2016 Level 1 Student Guide
- *Illustrated Microsoft® Office 365 & Office 2016: Introductory, 1st Edition* textbook
- Data files

## ADDITIONAL NOTES

### Data Files

The book instructs students to open files from the Student data files folder. Please ensure this folder is already saved in the computer; the data files are available from the Teacher's Resource Page under **Office 2016 Introductory - Data files**. Solutions files for some modules of the textbook are also available from the Teacher's Resource Page.

Best practice is to keep a clean copy of the data files on a memory stick and/ or C-drive so that the files can be replaced easily if they get corrupted. Also, students should save their work in their own folder; this will prevent them from changing the original data files.

### Textbook

Please instruct students to read all text boxes (Quick Tip, Trouble, etc.) and tables in the textbook; these provide additional information that helps students complete required topics as well as independent challenges and visual workshops.

Note that **Use a Document Template** topic in **Module 1 (pp. Word 14, Word 15)** asks students to use the **Cover Letter (blue)** template which currently doesn't work with/match the instructions on these pages of the textbook. Please provide students with revised instructions - print and hand out **Word 14-REVISED** page located on the last page of this guide; it is meant to replace the original page in the textbook.

**FYI** Students are to use the Answer Sheet on p. 5 in the Student Guide to enter their answers to the Practice - Concepts Review questions.

**Goal Setting**

The duration of this course is 40 hours, in-class. Students are to complete all the required content within the allotted time. In order to achieve this, students should set weekly/monthly SMART goals accordingly. Please provide guidance for students when they set their goals based on their training timelines.

**Goal Setting Example**

**Scenario:** Student training timeline for Word 2016 Level 1 is 2 weeks at 4 hours/day; 5 days /week.

**Set weekly goals:** Use the Program Outline in the guides and basic math:

**3 modules** to be completed ÷ **2 weeks** of training = **1.5 modules** to be completed **per week**.

**Possible student goals:**

Week	Weekly Goals
1	<u>Module 1:</u> Completed required Topics 1 to 8, Concepts Review, Skills Review, Independent Challenge 1, and Visual Workshop by [enter specific date]. <u>Module 2:</u> Completed required Topics 1 to 8 and Concepts Review Workshop by [enter specific date].
2	<u>Module 2:</u> Completed required Skills Review, Independent Challenge 2, and Visual Workshop by [enter specific date]. <u>Module 3:</u> Completed required Topics 1 to 9, Concepts Review, Skills Review, Independent Challenge 1, and Visual Workshop by [enter specific date].

## Course Evaluation and Grading

The instructor reserves the right to alter the grade structure and modify assignments. Evaluation will also take into account a student's participation and class etiquette.

GRADING CRITERIA	
CONCEPTS REVIEW	60 POINTS
APPLICATIONS (VISUAL WORKSHOP)	77 POINTS
TOTAL POSSIBLE POINTS	137 POINTS
FINAL GRADE %	____/137 = ____ %

## Program Outline and Grading Tracker

Topic	Page Number / Reference <i>(located at the bottom left and right of page)</i>	Evaluation	Mark
<b>Creating Documents with Word 2016</b>	<b>Module 1</b>		<b>/48</b>
1. Understand Word Processing Software	Word 2, Word 3	Checkmark for completion	
2. Explore the Word Window	Word 4, Word 5		
3. Start a Document	Word 6, Word 7		
4. Save a Document	Word 8, Word 9		
5. Select Text	Word 10, Word 11		
6. Format Text Using the Mini Toolbar and the Ribbon	Word 12, Word 13		
7. Use a Document Template	Word 14, Word 15		
8. Navigate a Document	Word 16, Word 17		
Practice – Concepts Review	Word 18, Word 19	Complete questions # 1-20 (open book)	<u>20</u>
Practice - Skills Review	Word 19, Word 20, Word 21	Checkmark for completion	
Independent Challenge 1	Word 21		
Visual Workshop	Word 24	Complete Visual Workshop <i>(Refer to rubric for grading)</i>	<u>28</u>
<b>Editing Documents</b>	<b>Module 2</b>		<b>/47</b>
1. Cut and Paste Text	Word 26, Word 27	Checkmark for completion	
2. Copy and Paste Text	Word 28, Word 29		
3. Use the Office Clipboard	Word 30, Word 31		
4. Find and Replace Text	Word 32, Word 33		
5. Check Spelling and Grammar	Word 34, Word 35		
6. Research Information	Word 36, Word 37		
7. Add Hyperlinks	Word 38, Word 39		

8. Work with Document Properties	Word 40, Word 41		
Practice – Concepts Review	Word 42, Word 43, Word 44	Complete questions # 1-20 (open book)	<u>20</u>
Practice – Skills Review	Word 44, Word 45	Checkmark for completion	
Independent Challenge 2	Word 46		
Visual Workshop	Word 48	Complete Visual Workshop (Refer to rubric for grading)	<u>27</u>
<b>Formatting Text and Paragraphs</b>	<b>Module 3</b>		<b>/42</b>
1. Format with Fonts	Word 50, Word 51	Checkmark for completion	
2. Use the Format Painter	Word 52, Word 53		
3. Change Line and Paragraph Spacing	Word 54, Word 55		
4. Align Paragraphs	Word 56, Word 57		
5. Work with Tabs	Word 58, Word 59		
6. Work with Indents	Word 60, Word 61		
7. Add Bullets and Numbering	Word 62, Word 63		
8. Add Borders and Shading	Word 64, Word 65		
9. Insert Online Pictures	Word 66, Word 67		
Practice – Concepts Review	Word 68, Word 69	Complete questions # 1-20 (open book)	<u>20</u>
Practice – Skills Review	Word 69, Word 70, Word 71	Checkmark for completion	
Independent Challenge 1	Word 72		
Visual Workshop	Word 76	Complete Visual Workshop (Refer to rubric for grading)	<u>22</u>
Total Marks			<u>137</u>
Final Grade			<u>%</u>

## ANSWER KEY for Concepts Review

### Module 1 ~ Concepts Review, pp. Word 18-Word 19

Screen Labeling	Matching Items	Multiple Choice
1. Save button ~ Quick Access toolbar	7. d	15. c
2. Insertion point	8. c	16. d
3. Title bar	9. b	17. c
4. Tell me box	10. g	18. d
5. I-beam pointer	11. h	19. b
6. Share button	12. f	20. c
	13. a	
	14. e	

### Module 2 ~ Concepts Review, pp. Word 42-Word 44

Screen Labeling	Matching Items	Multiple Choice
1. Paste button	6. b	15. d
2. Copy button	7. a	16. a
3. Show/Hide ¶ button	8. e	17. d
4. Selected Text ~ Text being moved from here...	9. h	18. c
5. Paste Options button	10. d	19. b
	11. f	20. c
	12. i	
	13. c	
	14. g	

### Module 3 ~ Concepts Review, pp. Word 68-Word 69

Screen Labeling	Matching Items	Multiple Choice
1. Italic button	8. e	16. b
2. Underline button	9. c	17. a
3. Text Effects and Typography button	10. h	18. c
4. Text Highlight Color button	11. f	19. d
5. Center button	12. d	20. b
6. Numbering button	13. b	
7. Increase Indent button	14. g	
	15. a	

## Visual Workshop Rubrics

### Module 1 ~ Visual Workshop, p. Word 24

CATEGORY	Description			Points	Student Score
<b>Accuracy and Quality</b> <i>(Based on the student’s ability to follow written &amp; verbal instructions, and quality of finished product, e.g. are there errors? is the replicate close?)</i>	New document is started with letterhead, today’s date, and address, as shown in Figure 1-20			3	
	Document is saved as <b>WD 1-Davidson Cover Letter</b>			2	
	Salutation is added below address			2	
	Body of letter is added according to Figure 1-20			2	
	Signature block is added			2	
	Enclosure notation is added			2	
	Letterhead is formatted bold, centered, with a bottom border, as shown in Fig. 1-20			3	
Total Possible Points:				16	
CATEGORY	1	2	3	4	Student Score
<b>Proficiency and Efficiency</b> <i>(Based on the efficiency and speed on completing the project – student’s restrictions are factored in)</i>	Limited Expectations Met	Some Expectations Met	Meets Expectations	Meets and Exceeds Expectations	
<b>Knowledge and Understanding</b> <i>(Based on student’s dependency on the instructor, e.g. is the student able to complete the project independently or do they require a lot of assistance from the instructor)</i>	Limited Expectations Met	Some Expectations Met	Meets Expectations	Meets and Exceeds Expectations	
<b>Effort and Attitude</b> <i>(Based on the student working to the best of their ability; and shows respects to peers and teachers)</i>	Limited Expectations Met	Some Expectations Met	Meets Expectations	Meets and Exceeds Expectations	
Total Possible Points:				12	
VISUAL WORKSHOP TOTAL				28	

### Module 2 ~ Visual Workshop, p. Word 48

CATEGORY	Description			Points	Student Score
<b>Accuracy and Quality</b> <i>(Based on the student’s ability to follow written &amp; verbal instructions, and quality of finished product, e.g. are there errors? is the replicate close?)</i>	Required document is opened and saved as <b>WD 2-Vista Letter</b>			2	
	Date, letterhead, inside address, salutation, and closing placeholder text is replaced to match Figure 2-20			5	
	Sentences are reorganized using the Office Clipboard to match Figure 2-20			5	
	Document property information is removed			3	
Total Possible Points:				15	
CATEGORY	1	2	3	4	Student Score
<b>Proficiency and Efficiency</b> <i>(Based on the efficiency and speed on completing the project – student’s restrictions are factored in)</i>	Limited Expectations Met	Some Expectations Met	Meets Expectations	Meets and Exceeds Expectations	
<b>Knowledge and Understanding</b> <i>(Based on student’s dependency on the instructor, e.g. is the student able to complete the project independently or do they require a lot of assistance from the instructor)</i>	Limited Expectations Met	Some Expectations Met	Meets Expectations	Meets and Exceeds Expectations	
<b>Effort and Attitude</b> <i>(Based on the student working to the best of their ability; and shows respects to peers and teachers)</i>	Limited Expectations Met	Some Expectations Met	Meets Expectations	Meets and Exceeds Expectations	
Total Possible Points:				12	
VISUAL WORKSHOP TOTAL				27	



### Module 3 ~ Visual Workshop, p. Word 76

CATEGORY	Description			Points	Student Score
<b>Accuracy and Quality</b> <i>(Based on the student’s ability to follow written &amp; verbal instructions, and quality of finished product, e.g. are there errors? is the replicate close?)</i>	Californian FB or a similar font is used and font size is changed as required			2	
	Image is formatted (resized and positioned) similar to Figure 3-33			2	
	Prices are formatted using tabs and leader lines			2	
	Spacing between paragraphs is adjusted to fit menu on one page; menu is saved as <b>WD 3-Todays Specials</b>			2	
	Menu text is formatted as instructed to match Figure 3-33 (color, bold and italic)			2	
Total Possible Points:				10	
CATEGORY	1	2	3	4	Student Score
<b>Proficiency and Efficiency</b> <i>(Based on the efficiency and speed on completing the project – student’s restrictions are factored in)</i>	Limited Expectations Met	Some Expectations Met	Meets Expectations	Meets and Exceeds Expectations	
<b>Knowledge and Understanding</b> <i>(Based on student’s dependency on the instructor, e.g. is the student able to complete the project independently or do they require a lot of assistance from the instructor)</i>	Limited Expectations Met	Some Expectations Met	Meets Expectations	Meets and Exceeds Expectations	
<b>Effort and Attitude</b> <i>(Based on the student working to the best of their ability; and shows respects to peers and teachers)</i>	Limited Expectations Met	Some Expectations Met	Meets Expectations	Meets and Exceeds Expectations	
Total Possible Points:				12	
VISUAL WORKSHOP TOTAL				22	

### Learning Outcomes

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

# Use a Document Template

Word includes many templates that you can use to create letter, reports, brochures, calendars, and other professionally designed documents quickly. A **template** is a formatted document that contains placeholder text and graphics, which you replace with your own text and graphics. To create a document that is based on a template, you use the New command on the File tab in Backstage view, and then select a template to use. You can then customize the document and save it with a new file name. **CASE** *You use a template to create a cover letter for a contract you will send to the Rainforest Hotel in Tamarindo.*

## STEPS

### QUICK TIP

You must have an active Internet Connection to search for templates.

### TROUBLE

Templates change over time. If this template is not available, select another Cover Letter template or just read the steps to understand how to work with templates.

### QUICK TIP

You can delete any content control by right-clicking it, and then clicking Remove Content Control on the menu that opens.

**1. Click the **File** tab, then click **New****

The New screen opens in Backstage view, as shown in **FIGURE 1-11**. You can select a template from the gallery shown in this window, or use the search box and links in the Suggested Searches section to find other templates.

**2. Scroll down until you find the **Cover Letter (blue)** thumbnail on the New screen, click it, preview the template in the preview window that opens, then click **Create****

The Cover Letter (blue) template opens as a new document in the document window. It contains placeholder text, which you can replace with your own information.

**3. Click **[Date]**, type today's date. DO NOT PRESS **[Enter]****

The placeholder text is selected and appears inside a shaded box/content control. A **content control** is an interactive object that you use to customize a document with your own information. A content control might include placeholder text, a drop-down list of choices, or a calendar.

**4. Click **[Recipient Name]**, type **Ms. Yana Roy**, press **[Tab]**, type **Manager****

You do not need to drag to select the placeholder text in a content control; you can simply click it. The text you type replaces the placeholder text.

Notice that the name you typed replaced also the placeholder text in the greeting line.

**5. Click **[Company]**, type **Rainforest Lodge****

**6. Click **[Address]**, type **P.O. Box 4397**, press **[Shift] [Enter]** i.e. press both keys at the same time, then type **Tamarindo 50309, COSTA RICA****

**7. Select **Student** at the bottom of the document, and type your name**

When a document is created using this template, Word automatically enters the username from the Word Options dialog box at the bottom of the document in the signature block.

**8. Click the **File** tab, click **Save As**, then save the document as **WD 1-Rainforest Letter** to the location where you store your Data Files**

The document is saved with the filename WD 1-Rainforest Letter, as shown in **FIGURE 1-12**.