This book results from the cooperative efforts of English faculty and librarians at Georgia State University's Perimeter College who participate in teaching RSCH 1203 and who are committed to making the course beneficial and enjoyable to students. Their support and assistance in bringing the text to this newest edition is acknowledged and greatly appreciated.

The authors of the original course, ATEC 1203: Digital Literacy and Research Skills, developed the first text editions. They were librarians and English faculty from different campuses of the college dedicated to helping GSU students develop the skills necessary for digital literacy in the information age.

Over the years, the course has been significantly revised to reflect the growing presence of technology in student writing and research. The title change to Research Strategies and Technology occurred to more accurately reflect the abundance and proliferation of digital information resources that make conducting research effectively and efficiently vital to student success. The Research Strategies course, RSCH 1203, not only introduces students to USG online research resources, but also helps them develop the critical thinking skills necessary to evaluate sources, properly present research information, and cite sources correctly.

Members of the editorial team for the 2018-201 edition are Karen M. Holley and Karen C. Doster-Greenleaf and her team at the Dunwoody Campus Library. We are grateful for their collaboration. We also acknowledge and honor long-time coordinator Beverly Santillo for her many years of revision on the text.

July 2018
Purpose of this Book

Research Strategies and Technology is a course intended to familiarize students with the resources and the technology available for writing and presenting papers at GSU's Perimeter College in correct academic style. RSCH 1203 is an introductory course developing student ability to find, evaluate, and use relevant scholarly and professional literature in the humanities and natural and social sciences effectively, efficiently, and ethically. The Research Strategies course involves developing the skills necessary to use specialized tools for finding digital information and also developing the critical thinking skills needed in the digital information environment. Upon completion of this course, students are expected to have gained understanding of information searching techniques and evaluation skills.

Level of Difficulty

This text is written for students who will be required to use the skills explained here to complete college writing and research assignments. While there may be a half-dozen ways to perform a task using Office software, this book may describe only one way. If students have a preference for another technique, they may certainly use it. Consequently, readers should not assume that the book gives a comprehensive explanation of all topics covered. The goal is to provide information in clear, succinct language with a minimum of technical terms. If already familiar with some of the topics addressed, students will still find it beneficial to use the book as a reference for ways to accomplish specific tasks using Office software and online library resources.

Using this Book

For locating specific information or instructions, refer to the Contents pages. When flipping through pages, the chapter titles are on the upper right. On the first page of each chapter is a summary of its contents under In this Chapter. At the end of each chapter, there are Exercises for Learning allowing students to practice the skills presented in each chapter as well as develop research reports using online resources. Course instructors will assign selected exercises as well as supplemental activities designed to improve student writing and research skills. The course emphasizes assignments requiring demonstration of research writing skills culminating in an Annotated Bibliography and a PowerPoint presentation based on the research completed in the course. Thus, the activities required in RSCH 1203 will prove useful whenever research writing is assigned in college courses across the curriculum.
Contents

Acknowledgements i

Preface and Contents ii-iv

Chapter 1: Windows 1-14
  • Mouse Use
  • The Desktop
  • Using Windows
  • Organizing Digital Information
  • Exercise for Learning

Chapter 2: Using Email 15-24
  • General Information
  • Establishing your GSU Webmail Account
  • Office 365 Webmail
    o Composing a Message
    o Managing Email Messages
    o Additional Options
  • Exercises for Learning

  • Introduction to Word
  • The Word Window
  • Ribbons
  • Entering, Selecting, and Moving Text
  • Fonts and Styles
  • Saving and Printing
  • MLA Style for Academic Writing
  • Exercises for Learning

Chapter 4: Using Word, Part 2: Formatting Your Document 41-58
  • Margins and Line Spacing
  • Tabs, Indenting, and Page Breaks
  • Headers and Footers
  • Bullets, Numbers, and Multilevel Lists
  • Working with Multiple Documents/ Copy and Paste/
  • Word Tools: Spelling, Grammar, and Thesaurus
  • Exercises for Learning
Chapter 5: The Internet  59-80
  • What is the Internet?
  • What is the World Wide Web?
  • Search Engines and Directories
  • Evaluating Internet Sources
  • Research on the World Wide Web
  • Citing Sources
  • Frequent Errors in Citation Writing
  • Quick Reference Guides to MLA Style Citations
  • Exercises for Learning

Chapter 6: GIL and GALILEO  81-94
  • GIL Overview
  • How to Use GIL@GSU, GIL Universal Catalog, GIL Express, E-Books
  • Call Numbers, GIL Search Options
  • GALILEO Overview and GALILEO Home Page
  • Working with Databases
  • The Difference between Scholarly Journals and Popular Magazines
  • Selecting Databases
  • Critical Thinking Skills and Research Skills
  • Learning to Cite Your Work and Avoiding Plagiarism
  • Exercises for Learning

Chapter 7: Using PowerPoint  95-114
  • Starting a New Presentation
  • The PowerPoint Window
  • Workspace
  • Creating Slides
  • Using Notes
  • Beyond Basics
  • Selecting, Moving, and Deleting Slides
  • Adding Transitions and Animation
  • Altering the Master
  • Running the On-screen Show
  • Saving, Printing, and Exiting the Presentation
  • Exercises for Learning
In this Chapter

- Mouse Use
- The Desktop
- Using Windows
- Organizing Digital Information

Mouse Use

To use any Windows-driven program, you must be able to use a mouse effectively. In this section, you will learn how to point, click, and drag icons and/or text with your mouse. You will also learn the difference between right- and left-clicking on the mouse. The same is true for a touch screen technology for PC Systems or use of cell phones that are java script compatible.

- **Pointing and Clicking**

  Move your mouse around on the mouse pad. This movement will activate the pointer on your screen. Move the mouse around until you get accustomed to the motion and can control the pointer.

  There are two buttons on the top of your mouse, left and right, and a small wheel in between. Roll the wheel forward and backward to scroll up and down a page quickly. The left and right buttons are “clicked” (depressed then released) to activate a command. If instructions call for you to “click,” “click on” or “select” a particular icon, they refer to activating the LEFT button. **Use the right button only when instructed to “RIGHT-click”**; otherwise, you should assume the instructions call for activating the LEFT button. Right clicking once will usually bring up a short-cut pop up menu. If you are instructed to “double-click,” quickly press and release the left button twice.

- **Dragging**

  You can “drag” icons to another location if you depress and hold down your left button and then, with the button depressed, roll your mouse across the mouse pad, releasing the button when you reach the location where you want the file or icon to move. You may use “right-drag” to move and copy files in the program Windows Explorer. The My Computer application program has these same tasks under Right click and drag to create a desktop shortcut.
the File and Folder tasks, and no dragging is needed.

This chapter generally describes Windows. For more information and tutorials about the version of Windows that you are using, access http://windows.microsoft.com/

The Desktop

The *desktop* is the screen that is visible when all programs are closed or *minimized*. It is the first screen you see when you start the computer. On a personal computer, you can arrange your desktop to suit your personal needs and tastes. In the computer lab, you will need to familiarize yourself with the location of icons for programs you will be using in this course. The next section describes how to access the programs you need.

➢ The Taskbar

The *taskbar* is located along the bottom of the desktop. It contains the *Start* button in the far-left corner and a clock in the far-right corner. You will also see icons for some programs on the taskbar. Programs that are currently running are highlighted. Unhighlighted icons are shortcuts that are not running. Click on the icons to open the program.

When using a flash drive (also called a thumb drive or USB drive) a hot-plug icon will appear on the right side of the taskbar when the computer detects that the flash drive is present. If you don’t see the hotplug icon, you can click on the up arrow (triangle) to expand this menu.

➢ The Start Button

The *Start* button (circular window icon) is located on the taskbar in the lower left corner of your desktop. Through the Start button you can access all of your programs and files. Clicking the Start button brings up a menu that allows you to access folders, files, and programs on your computer and to execute commands. If a program is not on your desktop, you can find it in this menu or by using *Search programs and files*. You can also click on *Computer* (or *This PC*) to organize files, see system properties of
other devices, and see how much space is available on the computer’s hard drive.

- **System files**

  Clicking on All Programs on the Start Menu will show every program on the computer. Go to All Programs, then choose the Accessories folder. With this folder, open the subfolder System Tools. System Tools are important programs to keep the computer running smoothly and safely. We will use the disk defragmenter in System Tools later when we talk about file maintenance.

The control panel is also very important for a home computer. (You may not be able to access this application if you are at the computer lab). Under the main category of System and Security is the option to “Back up your computer.” Always make sure to have backup files on a removable disk media, such as a flash drive, just in case something corrupts your hard drive, such as viruses or lightning strikes. The Windows Backup utility will save files directly to another external hard drive. Online backup services are also available on the Web, such as the GSU OneDrive or other services that may charge a fee.

- **Desktop Icons**

  For ease of access, you can place programs that you use often on the Desktop so that you need only click on the icon to open the program. On your computer desktop, identify the icons for the programs you will use for this course: Microsoft Word, Microsoft PowerPoint, Windows Explorer, and the Internet Explorer browser. If you cannot find icons for these programs, remember you can access the programs through your Start button. Right click and drag to create icons on the desktop for frequently used programs.

In addition to icons for programs on your computer, you may see icons representing files or websites. An arrow in the lower left corner of the icon indicates it is a shortcut to a file, program, or website which is stored in a different place on the computer. If there is no arrow on the icon, the file is stored on the desktop. When you delete a shortcut, you only delete the shortcut without affecting the file. Icons for shortcuts to files or websites might look the same as the program that runs them, but the title below the icon will be different.

**Using Windows**

A **window** is a box on your desktop displaying programs, folders, files, or icons. Windows allows you to display more than one window at a time. You may open a
window by double-clicking on a desktop icon or selecting a program from the Start menu. Your computer may lock up due to lack of random access memory (RAM) if you have too many programs running at once, so be careful not to have more windows that necessary open on computer lab computers (Five is a suggested number).

In the picture below, you will see a desktop with two windows open. You can move the windows around the desktop by clicking on the Title Bar and dragging the mouse.

---

**Resize the window** by moving the mouse to the edge of the window. When a double-pointed arrow appears, click and drag the edge of the window to the desired size. Selecting a corner of the window will allow you to adjust the height and width of the window at the same time.

Some windows include a resizing button in the far right lower corner of the window. This button is activated by clicking on the left mouse button and holding while dragging the window to your new desired dimension. Once you set the windows the way you would like them, Windows remembers the size and shape settings. So, if you close windows and later reopen them, they will be the same size and shape as you last set them.

Note that some windows are fixed dimensions and cannot be resized.

Features common to many windows are described below.

- **The Title Bar**

  The *title bar* appears at the top of each window and tells the name of the window (e.g. Microsoft Word and My Computer) as well as the name of any document displayed in the window. You can also use your title bar to drag your window to another place on the desktop. (See instructions for dragging on page 1).
The Menu Bar

The menu bar is also located near the top of the window, beneath the Title Bar. It lists different commands, display options, and menus (i.e. File, Edit, View, etc.) you can access. A small triangle, or downward pointing arrow, indicates that more options are available in that menu. When one of those is selected, a pull-down menu (sometimes called a drop-down menu.) appears. An arrow pointing to the side indicates additional menus may be expanded to the side of the pull-down menu.

Not all of the command options are available at all times. The items in black (such as Cut and Copy in the example) can be accessed. The items listed in grey cannot. A command’s availability is subject to what you are doing in the file. For example, you cannot Paste a portion of text before you have cut or copied something.

Quick Access Toolbar

You can add or remove buttons for frequently used commands by selecting items from the drop-down menu as shown. Try adding the Spelling & Grammar button to the Quick Access Toolbar.
The example below is a window for Microsoft Word 2016. Notice its similarities and differences with the Computer window on the previous page.

The Ribbon, located at the top of the window, provides the functions of a toolbar with commands organized into tabs. If you hover over a button, an explanation of its function will appear and, if the option is available, the document will show a preview of its effect. Click on the button to execute the command. (You must highlight some text for many commands to work.)

A diagonal arrow in the corner of a box indicates there are more options. In this example, the arrow opened the Paragraph dialog box which allows you to format for a hanging indent.
Scrolling

Scroll bars appear along the bottom and the right side of a window when it is not possible to view all of the contents of the window at once because of the window’s size. You may be able to resize the window to reveal all of the contents, or you can scroll through the contents. The scroll bar consists of scroll arrows and a scroll box. Clicking on a scroll arrow causes the document to move slowly in the direction of the arrow. Scrolling with the scroll box enables you to move more quickly through a document. Either click on an empty space on the scroll bar on either side of the scroll box or drag the scroll box across the scroll bar with your mouse. As you scroll, the page number or section will be displayed. You can also scroll with your mouse wheel. (Some programs have a Zoom option that allows you to adjust the size of the contents of the window.)

Displaying Windows

At times, you may find it desirable to display several windows on your desktop at once. You can manually size your windows or you can cascade or tile your windows to see more than one window at a time. You will also need to know how to maximize and minimize your windows.

1. Cascading & Tiling Windows

   Cascading means to arrange windows so they are overlapped with each of their title bars showing; tiling means to display all windows fully, side by side. To cascade or tile windows:
   - RIGHT-click on a blank area on the taskbar.
   - Select Cascade, Stacked, or Side by Side.
   - To undo one of these commands, select the Undo option which will appear on the taskbar after the display option has been executed.

2. Maximizing a window

   The maximize button is found in the upper right-hand corner of a window. When engaged, it enlarges the window to fill your entire screen. When a window is maximized, it covers all other open windows and the desktop. You will also notice that the maximize button is replaced by the restore down button, which looks like a box within a box. When selected, it returns your window to its previous size.

3. Minimizing a window

   The minimize button is also found in the upper right-hand corner of a window. When engaged, it reduces the window to a button on the taskbar. When a window is minimized, the program is
still running; it has not been shut down. If you click on the program button on the taskbar, you can restore the window to its previous size.

4. Close or Exit

The close button will exit out of that document or the entire window program that was active. Other ways to close a window include:

- Click on the program icon in the upper left-hand corner of the window, which will cause a pull-down menu to appear. Then select Close.
- Double-click on the program icon in the upper left-hand corner of the window.

Organizing digital information

- File Management

Your files are organized on your hard drive just like paper files in a filing cabinet. When you get a new filing cabinet, you must decide what to file in each drawer, how to label the folders and what files to place in each folder. Similarly, you must format your disk to receive files and create electronic file folders to organize your computer files. Furthermore, electronic files must be maintained. A good analogy here is to the regular maintenance you perform on your car: if you don’t change your oil every 3,000 miles, you are risking engine damage. Similarly, if you don’t defragment your disk regularly, you are risking disk failure (and the potential loss of all your files).

You should run the Optimize (defragment) on your own computer at least three times a year or more often if you use your computer often. Your computer may be set to run Optimize (defragment) Disk on an automatic schedule, or you may defragment your disk manually. Optimizing will re-write the hard drive and put the major programs on the front of the disk so that the computer can locate them more quickly. The end result is a faster computer with fewer disk problems. See below for an explanation of how to optimize (defragment) disks or access “How to Optimize and Defragment Drives in Windows 10” at the following website: [https://www.tenforums.com/tutorials/8933-optimize-defrag-drives-windows-10-a.html](https://www.tenforums.com/tutorials/8933-optimize-defrag-drives-windows-10-a.html)

- Optimization (Defragmentation) steps:
  1. Click on the Start button and select This PC.
  2. Select Optimize, and select the disk you want to optimize (defragment).
  3. Click Analyze disk. After the disk has been analyzed, look at the percentage in the Last Run column. If this number is above 10%, you should optimize the disk by clicking Optimize Disk.

- File Storage
There are a growing number of ways you can store files. You can save files to the computer’s hard drive, in portable storage such as a flash drive, or in online storage space. When you save files to your personal computer, the files will be saved until you need them again, but be aware that when you save files to a GSU computer, once you log off the computer, your files are deleted. **If you want to save files you create on GSU computers, be sure to save files in online storage, on a Flash drive, or email the file to yourself.**

In online storage, your files are saved on drives somewhere other than the computer you’re using. Online storage allows you to access your files from a variety of computers and other devices, such as smart phones. When you save files in iCollege, the files are saved on the iCollege server. Cloud storage is not specific to a particular computer or device; instead, bits of the file may be stored on numerous computers. Google Drive and OneDrive are examples of cloud storage. An advantage of online storage is that you don’t have to worry about your flash drive getting lost or damaged. Cloud storage makes sharing files for group projects easy; one person creates a file and shares it with the other group members who can then access the file from another computer. A disadvantage of online storage is that you must be able to connect to the Internet to access your files. Free storage can be very limited, and you may need to pay to maintain larger amounts of storage.

- **Data management in naming conventions**

  Proper organization and naming of your files will help you locate the files when you need to find them later. The default folder where the computer saves files is the Documents (or My Documents) folder. Within this folder, you can create subfolders to group your files logically. When naming your files, avoid using spaces in the file names; keep names under 25 characters; and use all lowercase letters. Many special characters, including periods, commas, asterisks and slashes, cannot be used.

  Each file name is followed by a **file-extension**, indicated by a period (or “dot”) followed by several letters, that tells a user which program will open the file. For example, if you type a Word document at the computer lab, then the file-extension will be *.*docx, indicating the file will open in Microsoft Word 2016 or Office 365. If you need to read the document on an earlier version of Word, then you select the file-extension *.*doc when you save the document. To convert a *.*docx, to a *.*doc, open the *.*docx file and then save it as a *.*doc. (This will give you two versions of the file, so be careful to make any future changes in the right version of the file!)
Printing and saving may also differ by file type. When accessing databases and websites, always look for a print format option to optimize the files for printing or saving. Here are two common file types used on the Internet and how to save them if there is no formatting option:

* .htm or *.html  Hypertext Markup Language – use File>Save as or File>Print

**Image files.** Have you ever wondered why some picture files take so long to load and others just seem to appear in less than a millisecond? The answer is in the extension and size of the file. Smaller files load faster because they are not as detailed. Some common image file format extensions are:

* .png  Portable Network Graphics- better than most compression file formats
* .gif  Graphic Interchange Format-uses few colors
* .jpg  Joint Photographic Experts Group - standard for picture file compression  *.bmp  Bitmap Image File- not compressed; large files to store and load

GALILEO, iCollege, iTunes, You Tube and other programs integrate not only visual but also auditory files. Some of the audio file extension types are

* .mp3  Moving Picture Experts Group-1 Layer III Audio Streams that shrinks the audio file for smaller applications
* .mp4  Moving Picture Experts Group-4 - interactive video
* .wav  Waveform audio format-takes up large amounts of disk space
* .wma  Windows Media Audio File
* .au  Audio file

**Document scanning**
Scanners allow you to convert paper documents to electronic files. Campus computer labs provide students access to scanners. You may also be able to scan on some campus photocopiers free of charge. Here is how to scan on a flatbed scanner:
Once you put the document on the scanner and press “scan” then this window will appear. As you can see, the default file format is a PDF file.

If you have to change the format, then you can click on the button “Change Settings” and select the type of file you prefer. You can then save the file or email it.
Uploading files in iCollege. Most instructors require you to use iCollege to turn in your electronic files, so it is imperative to know how to locate and upload files correctly. A common mistake occurs when you don’t know which folder a file is in, then go to “Recent Items” and try to upload the file from that link. These files have the file extension *.lnk (link) indicating it is a shortcut to the file, but not the file itself.

Newer versions of Windows have “Recent Places,” which lead you to the original file rather than making it easy to upload a shortcut.

See the end of this chapter for more about finding files.

Using a Flash Drive to save files

Although most students use online storage such as OneDrive or Google Drive, a USB (Universal Serial Bus) or Flash Drive provides portable storage and can serve as a backup. Flash drive storage capacities range from 8 GB to 1TB. You can plug the flash drive into any USB port on the computer. Once you plug in the flash drive, a new window will pop up in Windows Explorer with details regarding which drive it is in and the hot-plug icon will appear. Notice the address bar will identify which drive the flash drive is using. You can save files directly to the USB Flash drive without having to save files to the hard drive.

Creating a Root Folder

1. Open Computer (or This PC) on the desktop or Windows Explorer on the taskbar.

2. Locate your flash drive or other desired save location in the Navigation pane under Computer. Double click on the flash drive. Most of the time on campus, the flash drive location is the G: drive. (See the next page for an illustration.)
3. On the toolbar, click on the button “New folder.” Type in the acronym ENGL for English. Call the new folder ENGL since you will need to take at least three English classes to complete any Core curriculum program.

Creating a Folder within a Folder
Now you’ll create a folder within a folder, known as a subfolder.

1. Double click on the new folder called ENGL.
2. Click on the button New folder and name the first subfolder as ENGL1101 then hit Enter. Try to keep the subfolder names short but descriptive.
3. Click on the button New folder and name the second subfolder as ENGL1102 then hit Enter. Now you know how to make subfolders.
Remember: When you save files, you want to be sure you place them within the appropriate folders that you have created here.

Windows

Finding a Folder or File
There are several ways to locate a file.

Searching for a Folder or File from Start
1. Click on the Start button
2. Type in the name of the file or folder of interest in Search programs and files box.
3. As you type, a list of files and folders containing your search term will appear.
4. Click the file you want or choose Files or Documents for an expanded list of files.

Another way to search is by choosing Computer or Documents in the Start menu. Open folders and subfolders until you get to the desired file. If you forget where you placed a file, or what you named it, try sorting by date (click on Date Modified) so that the most recent files are near the top of the list.

Most windows have a search box in the upper right corner that allows you to search the contents of the files and folders listed.

Ejecting your flash drive
Be sure to eject your flash drive properly to avoid damaging your files.
1. Close all files accessed from your flash drive.
2. If the hotplug icon has a check mark, it is safe to remove the flash drive.
3. If it does not have a check mark, click on the icon, then select the device (the location or name of the flash drive) you want to eject.

Logging off or Shutting down the computer
1. Close all open files and programs, saving if desired.
2. Click on the Start button on the taskbar.
3. Select Shut Down from the menu.
4. When shut down is complete, you may turn off the computer (or depending on your computer, automatically shuts off).
5. If you do not wish to Shut Down, you may Log Off instead.
6. To begin again, after logging off, **Re-Start** the computer.

☐ **Note**: **LOG OFF** of computer lab computers. **Do not shut down or turn off lab computers unless instructed to do so by your professor.**

**Exercise for Learning**

*Use an online storage location, hard drive or USB flash drive to create a root folder and subfolder as explained earlier in the chapter.*

1. If using a USB drive, insert your flash drive into the USB port. This should automatically pull up the Windows Explorer program.

2. Locate your USB Flash Drive or other file location in the Navigation pane under the Computer heading.

3. Left click on the flash drive or desired file location in the Navigation pane. Click on the button New folder on the toolbar. Type in the root folder name HIST and hit enter. Note: You should already have a root folder entitled ENGL.

4. Left click on the flash drive or save location in the Navigation pane. Click on the button New folder on the toolbar. Type in the root folder name RSCH1203 and hit enter.

5. Double click on the new root folder called RSCH1203.

6. Create sub folders within your RSCH1203 folder for each type of assignment. Label one “WORD” another one called “RESEARCH” and another “POWERPOINT,” or use other labels as assigned by your instructor.

7. Double click on the arrow next to the flash drive or file location to “Collapse” the folder view in the Navigation pane.

8. Double click on the arrow next to the flash drive or file location to “Expand” the folder view in the Navigation pane.

9. Double click on the arrow next to the folder RSCH1203 to “Expand” the folder view in the Navigation pane. Pictured above is how your flash drive or save should look.

10. If required to submit a screenshot in iCollege, select the Prnt Scrn key (upper right on keyboard) and paste the image into a Word document to submit, or hold down the Start key, press PrntScrn and Windows 10 will capture the entire *screen* and save it as a file to your *Pictures* > *Screenshots* folder.

11. Close out of all the programs. In the right corner of the taskbar in the Notification Area, left click “Safe to Remove Hardware” hot-plug icon. Remove your flash drive from the USB port.
Chapter 2
Using Email

In this Chapter
• General information
• Establishing your GSU Webmail account
• GSU Webmail
  o Composing messages
  o Managing email messages
  o Additional options

General Information
Email refers to electronic mail. Email is a great way to communicate with your instructors, classmates, colleagues, family, and friends. This chapter covers the basic functionality of an email application, with examples provided from the Georgia State University Webmail.

Email functions much like mail delivery. A message is addressed and sent to a recipient. Outgoing mail is stored in an outbox while incoming mail is delivered to an inbox. While a mail carrier usually picks up and delivers mail once a day, an email program can be set to retrieve and deliver messages at your command or automatically at regular, frequent intervals. The main advantage of email over physical delivery (USPS or other) is the frequency and speed of delivery. In addition, ease of use makes email a common method of communication. It has become routine for both business and personal use. Although personal emails may be written informally, both business and academic messages require standard written English.

Two types of email systems are available, webbased and client-based. Web-based email systems allow you to access email on any computer connected to the internet by using a web browser such as Microsoft’s Internet Explorer®. Messages are stored on the web, not on the computer you are using. Free email systems are available from a variety of websites including Gmail, Yahoo, or Hotmail. GSU provides Web-based email for students: Find your student email from the GSU Homepage, under the Students tab. Sign in with your GSU username followed by @student.gsu.edu and password.
Client-based email utilizes client software installed on your computer, such as Microsoft Outlook®. Messages may be stored on both the client computer and the email server or solely on the client computer, so you may access previously delivered emails and compose email while offline. Email is sent and delivered when the application connects to an email server located on the same network as the client computer.

Your GSU Student email account is a separate account from the email you send and receive in iCollege. Email in iCollege is only for communicating with your instructors and classmates; messages cannot be sent or received outside of iCollege. In contrast, your GSU Student email can send and receive messages within and outside of the college. Official communications from the college are sent to your student email, including messages from Enrollment and Registration, Financial Aid and the library, so you should check your GSU email frequently.

Establishing Your GSU Webmail Account

Each student at Perimeter College has an email account that is maintained as long as the student is enrolled in courses. To use your GSU student email, you will need your Campus ID and password. Your Campus ID and Panther number are on your Panther card. You can also find them at: <https://campusid.gsu.edu/lookup>.

You must enter your GSU-ID (Panther number), date of birth, and agree to the computer usage policy. There is a link provided for computer usage policies – please read and be aware of all policies!

Note that your username and password are used for your GSU student email, iCollege, GoSolar, and many other GSU accounts.

For assistance with your user name and password or setting up or using your email, contact the GSU service desk at 404-413-HELP (404-413-43570) help@gsu.edu.

https://campusid.gsu.edu/lookup/
Once you have your email address and password, you are ready to access GSU student webmail. On the university website Students tab, select email from the tools dropdown menu or go to `panthermail.gsc.edu`. **Student WebMail System.** Sign into your Panthermail account by entering your campusid@student.gsu.edu and password. `panthermail.gsu.edu`

Notice the various panes and toolbar on GSU Webmail. The **Folder Navigation pane** allows you to select a folder to view messages. The default folder previewed is Inbox, which contains the messages you have received. Other folders include your Sent Items, Drafts (mails you have written but not sent), and Deleted items. The **Message List pane** lists messages in the current folder. You can sort or filter messages using the navigation buttons above the message list. The **Preview Pane** displays the selected email message (highlighted on the message list). The default view is the Preview Pane on the right, but it
can be displayed on the bottom or turned off. The **Toolbar** contain buttons for actions such as creating new messages, deleting messages, and modifying the Preview Pane view.

**Composing a Message**

To write a message, click on the *new mail* button on the mail toolbar to open the message window.

Next is a brief description about each area of a message:

**To:** Enter the email address of the person to whom the message is directed. Multiple addresses may be used by inserting a semi-colon between addresses. You can also input email addresses by double clicking on *To* (or *Cc, Bcc*). This opens the *Contacts* display. Addresses can be selected from the Global Address List (GSU student population) or Contacts (personal address book). Locate name(s), select, and then click on OK.

**Cc:** Enter the email addresses of any others who need to see this message. The message may not be intended directly for them, but adding them allows notification of communication that is happening between the user and the *To* email recipient. *Cc* stands for *carbon-copy*, a reference to the carbon paper used in old memorandums for business to generate more than one copy.

**Bcc:** This stands for *Blind carbon-copy*. Email addresses placed in this area will NOT be revealed to those referenced in the *To* and *Cc* lines.

**Subject:** Enter a brief statement or word describing the content of the email.
Message Text: Compose your message in this area.

Attaching a file: To attach a file to an email message, click on the **Insert** button at top of screen. (A paper clip is frequently used as symbol for attachments.)

Select **attachment**. This will display a window where there is an area to **enter a filename**. In this window, you can also navigate to an exact file location. (The common locations for file storage include a USB flash drive and the folder, *My Documents.*) Highlight a file name and the filename will appear in the file name box. Once you have selected the file you want, click **Open**. The file name will show on the email as an attachment. In the image shown, a file named *sarahpaper.doc* is attached to the email.

To send the message, click on the **Send** button at top of the screen.

Using a signature file: You can include a standard text entry at the end of every message you compose by using a signature file. Items to include in a signature may be your full name, title, place of business, telephone numbers, address, and other preferred information. To set up an automatic signature using GSU Webmail, open the **gear button** found in the top right corner. Next, select **Options**, then **Settings**. Input desired information in the **Email Signature** box; applying desired formatting. Click on the **Automatically include my signature on outgoing messages** check box. Add or change your information (name, email, etc.). Click on **Save** at the top of the form. To return to email, click on the **Mail** tab.
Contacts and Directory: Select the **People** tab on the top banner to add or modify frequently used email addresses. To add an address, click on the **New** button and enter information. Click on **Save & Close**. Or search the directory by name.

Managing Email Messages

New messages are stored in the Inbox folder by default. Select the **Inbox** folder to view a list of email messages received. On the message list, unread messages will be indicated by color and a blue bar next to the message.

Reading your messages

To read a message, you can either view it through the Preview Pane or double-click on the message. An email message may be deleted, moved to another folder, or kept in the Inbox folder. In addition, the user can reply to the sender or forward the message to another email address.

Deleting your messages

To delete message, click on the red **x** icon next to the message. This message will not be physically removed, but transferred to the Deleted Items folder. To permanently delete messages, right-click on the **Deleted Items** folder in Folder Navigation pane and select **Empty Deleted Items**.

Reply and forward your messages

While in the message view, a reply can be sent to the sender by selecting the **Reply** link. **Reply** will send to the originator only; **Reply to All** will send to originator and all recipients. You may include additional information in the message box. Click on **Send** button to deliver. **Forward** allows you to send to another email address not specified in the *To* or *Cc* address area. Select the **Forward** button, enter the email address, then click on **Send** button to deliver.
Creating Folders

Folders can be created, deleted, or modified by right-clicking on the folder list in the left column. To create a new folder, right click on **Inbox** and **create new folder**. Name it; then press **Enter** on the keyboard. To save a message in the folder, simply drag it from the preview pane and drop in the desired folder.

Folders are a great way to save and organize important messages such as financial aid or registration information.

Additional Options

GSU Webmail also comes with additional tools. In addition to Email, students can take advantage of the Calendar and Tasks tools. The **Calendar** Tool allows you to record appointments. The **Tasks** Tool in Webmail allows you to create a to-do list that may or may not include starting and ending dates. An example of a task is a project for class that is due on a certain day. An example of an appointment is a meeting, class, or a one-day event.

Calendar and Appointments

Select the **Calendar** tool by clicking on the Calendar tab in the top banner.

To add an **Appointment** to your calendar, click **new event**, enter desired information, and click **save**.
Add a Task

Select the Task tool by clicking on the **Tasks** tab in the top banner. Choose New Task.
Exercises for Learning

Exercise 1

Save the information for your GSU Webmail account and keep it in a secure location. You will need your username and password to access Webmail, iCollege, and SIS (Student Information System). If you forget your password, after three unsuccessful attempts, the system will lock you out. If this happens, in order to access your GSU Webmail again, you will require assistance from the GSU Service Desk.

1. My email address is _________________________________________________

2. My password is ________________(or write down where you keep passwords)

3. Write down the email address of your instructor and another person in your class.
   a. Instructor: __________________________________________________
   b. Classmate:______________________________________________

4. Email a message to your instructor and to your classmate. Copy (Cc:) yourself as a way to quickly check delivery of your messages.

5. Write this email first as a **Word document** and save it as “Email for RSCH 1203 Class.” You will copy and paste the letter and also attach it to an email message sent from GSU Webmail to me at the address for your class.

6. In this email, write about yourself: you may tell about your family, your academic interests, your hobbies, or your plans for the future. Write as if you are writing a letter using your best writing style. Sentence structure, spelling, and punctuation do count. Remember to sign your name.

7. In the Webmail subject box, type “RSCH Introduction from (type in your name).” Information in the Subject box is important to your recipient. Identifying yourself especially to an instructor or business associate is a sign of your professionalism. In addition, many users will not open any email without a subject listed

8. Before the next class, check your GSU Webmail. You should find a reply from your instructor and/or your classmate.

9. Remember to check GSU Webmail on a regular basis as important college-wide messages and announcements will be found there.
Exercise 2

GSU Webmail includes additional useful options. You can use the Calendar tool to set up meetings. These meetings may be group projects, student club meetings, or even a social outing. This exercise involves creating a meeting entry in your calendar and inviting others to join the meeting through receipt of an “invitation” by email.

1. Click on Calendar tab.
2. Select a date in the following week for your meeting (suggestion: your next RSCH 1203 class day).
3. Create a new event by clicking on “New Event” or by double clicking the day on the appointment calendar. (Suggestion: select the time of your next RSCH 1203 class).
4. Enter a name for the Event (suggestion: RSCH 1203 email discussion group).
5. Enter meeting Location (suggestion: your RSCH 1203 classroom).
6. Invite your instructor and one classmate to the meeting. You can type their email addresses on the Attendees line, separated by a semicolon, or you can use Contacts to locate email addresses. To browse or search Contacts, click on the plus sign at the end of the attendees line to open your contacts list. Select attendees from the list by clicking the plus sign next to their names, then click “OK” at the top of the window.
7. Enter meeting length; the Start Time will be set, change the End Time for desired meeting length.
8. Enter meeting details and/or invitation details in box area below formatting buttons (suggestion: Extend invitation to group to discuss latest class topic over coffee and muffins at the Campus Café).
9. Click on “Send” meeting to save entry and invite attendees.

10. You may also be invited to a meeting via email. There will be an option to Accept or Decline the meeting invitation. This will send a response via email, plus update your calendar if the meeting is accepted or declined.
Chapter 3
Using Word: Part 1: Getting Started

In this Chapter
• Introduction to Word
• Opening Word
• The Word Window
• Ribbons
• Office Button and Quick Access Toolbar
• Entering Text
• Selecting Text
• Fonts and Styles
• Saving
• Printing

Introduction to Word

Word follows many of the Windows conventions. For most tasks, it offers more than one way to issue a command. As explained in Chapter 1, Windows uses a point and click system with Ribbons, and a Quick Access Toolbar in addition to keyboard shortcuts, and the Word Button. This means that for many common tasks, after typing you may open a pull-down menu and select an option, or click a ribbon icon, to adjust your format. Word also allows you to set the formatting before you type or to select existing text and then apply new formatting.

Opening Word

In order to open Word in Windows, click on a Word program icon. The Word icon can be found in three places. If the Word icon is on your desktop, double-click on it to open Word. You can also open Word by clicking the Start button, selecting All Programs >Microsoft Office 2013 >Word 2013. From select Start, select Documents to review and open the desired folder or file.

The Word Window

When you open Word, what you see is the “Word Window.” Across the top are the Quick Access Toolbar, Word Button, and the Home ribbon.
The Ribbon
Below the title bar in your Word Window is Ribbon bar. To display Ribbon options, use your mouse to click on the heading of the menu you want. When you click the heading, the Ribbon will open. Then use your mouse to select the command you need to execute.

Below is an illustration of the Ribbon headings, with a listing of the most common commands of each menu.

- **Home** – Clipboard, Font, Paragraph, Styles, Editing
- **Insert** – Pages, Tables, Illustrations, Links, Header & Footer, Text, Symbols
- **Design** – Themes, Document Formatting, Page Background
- **Page Layout** – Page Setup, Paragraph, Arrange
- **References** – Table of Contents, Footnotes, Citations & Bibliography, Captions, Index, Table of Authorities
- **Mailings** – Create Labels and Envelopes, Mail Merge, Write & Insert Fields, Preview Results, Finish
- **Review** – Proofing (Spelling & Grammar), Language, Comments, Tracking, Changes, Compare, Protect
- **View** – Document Views, Show/Hide, Zoom, Window, Macros
- **Add-Ins** – Menu Commands

- **Icons on the Quick Access Toolbar and Ribbon**
Word has a customizable Quick Access Toolbar that can be shown above or below the Ribbon Bar. Both allow you to execute commands (accomplish tasks) by clicking on an *icon* (a pictorial representation of the task). Icons are usually easy to identify, and when you use your mouse to *float* (or *hover*) your cursor over an icon, a box with a Tool Tips explanation for that icon pops up to identify the function of the icon.

Using the Ribbon or Quick Access icons offers a quick way to execute commands. The most common commands are right there and available to you with a quick click of the mouse.
The Ribbon Bar [Home]

Notice in the figure above that some icons (justify button, for example) are highlighted, indicating that they are active.

The Scrollbar
Along the right side of the Word Window is the scrollbar. Since many documents are larger than one screen of text, the scrollbar allows you to move down and back up within a document. By using your mouse to click (or click and hold) the down arrow, you move down the document; clicking the up arrow moves you up. You can also drag the scroll bar up and down to navigate through a document.

Views
Word gives you several ways to view your document. One of the most helpful views for normal word-processing is the Print Layout view. In Print Layout, you see your margins and layout, just as they will appear on the printed page.

1. To be sure you are in Print Layout view, open View on the Ribbon.
2. Look to see that the Page Layout icon is selected. (It will look like the button is highlighted—see the illustration to the right.)
3. If Print Layout is not selected, then use your mouse to select Page Layout.

Another way to get to Page Layout view is by using the Document Views icons located in the lower right of your Word Window. Use your mouse to float the cursor over the icons; notice the pop-up Tool Tips explanation for each one. Click on the Page Layout View icon (as illustrated to the right). Notice you may zoom in or out of the document by dragging the cursor between the – and + symbol.
Entering Text

Word is not a typewriter, but it operates in similar fashion. When Word opens in Page Layout view, you see what looks like a blank sheet of paper on the screen, with the cursor blinking at the top of the page, inside the 1” margins on all sides.

➢ Using the Keyboard and the Mouse

When Word opens you will see a new blank document. You will see a blinking bar (like this | |). It is called the cursor or insertion point, the spot on the page to begin inserting text, or “typing.” This cursor moves along as you type, showing where the next characters will be inserted.

Notice that when you get to the end of a line, Word automatically moves to the next line. This is known as word wrap. Do not strike the [Enter] key at the end of a line (called a hard return), unless you want to start a new paragraph. Use word-wrap (which uses a soft return), because Word will interpret any hard return as a paragraph marker. When revising text, the additional typing changes the insertion point and adds or alters the text, pushing the old text ahead. If you pressed Enter, your line breaks change. When you do not enter text manually by pressing Enter, Word will wrap smoothly to the next line for you.

Once you have typed a bit, you can use your mouse to move the cursor around and navigate (move) throughout your document. Notice how the cursor changes:

- Over text, it is an I-beam (shaped like an elongated letter I) to indicate that you can use it to place an insertion point. If you click anywhere within the text, the insertion point moves there, and newly-typed text is inserted at that point, pushing the previously-typed text ahead of it.

- Over the Ribbon, it becomes a pointer (an arrow). Move your pointer over a Ribbon. Notice how the icon (picture-button) under the pointer gets highlighted. If you click your left mouse button on an icon, you can execute a command.

- Notice also that if you move your cursor to the blank area of the page, below the text you’ve typed, and click there, even though you still have an I-beam pointer, your insertion point does not go there. It stays at the end of your typing. To type in the blank area of the page, you have to “get there” by using the keyboard—either by entering text or by striking the [Enter] key several times to add in blank lines to the point where you want to add text. Word won’t let you type just anywhere; you have to progress down the page from top to bottom, and (usually) from left to right.

➢ Deleting text Now that you know how to insert text, it’s important to understand how to delete text. You can delete text on either side of the insertion point. After you click on a spot where you want to delete text, use the [Delete] key to erase text to the right of the cursor. You can delete (erase) text to the left of the cursor by using the [Backspace] key. You can also press the [Insert] key and “type over” text.
Selecting Text

With Word, you can change the appearance of text you have already typed. You may choose to change the style, the size, or even the placement of the text. The document isn’t finished until you decide it is finished. To work with text that you have already typed in, you need to select the text. There are several ways to select text.

- Selecting a Word by Double-Clicking
When you want to move, delete, or do something else to one word, the easiest way to select the word is to **double-click** it. Use your mouse to move the cursor over the word and click the left mouse button twice, quickly in succession (click-click = a double click). The whole word will have a blue background. This is called *selecting* a word.

- Selecting a Paragraph by Triple-Clicking
If you triple-click within a paragraph (yes, click-click-click = a triple-click) Word selects the whole paragraph. You can then delete or move it, or change its format.

- Selecting Text by Swiping
To select a sentence or more, first move the cursor to one end of the text you want to select. Then press and hold down the left mouse button and move (swipe) the cursor (diagonally — if you are moving to another line) across the text to the other end of your desired selection. When you release the mouse button, the text will be selected. If you selected too little or too much, just click at one end to turn off the selection and swipe across the text again.

- Selecting a Block of Lines by Clicking and Rolling in the Margin
To select one or more lines, place the pointer in the left margin in front of your desired selection. When you press the left mouse button, the line will be selected. To select more than one line, simply press and hold the mouse button and by rolling the mouse, move the pointer down the left margin, marking the selection you need. When you release the mouse button, the block will be selected. This is different from selecting a sentence or a paragraph, in that with this block selection, you select whole *lines* (a block of text), regardless of sentence boundaries.

- Selecting Text by using keyboard commands
To select text using the keyboard command, hold down the Shift key and press the arrow key (Shift + arrow key).

*Note: There is no one right way to accomplish almost any task using Word. You will soon develop favored ways for executing the commands you need. If you already have favorite Word techniques, use what works best for you.*
Moving Text / Cut and Paste

- Cutting Text to the Clipboard

When we move (or copy) text, we use the analogy of a clipboard. The clipboard is a bit of your computer’s memory that holds the material you are moving. When you cut (or copy) text, it moves temporarily to the clipboard and waits there until you paste it somewhere else.

1. There are several ways to move text from one location to another. In all of them, you first use your mouse to select the text (a sentence, paragraph, or page).

2. Then either:
   - Open Home from the ribbon and select Cut
   - Or use the Keyboard shortcut [Ctrl] +[X]
   - Or right click on the selected text and choose Cut from the pop-up menu

   The selected text will disappear, but you know that a copy waits on the clipboard.

- Pasting Text from Clipboard

1. After you cut text from one location and it is sitting on the clipboard, you can scroll down to the place where you want to place the text and use your mouse to click on the spot to establish a new insertion point.

2. There are several ways to perform the Paste function:
   - Open the Home Ribbon and select Paste
   - Or use the Keyboard shortcut [Ctrl] +[V]
   - Or right click on the spot and choose Paste from the pop-up menu

- Moving Text Using Drag-and-Drop Editing

If you want to Move (Cut and Paste) a piece of text a short distance in a document, there is another, quicker way:

1. As before, to Cut and Paste, first, use your mouse to select the piece of text you want to move.

2. Once you have selected the piece of text, notice that over your selection, your cursor changes to a pointer. Place the pointer anywhere on the selected text and press and hold your left mouse button and roll your mouse to the new location. This is called “dragging.”

   Notice that as you drag, the pointer changes: the arrow has a little box under it and the insertion point is a gray line, rather than the solid black cursor. The little box under the arrow represents your piece of text.

3. When you reach the desired location, release the mouse button, and the text will appear in the new spot. This action is called “dropping.” Thus, this way of moving text is called “drag-and-drop.” It takes a little practice, but it is the quickest way to move text a short distance.
Fonts and Styles

Word gives you many possibilities for the appearance of your text. To change how the text looks, use the fonts and styles. In a Word document, you can play with fonts and styles without permanently changing the text. If you don't like the way the text looks, you can easily change it back by clicking the undo button.

Fonts

Fonts are "type faces." (Each font has a name and a unique appearance.) Word offers dozens of fonts; however, for most documents one or two are enough. Word's traditional default Font is Times New Roman. (The majority of the text here is in Times New Roman.) Another commonly used font is Arial (The bulleted headings and this note are in Arial.)

For reasons of their own, the software designers of Word 2013 set the default font to Calibri 11 (Calibri 11 looks like this). Since Times New Roman 12 is the widely accepted and most often used font, for academic and business documents, reset the Font default to Times New Roman 12 for all documents in the Normal template.

Note: There are many interesting fonts, and the name rarely describes the appearance of the font. It is fun to try out different fonts to find ones you like that will fit various writing tasks. However, please remember you can never go “wrong” using Times New Roman as this is the font style acceptable for all academic and business writing.

To set or change the font, first, using your mouse, select a piece of text, or place your cursor at the point where you wish to insert the newly formatted text, and then follow the directions below. By choosing from the Home Ribbon, you have many options in one place. By clicking the expand option in the lower right of the Font box, you can quickly apply any of the most common formatting options, or several options all at once. You can also see the results of the changes before accepting or using them in your document.

Setting the Font from the Font Dialog Box

1. To select the font using the Font Format dialog box, first use your mouse to open Home from the Ribbon.

2. Click on the expand option in the lower right corner of the “Font” box.

3. When the Font Format dialog box opens, select the font, size, and style(s) that you wish to apply. Also notice the many effect possibilities listed under Effects.

4. When you have made your selections, click OK and your choices will be applied.

5. Examine the expanded Font dialog box on the next page.
Setting the Font from the “Font” box in the Home Ribbon.

1. To select a font using the ribbon, make sure the home ribbon is open, and then click the drop-down arrow to open the Font list.

2. Scroll up or down until you see the name of the font you want. Notice that the fonts already in use in your document are listed at the top of the list.

3. Select a font and it will be applied immediately.

Font Sizes
Word offers variations in the size of type, from almost microscopic to headline-size text and everything in between.

- This is Times New Roman size 8.

- This is Times New Roman size 26.

- This is Times New Roman size 12, the preferred size and style for academic and business typing.
Setting the Font Size from the **Format Dialog Box**

1. To set the font size using the Font Format dialog box, first use your mouse to open Home from the ribbon.
2. Click the expand box in the lower right corner of the font box.
3. When the Font Format dialog box opens, select the font, size and style(s) that you wish to apply.
4. When you have made your selections, click **OK**.

Setting the Font Size from the **Ribbon**

1. To set the font size using the Ribbon, click the **Font Size** arrow to open the Font Size list.
2. Scroll up or down until you see the size you want.
3. Select a size, and it will be applied immediately.

Font Styles

Word also offers you many special styles (called Effects), as evidenced by the check boxes in the Format Font dialog box. The three main font styles are **Bold**, **Italics**, and **Underline**. (Look for **B**, **I**, and **U** in the Font section of the Ribbon.)

To set or change the style of text, first, using your mouse, select a piece of text, or place your cursor at the point where you wish to insert the newly formatted text, and then follow the directions below.

Setting the Font Style from the **Font Dialog Box**

1. To set the font style using the Font dialog box, first use your mouse to open Home from the ribbon.
2. From the font box, select the expand option (lower right corner of Font box).
3. When the Font Format dialog box opens, select the font, size and style(s) that you wish to apply.
4. When you have made your selections, click **OK**.

Setting the Font Style from the **Ribbon**

1. To set the font style using the ribbon, simply click Home, then use your mouse to select the format options (**Bold**, **Italics**, or **Underline**) that you wish to apply.

Setting the Font Style using **Keyboard Commands**

Select the text you want to format, then press Ctrl+B to bold, Ctrl+I for italics, or Ctrl+U to underline.
Saving Your Work

Consider this: you’ve learned to insert text, move it and format it, but you can lose any work you have not saved if there is a power failure! Documents you create are stored in your computer’s active memory (RAM) while you are working. However, if you shut off the computer without saving, it disappears and is lost! It is a good habit to save when you begin a new document as well as when you finish. Make sure to give the document a logical title so you can recognize it when you open your documents. Word is set to Auto Recover files every ten minutes, but you should save the file often as well. Any work you complete after saving will not be saved unless you select one of the two “Save” commands: Save and Save As.

Save
1. Use your mouse open the File menu.
2. Select the Save command if you wish to save on Local Disk (C).
3. In the Save As dialog box, you need to do two things:
   - First, search to find the location to save the file. Locations are listed in the box on the left and include Desktop, Documents, or Computer. The Computer options include Online storage (OneDrive, Google Drive), Local Disk (C), the hard drive, and an option for a flash drive if you have inserted one. The flash drive location will indicate the name of the flash drive and the letter of its location (G) or (K). In this box, you can choose a folder or create a new folder where you want to save your document.
     Note: Having a logical system of folders and sub-folders is essential to finding documents once you have saved them. (See File Management in Chapter 1.)
   - Near the bottom, in the File name box, type in a logical file name for your document. If something is already in the box, usually it is just the first line of your text.
     Note: Giving your documents file names that are connected to the content of the documents will help you to locate find your files. Remember, once a document is filed, all you can see is its file name -- that name needs to identify the file you want from other files in a folder.
   - Once you've set the save location and given a logical name to the document, click Save to complete the process.

Save As
Every time you select Save, Word saves (re-saves) your document with its original file name wherever you selected to save it. If you want to give it a new name, save a second version, or save it in another location, use the Save As command. If you save your work on multiple sources, always select Save As so you can see where you have saved your file. You may want to store files on an office computer, a flash drive, a laptop, and sometimes even on all of these.

1. Use your mouse to click open the File menu.
2. Select the **Save As** command.

3. Choose where to save the document, My Documents, Desktop, your flash drive (G or K) or even a specific folder.

4. In the **Save As** dialog box:
   - If you need to change the save in location, then choose the destination from the list on the left side of the screen. Select Documents under Libraries to save to the computer, and G or K under Computer to save to the flash drive.
   - Near the bottom of the box, in the File name box, you will see your original file name. Type in a new *logical* file name for your document.
   - If you have an earlier version than Word 2013 on your personal computer, be sure to check the box Maintain compatibility with previous versions of Word so that you may work on your assignments at home.
   - Click **Save** to save your document with its new name.

   After selecting **Save As**, the original document remains saved in its original location with its own name. The new document becomes the active document, and any changes you make after this point will be saved under the new name when you use the save command. Changes will not, however, be reflected in the original document.

➢ **The Save Icon on the Quick Access Toolbar**

To quickly re-save your document, use the Save icon on the Quick Access Toolbar. Use your mouse to click the Save icon. The document will be *fast saved*, that is re-saved without opening a dialog box. The keyboard shortcut Ctrl +S will also do a *fast save*. It will be saved wherever you have been working.

**Note:** When working on a document that you opened from an email attachment, it is imperative that you immediately save the document either to the computer (C: drive or My Documents) or your Flash Drive to avoid losing any work completed on your opened file in the temporary internet folder.

If you make changes to an email attachment and then send the message back to yourself, any changes you made to the file will be missing. Remember to resave your work to see the changes you made. Sometimes you will see a message that asks if
you want to replace the existing file with your newest copy. Yes, you do want to allow that to happen!

Printing

➤ Page Setup
Before you print, you should double-check your page setup by opening Page Layout on the Ribbon.

1. Click the arrow under **Margins**. Notice the **Normal** margins of 1” on all sides. This is the default option for typing and printing and provides correct academic style for college writing assignments.

2. There are **Size** and **Column** options that you can view to may make formatting changes by finding and selecting the print style you desire.

3. Opening **Breaks, Line Numbers**, or **Hyphenation** provides additional options also illustrated by icons.

➤ Print Preview
The **Print Preview** option can be found by clicking **Print** from the File Menu. Your print options will appear, and you will see the Print Preview on the right side of that screen. If there is more than one page, scroll down to review each one before printing. This lets you click through the pages to be sure that they will be situated on the paper the way you want them.

You cannot make changes (edit) in Print Preview. To edit your document, click the back arrow to return to the file to make changes. When you are ready to print, click the **Print** icon to do a quick-print (bypassing the Print dialog box).

➤ Print Options
When it’s time to print, there are a variety of options available when you select **Print** from the File Ribbon.

1. The **Print Preview** appears on the right side of the screen.

2. On the left, in the **Print** option, next to the **Printer icon**, there is a **Copies** box for you to select the number of copies to be printed.

3. There is also a **Printer** section set to the default printer of your computer. Opening that box provides additional options.

4. Under **Settings**, you may select the **Print All Pages** or expand it to see more options such as **Print Current Page** or **Print Custom Range**.

5. There are also numerous **Document Properties** under **Settings**. These include even more options under headings including **Print One Sided**, **Collated**, **Portrait Orientation**, and **Letter**. Each one can be opened to show still more choices, easily considered because there are additional icons depicting each possibility.
6. When you need to do more than print the file you just completed, take some time to view the many options available in the **Print** section of the **File** ribbon.

**MLA Style Requirements for Academic Writing**

When typing for academic or business use, be careful to begin by setting Word documents according to MLA format style for fonts and paragraphing.

- Before beginning to type, add the **ruler**, found by clicking **View** on the Ribbon. Check the box next to **Ruler**. Then, by clicking on **Page Layout**, make sure **Margins** are set to **Normal**, one inch on all sides: top, bottom, left, and right.

- Before beginning to type, **change the Font and Paragraph** default settings. Under **Home**, go to the **Font** menu to select **Times New Roman** or **Arial** in **12 point type**. Remember to make this the **default setting**.

- In the **Paragraph** menu, find the **Spacing** section and make sure there are only zeros (0 pt.) in the **Before** and **After** boxes. For **Line Spacing**, select **Single** for typing; then **Double** for essay submissions. The **At** box should be blank. **Select Default**.

- To keep the correct **Font and Paragraph** settings for acceptable academic style, make these options the **default settings** on your computer. College computers are reset daily, so you will have to re-select these as **default options** every time you use a campus computer.

College writing assignments require both a **header** containing your last name and a correct page number above the margin and a **heading** containing your name and course information to begin the document. The **header** is right aligned and appears on every page. The **heading** is left aligned, double spaced, and appears only on the first page.

- To create a **header**, from the **Insert** ribbon, click on **Page Number**. Choose “**top of page**” and find the sample with the number in the upper right corner (Plain Number 3). The page will be numbered 1. Next, type your last name and leave one space before the page number. Do not type in the page number; let the program number your pages correctly.

- To create a **heading**, on separate lines, left aligned, type your name, then the instructor name, then the course ID, and then the date. The entire document, including the heading, should be double spaced before printing.

- **Essays** and many other documents should contain a **centered title** before the text. Do not use bold, italics, or a different size font for a title.
For academic writing, always **double space and indent ½ inch for paragraphs.** Eliminate any quadruple spaces between paragraphs.

**Business** writing is **single spaced** with no indenting and a **double space** between paragraphs.

---

**Exercises for Learning**

- **Exercise 1**
  
  1. Open Microsoft Word to a new document and immediately save your new document as *Word Assignment 1* in the *RSCH 1203* folder on your drive.
  
  2. Exercise Instructions: *Before beginning to type, make sure the default font selected for all typed work is Times New Roman 12 or Arial 12.*

  - **Header Information:** From the Insert ribbon, select Page Number, Top of Page, and then Plain Number 3. Type the following information: your last name followed by one space before the page number 1. All following pages will be correctly numbered.

  - **Heading Information and Body:** To identify yourself and the assignment, left align and single space the following information:
    
    Your Name
    Instructor Name
    RSCH 1203
    Date

  - **Title**
    
    Skip a line and center align the title: *My Courses this Semester* in *Arial* font, size 14, **bold** as illustrated. Skip a line. Next type the information below according to the following directions:

    1. Against the left margin, list the courses you are taking. Type the Course ID and its title in *Times New Roman font, size 14, underlined, with only the course title in italics.* (See an example on the next page.)

    2. Under *Current Students* on the GSU homepage, select *Academics* and then *Catalog* for the *Course Descriptions* you need to copy. Find the course description for your current classes. Copy the description and paste it in your Word file. Select among the three Paste options and adjust the font to *Times New Roman, size 12, with no underlining.* On the next line, type the day and time you take that course. Repeat this process for all your classes this semester.

    3. Make sure to skip a line between each single-spaced entry.
4. **Alphabetize** the course list by using Word’s Cut and Paste feature. Center the title *Alphabetical List* in italics above the entries in plain **Times New Roman size 14**. Skip a line between the title and this list of courses.

5. Next, make a second copy of your list. Then using Copy and Paste put the items in **Chronological Order** according to day and time. Center the title *Chronological List* in italics above these entries in plain **Times New Roman, size 14**. Skip a line between the title and the list.

6. When finished, you will have one Word file containing **two lists** showing your schedule in both Alphabetical and Chronological order.

7. Print a copy of the completed document; save; and exit.

**Sample example entry to use as a formatting guide:**

**ENGL 2132 – American Literature II**

This class is a survey of American Literature from the late 19th century to the present. We read a sampling of literature from this period and discuss the social, historical and philosophical ideas in each. The course will have two exams, and we will write one major documented paper on a particular work by a given author. MW-10:00-11:15

➢ **Exercise 2**

1. Open a new document in Microsoft Word. Select Times New Roman 12, or Arial 12 for all typed work. These are the two acceptable fonts for college writing.

2. Immediately save this new document as **Word Assignment 2** in the RSCH 1203 folder on your flash drive.

3. Make sure to back up your files for future use. Email attachments are an easy way to save a second copy of completed documents.

4. Include the following information to identify yourself and the assignment.

   □ **Header Information:** From the Insert ribbon, select Page Number, Top of Page, and then Plain Number 3. Type the following information: your last name followed by one space before the page number 1. All following pages will be correctly numbered.

   □ **Heading Information and Body:** To identify yourself and the assignment; left align the following information:
   
   Your Name  
   Instructor Name  
   RSCH 1203  
   Date

5. Center and type the title below; using **Arial font, size 18, italicized**, as illustrated:

   **The Writing Process**
6. Skip three lines below the title and type this heading in Arial, bold caps, size 14, against the left margin as illustrated:

PREWRITING

7. Skip three lines and type this next paragraph in Times New Roman, font size 12:
Prewriting is the very beginning of the writing process. This is the stage where ideas become topics. Most topics are too large for a single essay; that’s why it is important for students to take their time during this part of the writing process to narrow the focus of the topic by selecting an audience and brainstorming. There are several different ways to brainstorm a topic for any writing assignment. The most common way to begin is to quickly list all the words you can think of related to your subject. Then, go back through your list to limit and focus your topic choices.

8. Skip three lines, and type the heading below in Arial, bold caps, size 14, against the left margin as illustrated:

BRAINSTORMING

9. Skip two lines, and type this paragraph in Times New Roman, font size 12:
The key to brainstorming is to select a method that works best for the assignment and the student. One popular method is called free writing. During free writing students begin writing whatever comes to mind on a given topic; during this process, the student isn’t concerned with spelling, punctuation or capitalization. The point of free writing is idea generation. Another common form of brainstorming involves listing. Listing can help the student explore different areas of a given topic. With the topic written at the top of the page, students create a list of related items. These brainstorming techniques can help students narrow their topics.

10. Using your mouse, delete "selecting an audience and " from the paragraph in # 7 titled “Prewriting.” Then use cut and paste to move the sentence "There are a several different ways to brainstorm a topic for any writing assignment” to the beginning of the paragraph in #9 titled “Brainstorming.”

11. Next after “One popular method” in the paragraph in # 9, insert "of brainstorming."

12. Next select the phrase "idea generation" from the paragraph in # 9. and apply italics.

13. Now select the headings: “PREWRITING and BRAINSTORMING” and underline those words.

14. Double space both paragraphs. You will find line spacing options in the extended Paragraph menu on the Home Ribbon. Or use the line and paragraph icon.
15. Using spell-check (Review ribbon), check for misspelled words and correct them.

16. Print a copy of the completed document. Re-save the file, and then exit.
Margins and Line Spacing

Word automatically sets all margins (Top and Bottom, Right and Left should all be 1”) and single-spaces your paragraphs. However, sometimes you may wish to manually override the default settings.

➤ Setting Margins

Although the 1” default margins are correct for MLA style, if you wish, you can change the margins using the Page Layout Ribbon.

1. With your mouse, open (click) the Page Layout Ribbon.

2. In the Page Layout box, click the show Page Setup dialog box button in the lower right corner. This will open the Page Setup dialog box.

3. The Page Setup dialog box has several tabs across the top. Select Margins.

4. The Margins dialog box will let you change the margins to whatever you need by using your mouse to click on the up arrows (to increase) or the down arrows (to decrease the margin size).

5. You can adjust margin settings for the whole document, or for a section or page of the document with the Apply To in the Page Settings drop-down list.
Note: Remember that you need at least ½” all the way around, since most printers will not print closer than ½” from the edge of a page.

6. When finished, select OK to apply your changes.

- Setting Line Spacing Using the Page Layout Ribbon

Word automatically sets line spacing at single spacing. To change to something else, set line spacing found in the Paragraph Format dialog box.

1. Use your mouse to open the Page Layout Ribbon from the menu bar.

2. On the Page Layout Ribbon, open the Paragraph dialog box by clicking the expand button in the lower right corner of the box. This will open the Paragraph dialog box.

3. The Paragraph Format dialog box has two tabs; select Indents and Spacing.

4. In about the middle of the box, in the Spacing section is the Line spacing drop-down list. Use your mouse to click the Line spacing arrow to show your choices.

   When you select a list choice, it will appear in the Line spacing box.

5. When you are finished, select OK to apply your changes.

- Tabs

The [Tab] key moves your cursor to a pre-determined spot on a line. The default setting for tabs is a ½” left-align tab. When you press the [Tab] key, the cursor moves over to the next ½” mark on the ruler. Word lets you manually set tabs at distances other than ½”. You can also set center-align and right-align tabs, for tasks where you want lines or parts of a line centered, or right-aligned.

- Setting Special Tabs Using the Ruler

To view the ruler bar, click on the View Ribbon. Check the ruler box. When you click this button, the ruler bar will expand across the top of the page and down the left side of the page. At the left end, you will see the Tab button. When you click this button, it changes from Left Tab to Center Tab, to Right Tab.
Setting Left Tabs
The most common tab is a left-align tab. With this tab, the text inserts from left to right after the tab.

1. To override the default ½” tabs and insert a special tab, click the tab button on the left end of the ruler, until it looks like this:

2. Then click your mouse at the spot on the ruler where you want the tab. A left-align tab will appear on the ruler.
   If your placement is off a bit, click and drag the tab you inserted along the ruler to the spot you wish.

3. When you strike the [Tab] key, your cursor will move to the new tab mark.
   You can place more than one tab on a line, and your additional tabs can be of different types.

Setting Right Tabs
Sometimes you may want to right-align a portion of the text at a certain location.

1. To do this, a right tab like the one at the right is your best tool. With the right tab, the text inserts at the tab and fills in from right to left, against the tab on the right.
   (Note: If you wish to right align a whole line, your Align Right button in the Formatting Toolbar is a better choice.)

2. To set a right tab, click the tab button at the left end of the ruler, until it looks like this: (the Right Tab), like the tab in the figure just above.

3. Then click your mouse at the place on the ruler where you want the end of your text. A right tab will appear on the ruler at the spot where you click. If the placement is off a bit, you can drag the tab along the ruler to the right spot.

4. When you strike the [Tab] key on the keyboard, your cursor will jump to the tab, and when you type, your text will fill in from the right, ending against the tab.

Setting Center Tabs
Sometimes you may want to center a portion of a line of text.

1. To do this, a center tab is your best tool. With the center tabs, the text inserts at the tab and fills in on either side, centering on the tab.
   (Note: If you wish to center a whole line, the Center Align button in the Paragraph section of the Home Ribbon is a better choice.)
2. To set a center tab, click the tab button at the left end of the ruler, until it looks like this (the Center Tab), like the tab in the figure just above.

3. Then click your mouse at the place on the ruler where you want the middle of your text. A center tab will appear on the ruler at the sport tab will appear on the ruler at the spot where you click. If your placement is off a bit, you can drag the tab along the ruler to the right spot.

4. When you strike the [Tab] key, your cursor will jump to the tab, and when you type, your text will fill in on either side, centering on the tab.

**Indenting**

Word presets your paragraph as a block against the left margin with no indention. You may adjust indenting in several ways. You can manually set *first-line (for paragraph) indentation* with the first line indented ½". Or, press Tab each time you begin a new paragraph for ½" indenting. You can also *block indent* paragraphs, or use and set *hanging indents*, where the first line is against the margin, but the rest of the lines in the paragraph are indented.

➢ First-line / Paragraph Indention

Word automatically sets your paragraphs as block paragraphs against the left margin. For many writing tasks, you will indent the first line of paragraphs ½ inch. You can hit the [Tab] key at the beginning of each paragraph (as you would on a typewriter), or you can set the computer automatically for first-line indentation for every paragraph. On the Home Ribbon, expand the Paragraph box. Select **First Line** in the Special box in the Indentation section. **Note:** A computer is not a typewriter. Do not indent a paragraph by hitting the space bar five times.

Setting First Line Paragraph Indention in the Paragraph Format Dialog Box

1. Use your mouse to open the **Page Layout** Ribbon.

2. In the lower right corner, expand the **Paragraph** dialog box.

3. The Paragraph dialog box has two tabs; select **Indents and Spacing**.

4. In the Indention section, locate the **Special** category. Use your mouse to click the **Special** down arrow to show the choices.
5. Select **First Line** in the **Special** box. Use this to indent the first line of every paragraph.

6. First-line indentation will then be applied to the current paragraph and to any subsequent paragraphs, until you change the indentation again.

   **Note:** If you typed text that you wish to indent, then first select the paragraph or paragraphs that you wish to indent before changing the indentation. In this case, the indentation will only be applied to selected paragraphs.

7. When you are finished, select **OK** to apply your changes.

**Setting First-Line Paragraph Indentation Manually**

You can set indentation manually using the indentation markers on the ruler.

1. To change from the default block paragraph to a first-line indented paragraph, use your mouse to drag the upper indentation marker \( \frac{1}{2} \)" to the right, shown in the figure on the right.

2. First-line indentation will then be applied to the current paragraph and to any subsequent paragraphs, until you change the indentation marker again.

   **Note:** If you have already typed in text that you wish to indent, then first select the paragraph or paragraphs that you wish to indent, then drag the indentation marker. In this case, the indentation will only be applied to selected paragraphs.

**Indenting Block Text**

Word automatically sets your paragraphs as block paragraphs aligned against the left margin. Sometimes you need to have the whole block (or a section of a bulleted list, for example) indented from the margin.

**Setting Block-Indent Text With The Increase Indent Button On The Home Ribbon**

1. To set indentation for new text, simply click the increase indent button, and the indentation markers on the ruler, and, thus, the insertion point cursor will move in each time you click.

2. Your current paragraph and all subsequent paragraphs (whenever you press [Enter]) will be block indented until you change the indentation. You can do that with the decrease indentation button on the **Home** Ribbon.

   **Note:** If you typed in text that you wish to indent, use your mouse to select the paragraph or paragraphs that you wish to indent, then click the increase indentation button. In this case, the indentation will only be applied to selected paragraphs.

**Hanging Indents**

Some writing tasks (like Works Cited pages) call for hanging indents, where the first line is against the left margin, but subsequent lines are indented \( \frac{1}{2} \)". Thus, the second and following lines...
“hang” from the first like those in the figure on the right.

Setting Hanging Indention through the Paragraph Format Dialog box

1. Use the mouse to open Page Layout, or find Paragraph on the Home Ribbon.
2. In the lower right corner, expand the Paragraph dialog box.
3. This will open the Paragraph Format dialog box. The Paragraph Format box has two tabs; select Indents and Spacing.
4. In the Indention section, select the Special category. Use your mouse to click the drop-down box arrow to show your list of choices.
5. Select Hanging (just below First-line, illustrated in the figure), and it will appear in the Special box.
6. Hanging indentation will then be applied to the current paragraph and to any subsequent paragraphs, until you change the indentation again.

Note: If you have already typed text that you wish to indent, then first select the paragraph or paragraphs that you wish to indent before changing the indenting. In this case, the indentation will only be applied to selected paragraphs.

Setting Hanging Indention Manually

You can set indentation manually using the bottom indentation marker on the ruler.

1. To change from the default block paragraph to a hanging indent, use your mouse to drag the lower indentation marker ½” to the right—as shown in the figure on the right.

Note: Selecting that bottom triangle can be tricky. If you click a fraction of an inch too low, you grab the rectangle below the indent triangle which will change both upper and lower markers; thus causing a block indent. In addition, if a Tab has been placed in the same spot, you have to navigate around it. Play with your cursor placement and watch the “balloon help” pop-up captions, and with a little practice, adjusting things on the ruler is easy.

2. Hanging indenting will then be applied to the current paragraph and to any subsequent paragraphs, until you change the marker again.

Note: If you have already typed in text that you wish to indent, then first select the paragraph or paragraphs that you wish to indent, before dragging the
indentation marker. In this case, the hanging indent will be applied only to selected paragraphs.

**Page Breaks**

Word automatically sets page breaks at the bottom margin. These are called *soft page breaks* – “soft” because they will change if you add or delete text. You can also manually insert *hard page breaks* at any point in your text — “hard” because they do not change unless you delete them. This would let you begin a new section (for example, a Works Cited page) on a new page to continue correct page numbering.

- Setting Hard Page Breaks

  Setting a Page Break with a Keyboard Shortcut

  1. Word offers you keyboard shortcuts for several common tasks, among them, setting page breaks. This is the quickest and easiest way to set a page break.

  2. To prepare to set a hard page break, move your cursor to the end of the text, after which you want the page break. It is a good idea to hit the [Enter] key once, to move your cursor down and end on a blank line.

  3. To set the page break, hold down the [Ctrl] key (underneath the [Shift] key), and strike the [Enter] key. This is called [Ctrl] + [Enter].

**Headers and Footers**

Often page numbers or particular text (like last name and page number) is required on every page of your document (or section of a document). Word lets you do that in either *Headers*, at the top of every page, or *Footers*, at the bottom of every page.

- Working with Headers and Footers

  To set up your headers or footers,

  1. Open the **Insert** Ribbon.

  2. A new Ribbon will appear with options for adding and formatting *Headers* and *Footers*. See the box in this ribbon provides several choices for each option.

    ![Header & Footer](image)

    In addition, you will see the Header Textbox in the document. Two tabs (a center tab, and a right-align tab) are set by default. For essays, click the Page Number option, choose Top of the Page, and select Plain Number 3 to right align your last name and the correct page number. To do this, you must type in your last name and one space to add to the correctly numbered pages.
Note: While you are working on the document itself, your Header (or Footer) will appear as grey text. You can quickly open the Header (or Footer) by using your mouse to double-click on the Header (or Footer) area. The Header text will become active (black text) and the document text will be “greyed out.”

You can switch between the Header and Footer, by using the icons on the Ribbon or by double clicking in and out of the space where the Header or Footer appears. To switch back to the document, either click the Close button on the Header and Footer Toolbar, or just double-click anywhere on the grayed-out document text.

➢ Page Numbers in Headers and Footers

Word will automatically keep track of your page numbers. By selecting the Page Number (#) tool, Word updates your page numbers in the header or footer of each page of your document.

1. Click to select a location and style for page numbers from the list that appears (top, bottom, page margins, and current position) to indicate page number placement and style.

2. When the options open showing various placements and styles, click on the Page Number style and placement of your choice. Plain number 3 works best. Word will add the correct page number on every page based on your selection.

➢ Other Text in Headers and Footers

You can type into the header or footer any text to appear on every page of the document. In addition, you can automatically add the date to your document, using the Insert Date button shown above. Clicking that opens a list of style choices. For academic and business writing, the best choices are MM/DD/YYYY or DD/MM/YYYY as illustrated: August 22, 2017 or 22 August 2017.

In the Header (or Footer) Text box, when you select the Blank option, place the cursor where you want the text (or [Tab] to the location), and type in your text.

Bullets and Numbers

Sometimes a list communicates better than a sentence. Word lets you list things with Bullets, Numbering, or as a Multilevel list in outline form. There are a variety of format styles to choose among for bullets, numbers and for a multilevel list.

➢ Bulleted Lists

To set up a bulleted list, select the Bullets button from the Paragraph section of the Home Ribbon. Each time you press [Enter], a new bullet will appear.
If you want to add bullets to existing text, use your mouse to select the paragraph(s) or list of items to bullet; then, click the bullet icon. The text will be automatically indented, and bullets will appear next to the first word of the first line of each paragraph. You may choose among the bullet styles shown.

If you have a bullet where you do not want one, place your cursor next to the bullet and click the bullet tool again, to “turn it off” for that paragraph. You may need to block indent the paragraph to match the format of the bulleted text.

**Numbered Lists**

To set up a numbered list, select the Numbering button from the Paragraph box on the Home Ribbon, as illustrated in the Figure on the right. Each time you press [Enter], the next number will appear.

If you want to add numbers to existing text, use your mouse to select the paragraph(s) you wish numbered; then, click the Numbering icon. The text will be block indented automatically, and numbers will appear next to the first word of the first line of each paragraph. Choose among the variety of number styles shown.

If you have a number where you don’t want one, place your cursor next to the number and click the Numbers tool again, to “turn it off” for that paragraph. You may need to block indent the paragraph to make it match the format of the numbered text.

**Formatting Your List**

Word offers many options for the appearance of your bullets and numbers. To access these Bullet Formatting options, use the drop-down arrow next to either icon.

- With **Bulleted**, you can choose the type of bullet you want, as illustrated here.
- With **Numbered**, you can choose how you want the numbers to appear, and whether you want numbering in different lists to be continuous or to re-start at the beginning of each new list.
- It is always possible to click Undo to go back and change to a different option.
- Take your time to see which option best serves your purpose.

**Formatting an Outline**
Word helps you to format outlines. There are many options for the appearance of your outline’s bullets or numbers. To access Formatting options, Open the Home ribbon, and select the Multilevel List icon in the Paragraph box, shown here:

Below on this page, view the box illustrating the various types of multilevel lists that exist. They include outlines using numbering, lettering, headings, and even various bullets.

**Note:** The best way to create any multilevel list when typing a list is to type all lines in your list before selecting bullets, or numbers, or the multilevel format. When you finish typing all items, choose the format you wish to use.

After that, you will be able to create the different levels showing topics and indented sub topics by pressing [Tab] for the lines you wish to indent. You can try out different styles by clicking undo and selecting another style until you are satisfied with the appearance of the completed list.

- Your first line of text will follow the pattern for the 1st level of the outline, when you press [Enter], the next line will be the same format as the first, but if you press [Tab], then it will change to the next level of the outline format. Pressing [Shift] + [Tab] will return it to the previous level.

- You can add this outline formatting to existing text by using your mouse to select the entire piece of text you wish to format, then the Multilevel list feature from the Paragraph box of the Home Ribbon, and select the format you want.

Go through your text using the Tab key or the Increase Indent button to indent the various parts of the outline to the level they should be. They will then take the outline formatting you chose.
Working with Multiple Documents / Copy and Paste

You should never have to re-type text you have already typed somewhere in a document. Word lets you copy text from one location to another – even from one document to another. Copying and pasting (or cutting and pasting) allows you to reuse or move text from place to place. When you **copy** and **paste**, the original text stays where it was and a **copy** is placed in the new location. When you **cut** and **paste**, you remove the text from the original location and place it in the new one. Other than that, the process is just the same.

➢ Working with a Second Document

Opening a Second Document

Word allows you to open and work on multiple documents.

1. To open a document, with your mouse, click the Word button, shown above.

2. Click on the File button and the select **Open**. This will open a box showing various options including Recent Documents and Computer where you will find your flash drive.

3. Next, select the drive and folder that contain the document you wish to open.

4. Once you open the correct folder, its documents will be listed in the Open box. Highlight the document you need and click the Open button (or just double-click on the document you want).

5. Your document should open as the active document for revising or printing.

➢ Moving Between Documents

Having several documents open at once is like holding a stack of printed documents. The one on top is your active document, but you can decide at any time to bring another document to the top of the stack.

1. To see your open documents, click on the Word icon at the bottom of the screen. Your open documents will be shown and you can scroll among them.

2. The active document you are working on will be highlighted. If you want a different file, click on it to bring it to the full screen.

➢ Copying and Pasting between Documents

Copying Text to the Clipboard

When we copy text from one document to another, we use the analogy of a clipboard. The clipboard is a bit of your computer’s memory that holds the material you are
copying and moving somewhere else. When you copy (or cut) text, it moves temporarily to the clipboard and waits there till you paste it somewhere else.

1. There are several ways to copy text from one document to another. In all of them, you \textit{first} use your mouse to \textit{select the text} (a sentence, paragraph, or page of text).

2. Then either:
   - Open the \textbf{Home} Ribbon, and select the \textbf{Copy} icon from the \textbf{Clipboard} box
   - Or use the Keyboard shortcut [Ctrl] +[C]
   - Or right click on the selected text and choose \textbf{Copy} from the pop-up menu

You will not see any change in the appearance of your document, but you know that the selection is copied and now waiting for you on the clipboard.

Pasting Text from Clipboard

1. After you copy text from one location, and it is sitting on the clipboard, you can open the document into which you want to paste it by using your mouse to open the document from the Task Bar and then selecting the target document.

2. If the target document already contains other text, scroll down to the place where you want to place the copied text and use your mouse to click on the spot.

3. There are several ways to perform the Paste function:
   - Open \textbf{Home} Ribbon, select \textbf{Paste} icon, shown here:
   - Or use the Keyboard shortcut [Ctrl] +[V]
   - Or right click on the spot and choose \textbf{Paste} from the pop-up menu

\textbf{Word Tools}

Word offers help with spelling, grammar, and vocabulary when you open the \textbf{Review} ribbon. Word’s default setting automatically checks every word and sentence you type against its internal dictionary and its grammar rules. These tools are time savers and can pinpoint errors, but because they may not know your meaning or a word not in the dictionary, they can be misleading. If the word you type is spelled correctly but it is the wrong word (like \textit{there} for \textit{their}, \textit{its} for \textit{it’s}, or \textit{to} for \textit{too}), then spell check will not catch the error. Spell check is never a substitute for careful proofreading.

\textgreater Checking Your Spelling
Word automatically compares every word you type against its built-in dictionary. If a word does not appear in the dictionary, then Word lets you know by underlining it with a *wavy red line*. When you see those squiggly red lines, here is what to do.

### Using Spell Check

1. The quickest way to correct these words is to use your mouse to *right-click* on the marked word.
2. Word often offers suggestions for words that might be what you intended.
3. If the word you intended is in the list; then use your mouse to select that word.
4. Word will automatically replace your word with the word you selected.

### Checking Your Grammar

Word also automatically compares each sentence to its built-in sentence format rules. Anything you type that does not correspond to those rules will be underlined with a *wavy green line*.

### Using the Grammar Check

1. The quickest way to double-check your grammar is to use your mouse to *right-click* on the marked line. (Often there is a simple spacing or punctuation error that can be corrected by clicking on the correction shown.)
2. Word will explain what it thinks is wrong and then give suggestions based on its built-in grammar rules. Some of those suggestions are helpful, but others may not fit your situation. **Note:** Grammar check is not a substitute for your own careful review. Never depend on a machine to be correct unless you agree with its suggested changes. You are the write in charge!
3. If Word’s suggestion is better than your sentence, use your mouse to select the correction. If you are sure that your sentence is correct as you wrote it, then select Ignore Sentence and go on with your work.

- **Note:** Do not automatically assume that the blue line means you have made a grammar mistake. One very helpful feature of the grammar check is that it can quickly pick up punctuation or typing errors (like an extra space between words or before a comma) and you can click your way to better punctuation.

- **Note:** When you right click on a blue line, the suggested correction may show only a space movement. When you select by clicking there, you will see the space shift to eliminate extra spaces you might not have noticed.

### Using the Thesaurus

Word also offers a built-in Thesaurus tool. It is not automatic, like spell check. To open it:

1. First select the word you want to look up by double-clicking it.
2. The Thesaurus is located in the **Review** Ribbon, so use your mouse to open the **Review** Ribbon.

3. Click on the Thesaurus icon.

   *You can bypass these menus* by using the keyboard shortcut [Shift] + [F7]. (F7 is in the row of *Function Keys* above the number keys of the typing area.)

4. When the Thesaurus task pane opens, you will see your word in a box at the top, with synonyms listed under it by word type (noun, verb, etc.).

   *Note*: When you use the Thesaurus, grammar is important. Words will be listed under their part of speech (noun, verb, adjective, etc.). You must think about the grammar of the word before you begin making replacement choices.

5. Use your mouse to highlight a replacement term; then click on the down arrow next to the highlighted word and select from the list the action choice.

6. You can also find the Thesaurus when you right click on a word to review the Synonym choices. The last option you can select will take you to the Thesaurus.

#### Spelling, Grammar, and Thesaurus Tools

These tools and more can be found in the **Proofing** box that opens when you select the **Review** Ribbon. The box below illustrates some of the available options.

**Exercises for Learning**

The following exercises demonstrate the functions of Word reviewed in this chapter. Directions for changes may appear either before or after the text samples to be typed.

#### Exercise 1

1. Open Microsoft Word to a new document and immediately save your new document as *Word Editing 1* in the RSCH 1203 folder on your drive. There are two parts to this exercise: Text Sample A and Text Sample B.

2. Exercise Instructions: Select Times New Roman 12 or Arial 12 for all text.
   - **Header Information**: From the Insert ribbon, select Page Number, then Top of Page, Plain Number 3. Type your last name followed by one space before the page number 1. All pages will be correctly numbered. Close the header.
**Heading Information and Body:** To identify yourself and the assignment, left align and single space the following information:

Your Name  
Instructor Name  
RSCH 1203  
Date

For **Sample A**, type and then format three sample citations shown in #2 below in the MLA style required for Works Cited pages. Complete the typing first and then go back to make format changes. Follow these directions in order.

1. **Text Sample A:** Without hitting the [Enter] key until the end of each item, type the three citations in #2. Type using Times New Roman font, size 12, and apply italics, quotation marks, and punctuation as shown. Do not press [Enter] to match the lines on the page. Press [Enter] only after the last period at the very end of each item.

2. **Center** the title Works Cited below your heading and type the following three citations starting on the left margin:

   <http://www.freemuse.org/sw2338.asp>.


3. Next, format the citations with a **hanging indent**.

4. Select the content of Sample A (#2 above) and **double-space** it. If you typed using single spacing, there will be extra spaces between items. Remove these extras spaces to make the file continuously double spaced.

5. Using Word’s cut and paste feature (or drag and drop), put the three citations in **alphabetical order** according to author’s last name or the first word in a title if there is no author named.

1. For **Sample B**, the second part of Exercise 1, skip two lines and change the font to **Arial font, size 10**, single spaced. Type the text pressing [Enter] only
after each period using **Arial font, size 10, single spaced.** There are intentional mistakes in spelling for you to correct later.

Text Sample B:

Habit 1: Be Proactive.
Take responsibility for your life.
Habit 2: **Start** with the end in Mind.
Define your mission and your life goals.
Personal mission statement.
"So often, in our desire to be part of the "in-group" we lose sight of things that are far more important," Sean Covey.
Habit 3: Put first things first.
Prioritise, and do the **big** thangs first.

2. Next, select the entire text and create a **numbered list.** Choose any number style you like. Formatting changes will turn it into an outline.

3. After you add numbers to the entire list, create a **multilevel list,** also called an **outline,** by using the [Tab] key to indent the sub points that explain Habit 1, Habit 2, and Habit 3. Follow these directions:

   a) Put your cursor at the beginning of the line “Take responsibility for your life,” under Habit 1, and press [Tab] once to create a second level sub point. This appearance of the numbers changes as you make a multilevel list with points and sub points. Now indent the statements that directly come below Habit 2 and Habit 3 by pressing [Tab].

   b) Under Habit 2, there is a quote by Sean Covey that is a third level sub point. Put your cursor at the very beginning of that quote and press [Tab] twice to indent the quotation as a third level sub-point.

4. Select the two underlined words in the outline, and using Word’s Synonym or Thesaurus feature, substitute a better word for each of them.

5. Use “Spelling” in the Review ribbon to correct misspelled words.

6. Save; then print a copy of this completed exercise; then exit.

---

**Exercise 2**
1. Open Microsoft Word to a new document and immediately save your new document as Word Editing 2 in the RSCH 1203 folder on your drive. This exercise has three sections: A, B, and C.

2. Exercise Instructions:

   - **Header Information:** From the Insert ribbon, under Page Number, select Plain Number 3, Top of Page. Type the following information: your last name followed by one space before the page number 1. All pages will be correctly numbered.

   - **Heading Information and Body:** To identify yourself and the assignment, left align and single space the following information:
     
     Your Name
     Instructor Name
     RSCH 1203
     Date

   This Word Demonstration has three parts: Text Sample A, Text Sample B, and Text Sample C. Type all the information first before going back to make changes required to practice formatting options.

   **Sample A:**

   Avoiding Plagiarism:
   There are several ways plagiarism can be avoided. In order to avoid plagiarizing, students must give credit to their sources.

   Quote:
   One of the easiest ways to avoid plagiarism is to incorporate direct quotes from the articles, books, web sites, or databases used in the research process. Remember to cite sources within the paper and on the Works Cited page.

   Paraphrase:
   When paraphrasing information from a source, students must cite the source in text (within the essay) and on the Works Cited page.

1. Type the complete text of Text Sample A in **Times New Roman, 12**. After typing the entire text, change the heading “Avoiding Plagiarism” to font size 18. Do not indent the heading or the text in this section.

2. Next, select both the titles “Quote” and “Paraphrase” and the descriptions as a block, and indent them .75 inch from the left. Use the Indentation box
found in Paragraph on the Home ribbon, or the Indent box on the Page Layout ribbon.

**Sample B:** Type this List according to the directions that follow it.

- Plagiarism
- Definition
- Consequences
- Teacher responsibility
- Instruction of citation methods
- Use of plagiarism detection tools
- Student Responsibility
- Proper Parenthetical Citations
- Proper Works Cited page

1. Type Text Sample B in Arial font, size 11, not bold.
2. Format it as a bulleted list, using a bullet style in the Paragraph box.
3. There are three topics in this list: Plagiarism, Teacher Responsibility and Student Responsibility.
4. Under each topic there are two sub-topics. Put your cursor before each sub-topic and press [Tab] to indent the sub-topics to form a multilevel bulleted list. For example, under Plagiarism, both Definition and Consequences will be indented.
5. When you select [Tab] to indent, the appearance of the bullet will change according to the icons selected by Word’s formatting.

Before typing **Sample C,** insert a page break (found in the Insert Ribbon). Type the three entries in Times New Roman, size 12, no bold. Then, follow the directions on the next page to correct the formatting.

**Sample C:**


In the chapter “Avoiding Plagiarism,” Palmquist makes a distinction between “intentional plagiarism” and “unintentional plagiarism” (88). As Palmquist points out to students: “Learning how to integrate information from your sources will help you ensure that the information and ideas from a source doesn’t mistakenly read as if they are your own work” (95). Some students mistakenly conclude that they are not plagiarizing if they change the wording from the author’s original words to their own words. That is not correct. When paraphrasing, writers must always also give credit to the source of the information or ideas.

Plagiarism is perceived a growing problem and universities are being required to devote increasing time and resources to combat it. Theory and research in psychology show that a thorough understanding of an individual's view of an issue or problem is an essential requirement for successful change of that person's attitudes and behavior (463). This pilot study explores students' perceptions of a number of issues relating to plagiarism in a university. In the pilot study, focus groups were held with students across discipline areas, years, and modes of study. The conclusion: “A thematic analysis revealed six themes of perceptions of plagiarism: confusion, fear, perceived sanctions, perceived seriousness, academic consequences and resentment” (480).

“Citing Direct Quotations.” *Avoiding Plagiarism*, Duke University Libraries, 20 Aug. 2012. Web. 22 May 2014. <http://library.duke.edu/research/plagiarism/cite/directquote.html>. Use direct quotations cautiously and infrequently. Be careful to choose to quote directly only to create a strong impression by reproducing directly the distinctive wording of an author. “A paper composed mostly of quotations from other writers creates a potential plagiarism risk called ‘patchworking.’” This is plagiarism because you have presented very little original thought. Whether it is a few words or a paragraph, discuss the writer’s ideas in your own words in order to show your understanding of the ideas presented. When quoting a long passage of four or more lines, block indent the quotation, remove quotation marks, place a period at the end, and provide a parenthetical citation following the quoted text.

1. Text Sample C is an *Annotated Bibliography* containing three citations followed by a summary of each one. After typing, apply double spacing.

2. Center the words Annotated Bibliography in Times New Roman, size 12, above the three entries.

3. Using cut and paste, place the entries in correct *alphabetical order*.

4. Select all and apply a *hanging indent*. This option is found in the *Paragraph* dialog box under *Indentation*. Look for *Special* and select the option *Hanging Indent*. (*Note:* Since you pressed [Enter] between the citation and the summary, for correct format, you must press [Tab] to indent the first line of the summary.)
5. For correct MLA format style, remove all extra double spaces between entries. This is a continuously double-spaced document with only one line on the margin for each of the three entries.

6. Using the spell-checker, correct all misspelled words in the document.

7. Print a copy of this completed document, save and exit.
The Research Process

Chapter 5

The Research Process

In this Chapter

• Topic Development
• Information Source Types
• Evaluating Information Sources
• Crediting Sources
• Exercises for Learning

Introduction

In the “age of information,” learning how to effectively conduct research not only helps you learn how to find information, but also how to evaluate it, put it into context, and report it clearly and accurately\(^1\). Understanding the process and learning how to research effectively will help you today and prepare you for your career ahead.

People conduct research for many reasons, however, all research shares several key characteristics\(^2\):

- Addresses a specific information need;
- Provides a description, explanation, or understanding of a particular idea, topic, or problem;
- Acquires, interprets, and assimilates information; and
- Organizes and presents information (essay, presentation, video, etc.).

Research is not always a straight forward path; however, there are steps that can help you see how the different parts work together. Let’s start at the beginning.

Topic Development

Subject Exploration

The beginning of every research project starts with a topic. When it comes to determining a topic, your instructor may assign a specific topic, allow you to choose your own, or something in the middle. It is highly recommended that students who are given the freedom to choose their own topic, select something that they connect with. This is your chance to explore an interest that you wish to become more knowledgeable about. It will also make the research, reading, and writing process more enjoyable.

---


Most researchers start with a subject, a broad area of knowledge, like climate change or gun control. As you explore this subject you’ll start to narrow your focus to something more specific and manageable. When considering possible subjects, browse your course textbook, newspapers, or even Wikipedia. These sources often offer overviews of interesting topics, including:

Current interest subjects like:
- Space/NASA
- Social justice movements/Activism

Controversial subjects like:
- Renewable energy
- Healthcare

Subjects related to popular culture and/or hobbies like:
- NBA
- Hip-hop and fashion

**Brainstorming: The 5 Ws**

If you are new to academic research, choosing your own topic can sometimes seem daunting. You may have a broad idea, but to make it research-ready, you must narrow your focus to a specific question or issue. Start with where you initially identified your subject and began exploring. Are there subtopics, general themes, or related ideas you could focus on? Take notes.

Brainstorming this broader subject will help direct your research. Answering the following questions using the information on subtopics, general themes, or related ideas will provide you with potential areas of focus.

We call these questions the 5 Ws: who, what, when, where, and why.

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th>are your possible research populations (an individual or demographic — teenagers, women, etc.)?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong></td>
<td>are some things that influence or are impacted by your topic?</td>
</tr>
<tr>
<td><strong>When</strong></td>
<td>is/was your topic relevant? Is the timeframe of the information important?</td>
</tr>
</tbody>
</table>
The Research Process

Where is your topic relevant? Are you looking at a specific city, region or country?

Why is the topic important or interesting to you?

EXAMPLE

Topic: Traffic

<table>
<thead>
<tr>
<th>Who</th>
<th>Teenagers; commuters; cyclists; college students</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Air pollution; life-work balance; commute time; road rage; public transportation</td>
</tr>
<tr>
<td>When</td>
<td>A year; Last 5 years</td>
</tr>
<tr>
<td>Where</td>
<td>United States; Atlanta; Los Angeles</td>
</tr>
<tr>
<td>Why</td>
<td>Air quality; safety of driver and passengers; time; money</td>
</tr>
</tbody>
</table>

Determining a topic style

Once you narrow your topic’s focus, it’s also important to understand your topic style to determine how you will frame your research.

1) How/Why - A how/why topic creates an argument by explaining a process.
   Examples:
   - How can recycling plastic be profitable?
   - How are patients newly diagnosed with diabetes educated?

2) Classic arguments – Also referred to as expository topics, these topics address a because cause.
   Example: Texting while driving is bad because…

3) Analytical – Address a specific question about your topic, and often ask “What…?”
   Examples:
   - What are the leading causes of divorce in the twenty-first century United States?
   - What is the relationship between climate change and hurricanes?

4) Compare and Contrast – identifying the similarities and/or differences of two (or more) viewpoints, policies, practices, styles, etc.
Examples:
- Compare India and China’s government policies on mandated birth control.
- Marvel or DC superheroes in current movies.

Search Strategies

When using library databases or a web-based search engine, keyword searches are the best way to retrieve information and can be used to find books, articles, websites, etc. When using a basic keyword search, the search tool produces results by matching text, so it is very important to think strategically about the terms or phrases you are using to find relevant information.

<table>
<thead>
<tr>
<th>Key concept terms</th>
<th>Central ideas of your topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonyms</td>
<td>A word or phrase that means exactly or nearly the same as another word or phrase, like college and university</td>
</tr>
<tr>
<td>Related terms</td>
<td>Have a connection with your key concept terms but are not the exactly same, like charities and Red Cross</td>
</tr>
<tr>
<td>Search queries</td>
<td>Adding multiple search terms or phrases together</td>
</tr>
</tbody>
</table>

Exercises for Learning

Exercise 1

Research Report Assignment: Part 1
Select a topic related to your career goals, and complete the form below.

My topic is

My topic is a:

- [ ] How/Why
- [ ] Classic Argument
- [ ] Analytical
- [ ] Compare/Contract
SEARCH TERMS

Key words:

Synonyms:

Related ideas:

Focused research idea/topic:

<table>
<thead>
<tr>
<th>Who</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
</tr>
</tbody>
</table>

Information Source Types

Information comes in many different forms to meet many different information needs. When determining what information you need to complete your assignment, it's important to consider several things.

- Does your instructor require you to obtain information from a specific source type, like a journal article or book?
- Does the journal article need to be scholarly or peer-reviewed?
- How current does the information need to be?
- What is the intended audience for the information?

Knowing the answers to these questions will make selecting the appropriate source(s) much easier. The following chart outlines the general characteristics of different source types.
**Books**
(Scholarly & Popular Non-Fiction)

Useful for background on an issue or an in-depth analysis of an event, theory, piece of literature, or person. Can provide a complete and detailed picture. Useful when looking for an extensive amount of information, putting your topic in context, or historical information.

**Journals**

Scholarly: Reports original research or experimentation. Written by experts in the field. Provides a focused analysis of a specific topic in a given field.

Trade: Covers practical information in a specific industry, such as architecture or car mechanics. Useful to people in the trade field.

**Magazine**

Provides general information on diverse topics of popular interest. Intended for a broad audience. Written by journalists, editorial staff or freelance writers that may or may not have a background on the topic.

**Newspapers**

Provides current information about events, people or places. Useful for information on current events and local information.

**Websites**

News Sites: Reports on news & politics and provide commentary.

Government Sites: Useful source for current laws, government policies, demographic information, and statistics.

Education Sites: University- or college-affiliated information. May include general information about a specific institution or scholarly materials generated by university/college research centers.

Personal Sites/Blogs: May contain personal and/or professional information. Quality depends heavily on the expertise and credibility of its author.

Corporate Sites: Provides information about a business, organization, or service. Important when conducting business or product research.

**Scholarly vs Popular**

Information is created for specific audiences. Typically, these audiences can be split into two categories, popular and scholarly. Popular information is written and published at a nonacademic level and geared towards the general population. The intent of this information is to be understandable to the broadest group of people possible. While some popular information sources focus on a particular topic, like fashion or cars, most provide general information on a variety of topics. Content could also include secondary discussion of an original research study, a personal narrative, or even an opinion piece. Newspapers, magazines, and most websites are considered popular information sources.
Scholarly sources include books and journal articles, which are produced by experts working in a field or occupation related to the topic. An example would be a journal article by a physician on heart disease. This information is geared towards other scholars, researchers, professors, and students working or studying within the field. Information found in scholarly sources tends to be more reliable and in-depth than popular sources discussing the same topic.

Peer-reviewed (or refereed) articles are another type of scholarly source. They are scholarly pieces that have been reviewed and approved by a group of highly knowledgeable peers in that subject prior to formal publication. These articles are critically evaluated for accuracy and relevancy both in terms of research methods and findings. Because the review process is so thorough and rigorous, information from a peer-reviewed (or refereed) source is often considered authoritative.

<table>
<thead>
<tr>
<th></th>
<th>Scholarly Journal</th>
<th>Popular Magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td><img src="image" alt="Scholarly Journal Example" /></td>
<td><img src="image" alt="Popular Magazine Example" /></td>
</tr>
<tr>
<td>Author</td>
<td>Author’s credentials are provided; usually a scholar or specialist with subject expertise.</td>
<td>Author is frequently a journalist, may or may not have subject expertise.</td>
</tr>
<tr>
<td>Audience</td>
<td>Scholars, researchers, and students.</td>
<td>General public</td>
</tr>
<tr>
<td>Language</td>
<td>Specialized terminology or jargon of the field; requires expertise in subject area.</td>
<td>Easily understandable to most readers.</td>
</tr>
<tr>
<td>Graphics</td>
<td>Graphs, charts, and tables; very few advertisements and photographs.</td>
<td>Lots of glossy advertisements and photographs; infographs.</td>
</tr>
<tr>
<td>Accountability</td>
<td>Articles are evaluated by a subject expert editor or a group of peer-reviewers for content, style and format.</td>
<td>Articles are evaluated by editorial staff for format and style.</td>
</tr>
<tr>
<td>References</td>
<td>Required. Quotes and facts are verifiable.</td>
<td>Little if any information about source materials are given.</td>
</tr>
</tbody>
</table>
Evaluating Information Sources

While finding information is an important step in the research process, evaluating the quality and content of your sources and determining whether it’s appropriate for your assignment is essential. There are four primary categories to consider when assessing an information source: authority, currency, relevancy and accuracy.

Authority
To determine the authority of a source, you should look for information that suggests that the author has some established expertise or experience in the topic. You can do this by asking questions, such as:

- Does the source list an author and the author’s credentials? For example, is there contact information for the author and/or publisher? Do they have an advanced degree or previously published material or research on the topic?
- Does the author have an affiliation with a known college/university, research institute, or organizational sponsorship?

TIPS
- Search the web for the author(s) to verify their credentials and determine if they have published other materials on this topic or related topics.
- When using information from the web, check About Us pages to determine who is responsible for monitoring and creating content.

Currency
Currency concerns the timeliness of the information you’re evaluating. This is an especially important factor to consider when researching current events, controversial issues or scientific topics. It is also necessary to consider when you’ve been told by an instructor to look for the most recent information on a specific topic. You can determine the currency of a source by asking questions, such as:

- When was this information posted or published?
- Is the information too old to cover the most current research or opinions on your topic?

Relevancy
Relevancy involves the appropriateness of the source in relation to your topic. It also involves understanding the level or audience for whom the
information is intended and how it fits your assignment requirements. Ask questions, such as:

*Is this information written for anyone wanting to learn about this topic or is it directed at experts or scholars of this topic who will have the knowledge to understand the information at a deeper and more scholarly level?*

For example, a book about global warming directed at children may be easy to understand but will likely not meet the standards of a typical college research paper on that topic.

*Is the information on the topic related to an aspect of the topic that is actually being addressed in your assignment?*

For example, if you are looking at the impact of cell phone laws on highway traffic accidents, a source that discusses the dangers and challenges of cell phone usage by children is not closely related enough to your topic to be useful for your purposes.

---

**TIPS**

- Check a book’s index for keywords.
- Read an article’s abstract for central concepts on your topic
- Skim the introduction and conclusion of an article for purpose and key findings.

---

**Accuracy**

Accuracy refers to how true a source of information is. When you are new and unfamiliar with a topic at a deep level, it can be difficult to determine what information is misleading or incorrect. It is important to make sure that the information that you use for your research is the most reliable and valid information available. Comparing sources is good place to start for determining accuracy of the information you’ve collected. You can also ask questions, such as:

- *Can I verify the information by looking at other sources on the same topic?*
- *Does the source provide clearly stated research methods or evidence to support the information that is provided?*
- *How reputable is the creator(s) of the information?*
- *Has the information been reviewed by experts or peers of the author in the field of the topic?*
Crediting Sources

Scholarship as Conversation

While you are likely doing research as a student to complete an assignment for a grade, it is important to remember that you are also adding to the discussion of your topic in an academic venue. This is often referred to as the concept of "scholarship as conversation." Research and thinking on topics within a particular discipline among scholars, experts, and working professionals brings change, new philosophies, competing theories and advancement within the field. This principle encourages the use of the ideas of others to support, refute, re-think or build on existing knowledge. A conversation or marketplace of ideas builds around this concept of sharing ideas. In exchange, someone who uses the previous work or thinking of someone else pays respect by crediting the work of the original thinker(s). In academic writing credit is given through the use of citations.

Plagiarism

Taking credit for the work of others is plagiarism. According to Georgia State University Student Code of Conduct:

Plagiarism is presenting another person’s work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL (along with the author's name and title of the work, if available) may be considered plagiarism. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Citation Styles

There is a long history of tradition in academic discipline citation style preference. Students using citation tools within library databases and other electronic sources or freestanding citation generators like Zotero or BibMe will often see a lengthy list of options. However, Georgia State University undergraduate students will likely find themselves using one of the following styles: APA, MLA or Chicago/Turabian. Assignments will typically state the preferred citation format that should be used. If you do not see one listed, always check with your instructor. As you will see in the next section, the information that is provided in any
citation is basically the same, but how it is placed and formatted within the citation can look very different from one style to the next.

**Citation Style Example**

**APA**

**Chicago**

**MLA**

**Additional Examples (MLA)**

**Book**
**Journal Article (Library Database)**


**Newspaper Article (Library Database)**


**Anthology/Edited Book**


**Website**

Barry, Patrick L. “The Rise and Fall of the Mayan Empire.”


**YouTube video**

Publisher website (e-subscription) journal article.


For more information and examples on citation styles check the GSU Library’s Citation Guide at [https://research.library.gsu.edu/citationstyles](https://research.library.gsu.edu/citationstyles).

Exercises for Learning

*Exercise 2*

Research Process Review
Select the source that would provide the type of information desired.

1. Latest information on nominations for United State Supreme Court Justice.
   a. Book
   b. Newspaper
   c. Scholarly journal article
   d. Education website

2. Original research conducted by engineers on solar powered batteries for electric cars.
   a. Newspaper
   b. Magazine
   c. Scholarly journal article
   d. Blog

3. An extensive broad history on the use of pottery in early Greek civilization.
   a. Magazine
   b. Corporate website
   c. Book
   d. Scholarly journal article

   a. Newspaper
   b. Government website
   c. Scholarly journal article
d. Book

Using the topic you selected for Research Report - Part 1, which source types do you think will fit your information need best?

____________________________________________________________
____________________________________________________________
____________________________________________________________

What are two differences between scholarly and popular information sources?

____________________________________________________________

Exercise 3

Using MLA citation style, select which type of source (book, journal article, video, etc.) the following citations represent.

   
   a. Journal article  
   b. Newspaper article  
   c. YouTube video  
   d. Book  

2. Dobbins, James. “Time for a Do-over on the Brexit Vote.” USA Today, 7 July 2016, p. 7A.
   
   a. Book  
   b. Newspaper article  
   c. Journal article  
   d. Website  

   
   a. Journal article  
   b. Book  
   c. Website  
   d. Anthology

   a. Book
   b. Journal article
   c. Website
   d. YouTube video

**Exercise 4**

Research Report Assignment

- Conduct a Web search on your career choice or a topic related to your career goals using 3 different search engines.
- Select at least 3 reliable articles, one from each search engine.
- Save or print the web pages you find. Make sure you have the URL.
- Follow the instructions below to create a report.
- The report will include a citation and a summary for each one of the 3 websites you selected on the career topic you choose to research.
- Your research will continue in the next chapter using GALILEO databases to search for information on the topic you select here.

Create a Word Document Following these Instructions:

1. Create a Microsoft Word document titled “Research Report 1.”
2. Left align a Heading on the first page to include your name and course information. Include a Header above the margin containing your last name and the page number.
3. For each website article, type the name of the search engine you used.
4. Create the necessary MLA style citation for each source. Follow the Quick Reference Guide to Using MLA Style, which is also available on the Library Citation Style Research Guide.
5. Label each article as either scholarly or popular, and using the listed criteria, explain why you assigned the label you did.
6. Review the section on Evaluation Information Sources, and using each of the criteria, explain why the article is a credible source of information. Check your document for correct spelling and grammar.
7. Make sure to save your report. You will be adding to it as you look for books and articles on your topic.
8. When you turn in the report, you must also turn in the print outs of your articles.
9. Flash drives may be lost or damaged, so make sure to back up your work by saving it in more than one place. You can save to the Cloud or One Drive or send an email to yourself with your file attached. That way, you will not lose your work should anything happen to your flash drive.
Chapter 6

Finding the Information

In this Chapter

• Internet (world Wide Web)
• Library Research
• Library Catalog (GIL-Find@GSU)
• Library Information
• Exercises for Learning

Internet (World Wide Web)

Although many people use the term *The World Wide Web* (or just the Web) and *Internet* interchangeably, they are two different things. The internet is a vast network of computers that communicate with one another via cables and wirelessly via radio waves (WiFi). With a few exceptions, it spans the entire globe and reaches deeply into our lives.

The Web is the portion of the Internet where users exchange information through text messages, documents such as articles or ebooks, images, and other media such as videos or music.

From a computer, you see most web content through a browser such as Firefox, Chrome, or Microsoft's Edge or Explorer (IE).

Tech Tip: IE & Edge does not always work well with GSU software. Please avoid using IE or Edge for iCollege, Paws, and similar applications.

Laptop and desktop computers often also have Adobe Reader, an application designed especially for PDF files. PDF is an article format that is difficult for others to tamper with or edit. It also produces text and images that look like a glossy magazine. On your phone, you may use a variety of applications designed for navigating the Web and reading document files from specific web sites or pages.

Search Engines

Search engines are software applications that let you find information on a particular topic from either the Web or a specific site. General search engines that search the Web include, Google, Bing, and Baidu. The library's Discover tool and the boxes you see on the first page of most databases are also search engines.
Getting More Out of Your Search

When searching for information on the Web or a library database, there are several strategies that can improve your results.

Using Keywords
Consider two or three key concepts about your research topic, along with synonyms and related ideas as terms to search for.

<table>
<thead>
<tr>
<th>Research Topic</th>
<th>Key Concepts</th>
<th>Recycle, plastic, profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can recycling plastic be profitable?</td>
<td>Synonyms</td>
<td>Salvage, reclaim, polyethylene</td>
</tr>
<tr>
<td></td>
<td>Related Ideas</td>
<td>Plastic types, LDPE, single use packaging</td>
</tr>
</tbody>
</table>

Search Operators
Use **AND** to put two ideas together, for example:

- fibroids **AND** psychological
- obesity **AND** childhood
- teeth **AND** self-image

Use **OR** to broaden your search, for example:

- child **OR** adolescent
- salvage **OR** recycle

Use "**quotes**" to search a phrase, for example:

- "fat shaming"
- "gun control"

Add a wildcard to maximize your searches. The two most commonly used wildcards are:

- **An asterisk** (*) may be used to search for variable endings of a root word. For example:

  Root Word: *educat*
  Results include: educate, educated, education, educational or educator.
• A **question mark** (?) may be used to represent a single character, anywhere in the word. It is most useful when there are *variable spellings* for a word, and you want to search for all variants at once.
  o For example, searching for *colo?r* would return both *color* and *colour*.

**Putting them together**

You can use these strategies individually or together to develop a detailed search strategy. For example:

• "breast cancer" **AND** tamoxifen
• Recycle **AND** (plastic **OR** polyethylene)
• Profit*

Note: you may need to put the **AND** or **OR** in all capital letters to prevent the search engine from ignoring it, although most search engines understand these techniques and will accept lowercase letters as well.

**One Last Note**

Some websites restrict access to their content using a setup called a paywall. This means that you will be asked for payment to see or access the information in its entirety. This is not uncommon on national newspaper websites, such as the *New York Times* or *Wall Street Journal*.
If you run into this situation, the library may be able to help. Write down the title and author of the article and search through one of the library's databases. It is likely you will have access to this content for free through the Library resources.

**Library Research**

While the Web can be easy to use and more familiar to you, it provides only a fraction of all the information available on the Internet. The GSU University Library offers a wealth of resources and tools equipped for academic research, specifically scholarly published information. These scholarly materials meet credibility, authority, and reliability requirements. These materials include print books, digital or ebooks, academic journals, magazines, newspapers, and videos. From the Library website [library.gsu.edu] students have access to these materials through the following tools.

**Discover**

Located at the top of the library homepage is the **Discover Search** box. With this tool you can search for newspapers, magazines, journal articles and ebooks in multiple library databases at once.

**Databases by Subject & A-Z**

Though a powerful research tool, Discover does not search through all the library databases. Limiting yourself to just this tool could result in missing out on some useful information.
There will also be times when you need to locate information relevant to a specific subject area.

Under the Discover box is a menu of databases by subject and an alphabetical list of databases. When looking for databases that meet a specific subject need, use the **Databases by Subject** drop down menu and select your desired subject. This will direct you to a list of databases best suited for the selected subject area. Many recommendations start with “Best Bets” which are premier databases for research in that particular discipline.

If you know the name of a specific database, you can access it directly through the **Databases A-Z** list. For example, if an instructor wants you to use *Opposing Viewpoints* for a class assignment, you would click on “O” to access the list of databases starting with "O" and scroll down the list until you see *Opposing Viewpoints*.

**Catalog**

Next to the Discover tab is the **Catalog** or **GIL-Find** tab. This is your best source for finding both print and electronic books (ebooks). You can search for materials available through the GSU University Library campuses as well as materials available at other USG institutions.
Research Guides

Research Guides provide research assistance for a particular class or a specific subject area. Research Guides also offer links to specialized resources and step-by-step handouts. You can search for a guide by a specific class or topic.

Searching with the Discover tool

The Discover tool on the library homepage is a terrific place to start most searches because it offers wide coverage on nearly every topic. Discover will search through many of the library’s databases and electronic resources, but it doesn't search everything. The two weakest areas of
coverage are literature and history. If your topic falls under one of these two categories, you may want to search in a subject-specific database instead. These will be discussed later in this chapter.

To begin a search in the Discover tool, choose two important ideas from the 5Ws portion of your Research Assignment: Part 1A. If an idea is more than one word, connect the phrase using quotation marks, such as "global warming" or "school uniforms." Use the word AND to connect multiple ideas in the search box.

For example, if you were looking at the impact of factory shift work on employee weight, you could type "shift work" and obesity in the Discover tool box and click on Search. The results will open in your browser window.

The results appear in groups of twenty (20). You can move between pages with the Next and Previous page links at the bottom of the screen.

**Working with Search Results: Using Limits to Reduce Results**

It is likely your search will generate thousands, or even millions, of results. Fortunately, Discover has built-in tools to help you limit the results and make it easier for you to get to the information that you need.

Look down the left-hand column of the results page. You will see a box that looks like the one below.
This section allows for limiting by Full Text, Library Catalog Only, Scholarly (Peer Reviewed) Journals and Publication Date. If your assignment requires one or more of these factors in your sources, click the appropriate box and Discover will re-generate your results using that filter(s).

To narrow the results by Publication Date, you can type the desired date range in the box or use the slider bars to adjust the date range.

Continuing down the left-hand column, you will see a Source Types limiter section. You can click one or more source type options to narrow your results. For example, if you are looking to only use journal and magazine articles, you can click those two boxes to generate a list of results that ignores all source type categories EXCEPT magazines and academic journals.

There are additional limiters below the Source Types section. They include Subject,

PRO-TIP: The limiter that many students find helpful is the Subject limiter. It will show a preliminary list of six related subtopics, but clicking Show More will open a list of even more subtopics to explore. You can click as many subtopics as you would like to include for an even more focused list of results.
Publisher, Publication, Language, Geography, Location, Collection and Content Provider. These limiters are typically most helpful for advanced researchers, but if you feel that your assignment requires their use, go ahead and try them out.

Selecting a Specific Article

When you are finished applying limiters and are ready to navigate the results, you will click on the title of the article you would like to read. This will open the article's record. The records vary in length and detail, but they all have the same basic sections including author, publication, subject terms and an abstract.

An abstract is a short summary of the article. Reading the abstract allows you to quickly understand the content of the article without having to read the whole thing. The summary should help you determine whether it has the potential to be useful for your research. If your article is scholarly and peer-reviewed, you may discover that there are words or concepts that you don't entirely understand. This is a very normal experience for undergraduate researchers. You may not understand everything in the article, but it is likely that you will understand more than you think. Don't be afraid to push yourself!

To see your article's full text, look at the left side of the article's record. You will likely see PDF Full Text, HTML Text or Linked Full Text. Not every article has all three choices. When you do have a choice, PDF Full Text is usually the most student-friendly option. Linked Full Text will take you directly to a publisher's web site or another database. These articles still count as library database articles, so feel free to use them. Nearly all of them are scholarly and quite credible.
Working with a Specific Article

There are several built-in tools on the right-hand side of the record that will allow you to work with the article. These include Print, Email, Save and Cite. Click on the action you would like to complete and follow the directions that appear in the box.

Printing/Emailing an Article

Even if you print the article, it is a good idea to also email the article to your GSU or personal email address. This helps you keep track of which sources you are using and creates a "digital" backpack that you can refer to as necessary.

Saving an Article

Click Save to begin the saving process. A window will open and provide directions at the top detailing how to save the article on your computer, with Internet Explorer/Edge and with Chrome.

Citing an Article

Discover will generate the citation of your choice when you click Cite on the right side of the window. Scroll down to your preferred or required citation style. You can copy and paste the citation into your paper. These citations are generated by a computer not a person. Therefore, think of this citation as a skeleton or starting point for the one you will use in your Works Cited page. You should always refer to a handout, citation guide or librarian for assistance on verifying that the citation was generated correctly!

Databases - Top Picks

Discover can be a great place to start, but may not always be your best bet. The Library provides access to a large number of databases that cover a wide range of subject areas. Here is a list of Top Picks.

<table>
<thead>
<tr>
<th>Database Name</th>
<th>What it Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>NexisUni</td>
<td>Access to newspapers, legal and government documents, and company information.</td>
</tr>
<tr>
<td>Opposing Viewpoints</td>
<td>Essays, magazine and newspaper articles, statistics and more on social issues related to current events.</td>
</tr>
<tr>
<td>CQ Researcher</td>
<td>In-depth reports on social issues related to political events.</td>
</tr>
<tr>
<td>Gale Literary Sources</td>
<td>Collection of literary essays, commentary, criticism, and</td>
</tr>
</tbody>
</table>
Find primary sources.

Medline Plus
Consumer driven articles on diseases, drugs, and health.

Factiva
Provides essential business news, along with local insight and global perspective regarding companies, industries, and financial markets.

CINAHL
Allied health articles on original research and best practices.

Library Catalog (GIL-Find@GSU)

The catalog will help you find:

- Print books,
- Electronic books
- Print journals
- Government documents
- Videos (streaming and DVDs)

Remember to click the “Catalog” tab before searching.

Library Account

Above the catalog search box and to the right is the Sign in to My Account link. Signing in allows you to check the status of items you have checked out, placed on hold, or would like to
renew. You can also request books from other GSU campuses and from within the University System of Georgia.

Searching the Catalog

You can begin with either a few words in a simple search or select the Advanced Search option for a more controlled search. The advanced search provides specific fields to search by author, title, subject, etc. You can also select the format (books, audio/visual, journal, etc.), language or publication date for the item(s) you’re looking for.

PRO-TIP: You can use the search tips and strategies discussed earlier when searching for materials in the catalog. Phrase searches come are useful when looking for items by or about a specific author.
On the results page there are helpful limiters/options on the left side to sharpen your search. Some will look familiar, like date and subject, and work like the limiters in the databases. The **Library** and **Location** limiters are very useful when searching for items at a specific campus and location as the catalog will provide results of materials located at all 6 campuses.

**Tweak my results**

**Sort by**  Relevance

**Availability**

Full Access Online (46)
Available in the Library (135)

**Format**

Books (181)
Audio (1)
Visual (1)

**Creation Date**

From  1700  To  2018  Refine

**Library**

GSU Library (Atlanta Campus) (84)
GSU Library (Clarkston Campus) (28)
GSU Library (Decatur Campus) (18)
GSU Library (Dunwoody Campus) (16)
GSU Library (Newton Campus) (13)
Show More

**Location**

Atlanta Library North 4 (63)
Clarkston Book (A-M, 3rd Floor; N-... (27)
Scroll through the catalog’s list for an item you like. Click the title, and a screen with information about your book will appear. This is called an item record.

**Item Records**

An item record in the catalog will provide information on the availability of the material, where to locate it, a citation, and publication details.

Under the Request Options section of the record, you will find the number of copies available, whether the book is loanable or not, and it's location on the shelf (call number). The call number is a code used to organize materials in the library. Consider it the address of a physical item on the shelf. All GSU Library call numbers start with a letter, like A or PS, followed by other numbers and letters. Materials are organized by subject area, indicated by the first letter of the call number. If you locate one book on a specific subject, other books on a similar topic will be shelved nearby.

**What does this record tell us?**

Breaking down the record above:

- the item is located in the Dunwoody Library, lower floor,
- its call number is LB2396.B28 2017,
- it is available and loanable.
**InterLibrary Loan**

Occasionally, the GSU University Library and other USG libraries will not have access to a piece of information you are looking for. In these situations the library provides a service called InterLibrary Loan, or ILL. This service allows you to request books, articles, and other materials not available through the GSU Library or USG Libraries collections. More information about this service is available on the library’s website or you can ask a librarian for assistance.

**Library Information**

Librarians and staff are available to help whenever the library is open. Library hours, contacts and directions for each campus is available on the [library web page](#).

We also offer:

- Chat (available through the [library web page](#)).
- Searchable answers to frequently asked questions at [Help and Answers](#).
- [Research Guides](#) for research tips on a particular subject or for a particular class.

**Exercises for Learning**

**Exercise 1**

**Finding Information Review**

1) Name two ways to find individual databases from the Library's website?

2) Where can you find a book’s call number, location, and availability?
   - a. Database results page
   - b. Catalog record item
   - c. Library website
   - d. Citation

3) Which of the following is NOT a limiter you can use in the databases?
   - a. Subject
   - b. Article length
   - c. Full-Text
   - d. Publication date
4) What service can you use if the GSU Library does own an item you need?
   a. Chat
   b. Course Reserve
   c. Research Consultation
   d. Interlibrary Loan

5) Discover is the best resource to find print materials in the library.

   TRUE
   FALSE

6) Which of the following is the best database to use when finding information for an English paper of *One Flew Over the Cuckoo's Nest*?
   a. CQ Researcher
   b. Discover
   c. Gale Literary Sources
   d. NexiUni

7) Combining search terms using OR will increase your results?

   TRUE
   FALSE

8) Which is true about call numbers?
   a. They indicate if any item is checked out or not
   b. They always begin with a letter
   c. They always begin with a number
   d. They include the floor number the item is located on

9) An article abstract...
   a. Provides a summary of the research and information covered in the article.
   b. Is a shortened version of the article's title.
   c. Is not useful.
   d. Includes citations.

10) The Library Discover tool searches _______ Library databases to retrieve information.
    a. Zero
    b. All
    c. Only ones that start with D
    d. Many
Research for Health Science Students

Recommended Databases

GSU’s library offers five major medicine, nursing, and biology related databases best suited for students studying within the health sciences.

<table>
<thead>
<tr>
<th>Database Name</th>
<th>Coverage</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>CINAHL</td>
<td>Gold standard for nursing information. Includes research articles and covers dental hygiene.</td>
<td>Consistent subject headings and subheadings to make searching easier and more productive.</td>
</tr>
<tr>
<td>Medline with Full Text</td>
<td>Extensive coverage in medicine, veterinary care, and physiology-related biology. Includes research articles.</td>
<td>Consistent subject headings and subheadings to make searching more productive.</td>
</tr>
<tr>
<td>Health Source Nursing and Academic Edition</td>
<td>An extensive selection of understandable, health science articles.</td>
<td>Advanced search allows limit by page length and limit to articles with graphs and charts.</td>
</tr>
<tr>
<td>Nursing and Allied Health Database</td>
<td>Nursing and allied health articles with slightly different coverage than CINAHL.</td>
<td>Advanced search allows limit to Health Video Collection videos. MeSH subject headings make searching easier and more productive. Produced by rival publisher, so it doesn't fully communicate with Discover.</td>
</tr>
<tr>
<td>Cochrane Library</td>
<td>Evidence based health reports on best practices for treating diseases and other conditions.</td>
<td>Cochrane reports are scholarly review articles. Their Works Cited lead to more materials including research. Produced by rival publisher, so it doesn't fully communicate with Discover.</td>
</tr>
</tbody>
</table>
**Searching Health Science Databases – Special Features**

**MeSH/Thesaurus Searching**

Medical Subject Headings (MeSH) are a curated controlled vocabulary of medical terminology created by the National Library of Medicine. The intent of the controlled vocabulary is to provide uniformity and consistency to the organization of biomedical literature. For example, if you are researching causes for cancer of the jaw, the actual MeSH term is “Jaw Neoplasms.” Using this controlled term will provide you with more exact results. These terms are used to build searches in databases like PubMed, CINAHL, and Medline Full-Text. MeSH and thesaurus searches may feel clunky at first, but they are worth the effort to learn, and provide extensive and amazing results.

**Searching CINAHL/Medline Full-Text**

1. Access CINAHL or Medline Full-Text through the Databases A-Z list. Click the CINAHL Headings or MeSH 2017 button at the top of the page.
2. Unless you know your subject's exact wording, leave the **Relevancy Ranked** circle filled in.

3. Type in your subject and click **Browse**.

4. Examine the list of subjects. You will find suggested and related terms for your subject. While there are often several words for the same topic, to maintain uniformity the databases have chosen one term to organize all related content. This pre-selected term will retrieve articles that include all other related terms. This is how thesaurus searching improves your results.
5. When you have determined the accurate MeSH term, examine the box to its left. You can also make your subject a Major Concept by clicking the Major Concept Box to the right of your term. Explode+ lets you include narrower topics that are a part of your subject. In the example below, there are several species of Enterococcus, and Explode+ will let you search them all.

6. Medline and CINAHL also give you a list of subheadings. To learn more about what each means, click on the cream colored box to its right.

7. You can choose one or more subheadings by checking the box to the left of the term.

8. Once you have selected your desired search terms, click the green Search Database button on the right side of the screen.
Limiting Results in CINAHL and Medline

Medline and CINAHL provide extensive limiting options to help narrow your results to specific publication types like cases studies or clinical trials, animal research, age of subject like infant or aged 45+, evidence based practice, or even nurse as author or lead author.

Start by clicking the Advanced Search link in either CINAHL or Medline. Then scroll down for your options.

Often the best way to find research or clinical articles in Medline or CINAHL, is to:

- Search on your topic
- Limit by date for newer items.
- Open the articles' full text.
- Read the Methods or Materials and Methods Section.
Exercises for Learning

Exercise 2

Research Report Assignment: Part 2

The research report will consist of two parts that will result in an annotated bibliography. For each part you will use the career topic selected for Research Report Assignment Part 1 in Chapter 5.

Set up

1) Log into your GSU PantherMail account.

2) Click the box with a grid of little squares on it in the top left corner of the page.

3) Select OneDrive from the list of software.

4) Then click the + on the ribbon on top of the screen. Select Word Document.

5) Choose File from the ribbon at the top of the page. Click Save As then select Rename.

6) Rename you file to include your first initial and last name_ResearchReport Example: jsmith_ResearchReport

7) In the document, left align a heading on the first page to include your name and course number. Include the title “Research Report” in the center of the page, after the heading.

Section 1 - Internet Research

1) Choose a search engine and search for information on your topic from Research Assignment- Part 1 (Chapter 5). Remember tips for choosing a topic and effective search strategy,

2) Use the 3 articles you selected in Chapter 5 if each is from a reliable source. If not, search for another article.

3) Read or re-read each article.

4) In your Research Report, create a citation for each article using MLA style.

5) Under the citation for each article write a summary (100 words minimum) that answers the following questions:

   1. Who is the author and what is his or her profession?

   2. Does this make the information more or less credible and why?

   3. Who controls the content of the information on the website the article is found?
4. Why does this make the information more or less credible and why?

5. When was the information created or last updated?

6. What is this page about (Please describe it in three to five sentences)?

7. How is this page helpful (or not) to your research?

8. After reading this article what else would you like to know about your topic?

Section 2 – Library Research

1) Using GIL-Find@GSU, search for a book on the same career topic you used in Chapter 5 and Section 1 above. Create a correct MLA citation for the book.

2) Using Discover, search for one newspaper article and one journal article on your career topic from Research Assignment-Part 1. Remember tips for effective search strategies and database limiters.

3) Using another database of your choice (from the suggested list or from the Library’s database by subject list), search for one article.

4) Read each article.

5) In your Research Report create a citation for each article using MLA style. Review the Library’s “How to Cite” webpage for assistance.

6) Under the citation for each article write a summary (100 words minimum) that answers the following questions:
   1. What is the name of the database you used to find this article?
   2. What is the source the information comes from (name of newspaper or journal)?
   3. What is the article about (Please describe in three to five sentences)?
   4. Is the information helpful (or not) to your research?
   5. After reading this article what else would you like to know about your topic?

Section 3 – Annotated Bibliography

1. First, center the title Annotated Bibliography on a new Word document.

2. List the entries for Section 1 and Section 2 (including the GIL book title) in alphabetical order according to the author’s last name or the title of the article if there is no author. You should have a total of 7 entries in your Annotated Bibliography. (NOTE: You will not have a summary for the GIL book title).

3. Check for any spelling or grammar issues.

4. Double space the entire document and remove any additional spaces between entries.

5. You have now created an Annotated Bibliography including all types of sources.
EXAMPLE

Joe Smith  
RSCH 1203

Annotated Bibliography

Barry, Patrick L. “The Rise and Fall of the Mayan Empire.”  

Microsoft PowerPoint is a **presentation graphics program** that will allow you to communicate more effectively, using visual aids that will capture the audience’s imagination and focus its attention. It permits you to create presentation aids in the form of electronic slides, hardcopy text, or overhead transparencies. Not only will you be able to show text but you will also be able to incorporate images, sound, narration, and motion into your presentation.

**Starting a new presentation**

Open Microsoft Office PowerPoint by double-clicking on the desktop icon. If the shortcut program desktop icon is not there, then click on the Taskbar on Start, then all Programs, and locate Microsoft Office PowerPoint. (It may be in a Microsoft Office folder.)

**The PowerPoint Window**

- PowerPoint 2016 has a user interface containing grouped commands in a band area called the **Ribbon**. Review the **Home Ribbon** shown on the next page to see the quick way to access the most frequently used commands.
On the Ribbon Band there are Tabs which are arranged in groups. Some groups have more group options when you see a down arrow. Click on the down arrow to see additional choices. To minimize the ribbon you can use CTRL +F1.

**Home tab** - tasks such as copy, paste, painter, adding new slides, formatting text and position, and changing slide layout.

**Insert tab** - tasks such as table, picture, chart, hyperlink, and Header & Footer. **Design tab** - gives the presentation different themes, fonts, and background. **Transitions tab** - is how one slide moves from one slide to another. This provides options to add a selected type of movement. The **Effect Options** has even more detailed choices to incorporate.

**Animations tab** - this is where the words or images on the slide fly in or out. Leave the Advance Slide to On Mouse Click. This will let the presenter and audience move along the presentation at their own pace.

**Slide Show tab** - Where you can use a pen color or a certain slide to record narration or timing.

**Review tab** - The Spelling and Thesaurus are your biggest allies to proofing the presentation before presenting. If you and other people were presenting then the New Comment is a great way to collaborate.

**View tab** - View all the slides in the Slide Sorter or look at the Notes Page.

The Zoom option allows you to adjust the size of the slide or Notes view. Zooming only adjusts the screen view, not the size of printed documents. You can also use the different views that are located on the Status Bar on the right side.

On the Title bar at the far left of the window above the Ribbon is the **Quick Access Toolbar**. This has the common commands of **Save, Undo, Repeat and Close**.

When editing PowerPoints, it can be helpful to know which version of PowerPoint you are using. To locate the version number, click on menu tab File then click on Account. Look at the right side under the heading **Product Activated** which will specify the exact product(s) and year. Under the heading **About Microsoft**
Using PowerPoint

PowerPoint, you should see the number of the version to be at least (14). What is the importance of understanding the different versions? If you start a PowerPoint presentation in version 14; then edit in version 11.65; and then try to edit again in version 12; the presentation will disappear and be lost. You can always go up in versions, but you can never go back and forth in the versions. At this time, Georgia State University subscribes to PowerPoint 2016. You can save the file type as an earlier PowerPoint version, but many of the formatting codes will be lost.

- Microsoft has a training web site where you can find video tutorials that provide detailed information about PowerPoint and other Microsoft products. The URL is <http://office.microsoft.com/en-us/support/training-FX101782702.aspx>.

- Notice when starting PowerPoint 2016, a new title slide automatically appears for a new presentation. Try exploring some of the great features. Click on the File tab and then choose New. From the New Presentation task pane, select one of the methods listed below:

  □ Blank Presentation: Allows maximum freedom in creating content and design.

  □ Sample Template: Allows user to pre-select an animation scheme and a design template or color scheme. Find more template options by using the Office.com Templates search box or menu. Type in the word Academic and click on the right arrow to bring up several collegiate-looking choices.

  □ Themes: Presents a consistent background design, placeholder layout, colors, font styles and other slide elements. To select a theme, open a Template, then select from the theme options. You can also select a theme in the Design tab.

Workspace

Anytime you start PowerPoint, you will see the Normal view. This is where you create your PowerPoint masterpieces. There are four main parts to the Normal view.

1. Slide pane is your working space. This is where you create your slide.

2. Placeholders are the boxes that have dotted borders. Click inside to add your text. You can also add pictures, charts, and other non-text items.

3. The Slides tab is on the left. As you create more slides to a presentation they will show up as a thumbnail in this area.

4. The Notes pane toggles on and off at the bottom. Add notes to include information about the slide, but be aware that notes are not visible to the audience during a presentation. Plan to engage your audience with commentary instead of typing excessive text on slides. Use brief bullet points or images and then verbally explain the meaning in your talk.
PowerPoint provides three primary views for modifying and viewing the presentation. To switch between views, click on the View tab or use the view buttons in the bottom right of the screen. As you hover the arrow over each button, its function is revealed.

- **Normal View**

The Normal View is a tri-pane view. This is the default view of the presentation software. In this view, you see the slide you are working on in the center of the screen. Under this is the Notes section. To the left are the slides previously created and the other tab only shows the outline of the slide. To move to a previous slide, click on the desired slide on the left.

- To remove a slide, click on the slide you wish to delete and press [Delete].

On the Taskbar you can see which view is selected by the outside yellow border around the icon. Another way is to click on the ribbon tab View to change the Presentation Views.
Using PowerPoint

- **Outline View**

  The layout of the Outline view is similar to the Normal view, but in place of the Slides tab, the text of the slides is displayed. This can be useful for adjusting text structure or adding large amounts of text.

- **Slide Sorter View**

  In this view, a small version of each slide is displayed. You may easily rearrange and delete slides in this view or change the transitions between slides or animation within a slide. You can select more than one slide by holding down the Ctrl key and left clicking to choose which slides to change. *Remember to select the slide before attempting to make any changes.*

- **Reading View**

  This view displays the presentation as a slide slow but without defaulting to the entire monitor screen. The next, previous, and Menu button are displayed on the Task bar.

**Creating Slides**

PowerPoint provides nine slide layouts, among them a Title Slide and Title and Content for a bulleted list. This also contains icon options to insert a table, a chart, SmartArt graphics, a picture from your computer, Clip Art, or a Media Clip. Once you start a new presentation, the program automatically defaults to the Title Slide. The layout options show the structure and appearance of the slide. After you complete the first slide, the other layouts default to **Title and Content**. To change the layout, scroll through Layout options to see available layout combinations. Normally, begin with the pre-selected Title Slide. Then change slide layouts to suit yourself. The options are endless!
To Insert New Slides
1. On the Home tab, click on New Slide 2. Click on the slide layout of your choice.

To Add Text to Slides
1. When the slide appears, click in the areas designated on the slide and type in your text. It is great to have a few major bullets, but it looks better with a few subcategories scattered in some of the slides.
2. To create subcategories, press [Tab] to indent. Remember outlines have parallel structure which means there must be at least two or more subcategories.
3. Press [Shift] + [Tab] to return to the previous level.
4. You may edit text in either the slide or the outline area.
5. You can always add more Text Boxes under the ribbon tab of Insert and the grouping of Text.
6. You can change the text by selecting the text to be reformatted and then using the ribbon to change the font and size. Never decrease the size to less than 16 because the text will not be readable to people sitting in the back row in a conference room.
7. Removing the bullet option and selecting None will make any Works Cited slide look like it has the hanging indent code.

Using the Notes

A PowerPoint presentation is about phrases or key words on the slideshow. Do not create long paragraphs of information on the actual slide because that is what the notes page is for. Make use of your Annotated Bibliography for additional information to include in the Notes Section. Use the copy and paste features.

1. Choose the View tab for the group Presentation Views.
2. Select the Notes Page. (The Notes Page can also be viewed in the Normal View)

3. Type in notes to explain the slide. You can use your Annotated Bibliography to find the additional information to explain further.

4. You can print out notes to correspond with your slides and use them as class handouts.

When you print them, the Notes Pages show the slide on half of the page and the notes appear below the slide. This is illustrated to the right:

You can also view Notes from the Normal view.
Beyond Basics

➢ Apply the footer

1. Go to the Insert tab and choose Header & Footer under the Text grouping.
2. Select the desired options. For date and time, select update automatically. Select the slide number. Select footer, then type the filename in the textbox to display the filename on the slide.
3. When you are finished selecting options, click apply to all. (Apply will apply the footer only to the current slide.)

➢ To Create a Table

1. Select the Table option.
2. Indicate the number of columns and rows desired.
3. Click in designated boxes and enter appropriate text.
4. Try exploring the grouping Table Styles.

➢ To Create a SmartArt Graphic

1. Select the SmartArt Graphic from the display of slide layouts.
2. There are seven different grouping types of diagrams to apply to your professional presentation. (List, Process, Cycle, Hierarchy, Relationship, Matrix and Pyramid)
To Create a Chart Graph (Spreadsheet basics)

1. Create a New slide with the layout of **Two Content**.

2. Select the Chart icon button. There will be several charts to choose from. Choose the basic Column chart called Cluster Column. Then click the OK button.

3. A new window will appear bringing up a spreadsheet in the program Excel. This is called the datasheet.
4. Remember, you can always go back to the datasheet by clicking on this grouping of data and selecting the icon Edit Data.

5. You are going to remove column D to create a simple graph plugging in your numbers from your research.

6. Click on the column D to select it. After you have the selection, right click and select Delete. (The same technique works with rows.)

7. The next step is to change the column titles.

Here, you must double click inside the cell, then highlight and delete the existing text. Then you can type the new column titles.

If you need to adjust the column width, click the line between the rows to get the double-pointed arrow icon, then double click the line between the columns on the lettered row.

8. As you did with the columns, change the row titles to fit the categories of your research, and change the data to match your research data.

9. The finished datasheet product will look similar to the box on the next page.
Now you have a slide with a chart that reflects your statistics.

To Add Pictures to Slides

1. Create a new slide with the layout of Two Content. Select the Online Pictures icon.

2. In the Office.com Clip Art search box, type in a key word and press [Enter] to search. (You can also search the Bing Image Search, but you will need to be more careful about the usage permissions for the images you choose.)

3. Select an image that suits your needs. Then click on Insert to put it on your slide.

4. If you click the Picture icon, you will be able to insert images that you have saved to your computer. For images you did not create yourself, always make sure that you give credit to the author or web site that the picture came from.

5. You can increase or decrease the picture by dragging. Do not cover your text on the slide.
6. You can also embed video into a presentation. Select Video, then Video on My PC to insert a file from your hard drive. To embed a video from YouTube or Hulu, click Online Video to search for a video or to paste the embed code. Most embed codes can be found in information about sharing the video.

➢ To Apply a Design Theme to your presentation

1. After you have created a few slides, it’s a good time to apply a design with a specific theme.

2. Click on the Design tab from the Ribbon and choose a Theme. There are several Themes to choose from. Hover over the different Themes and each will appear until you find one you want to select. This is your chance to be creative!

3. When you click on a Theme, it will become the background pattern of all of your slides. The slide show must have design, consistency, and a professional edge. To making your slide show appealing and dynamic, use one of the predetermined Themes provided.

Selecting, Moving, and Deleting Slides

Using the Ribbon, click on the tab View. Click on the Slide Sorter view in the box grouping Presentation Views. In the Slide Sorter view, you can see all of the slides of your presentation simultaneously. This is a good view in which to make decisions about moving or deleting slides. If you have moved or deleted a slide, and then changed your mind, use the Undo button on the Quick Access Toolbar to return to the previous layout. Notice the screen tip will sometimes include keyboard short cuts.

➢ To Select One or More Slides

1. Click View on the Menu bar and select Slide Sorter View.

2. To select a single slide, click on it. A dark orange border will appear around that selection. To select several adjoining slides, click and drag around the outer edge of the block of slides you want to select. Another way to select several slides is to hold the Ctrl key down and left click the mouse. A dark orange border will appear around the selected slides.

➢ To Move Slides

1. In Slide Sorter view, click on the slide you wish to move and drag it to the desired place. A vertical line will appear between the appropriate slides when the slide being moved is in the correct position.
2. When you release the mouse, the moved slide will pop into its new slot.

➢ To Delete Slides
1. In Slide Sorter view, select the slide or slides you wish to delete.

Adding Transitions and Animation

PowerPoint allows you to add motion to the text and images of a presentation. The way each slide appears on the screen will depend on the transition choices that you make. Instead of having all text and images appear simultaneously, you may select from several animation effects to vary the style in which text or images emerge.

➢ To Set Up Transitions between Slides
A slide transition is how one slide moves off the screen and another slide moves on the screen. Various types of effects may be applied. Different transitions can be applied when one slide is selected. For several slides (shown below using [Ctrl] +click for the first four slides only), transitions can be applied all at once to slides selected. The star icon represents transitions and/or animations.

1. Click on the tab Transitions on the Ribbon. (The example uses the Slide Sorter view.)
2. Left click to make your choice of transition.
3. Choose the Duration speed of the transition to 2:00. Do not set it any quicker. Do click on Apply to All
4. Leave the default to Advance Slide check marked to On Mouse Click to let the reader choose when to advance to the next slide. Most presenters prefer to advance the slides manually at a variable pace.
5. Click on the first slide to select that slide only. Add a Sound to this transition by clicking on the down arrow key. Click Preview to review your choice. Then just click inside another slide to add sound where appropriate. Remember to use sounds sparingly as too many sounds can ruin a presentation.

➢ To Add one or more Animations to a Slide

Animation applies movement to text or an object. This means the words might fly onto the screen from the bottom left or even drop in from above. This is especially useful if you want to emphasize a special point. Too many animations can be very distracting, so be careful not to overuse animations.

➢ Custom Animation

1. In the Normal View, click on a slide to select it. Click on the Title to select it. Using the Ribbon tab of Animations, select a type of animation (grouping of entrance, emphasis, exit and motion paths) that you like and then choose the Effect Options by clicking the down arrow.

2. A numbered letter will appear to label the order on the slide view, as shown.

3. While on the Animation tab, the number of each animated object corresponds to the number of the animation action in the Animation Pane:

4. Now add another animation to this same slide. Click on the text box and add a type of animation. This will give you two or more animations on one slide. You can also change the Effect Options either by the text grouped by paragraph or as One Object.

5. Continue by selecting another slide and applying an animation effect to that slide. A small star image will appear beside the slide to indicate that an effect has been chosen.

➢ Adding a sound using Custom Animation
1. Select only the title or an object such as the graphic image. **Do not select the text box.** In this example, select only the object of the graphic image. The object is displayed by the graphic name. Click on the down arrow in the Animation panel for more control over each component to the slide.

2. A new window will appear. Using the tab Effect shown on the previous page, click the down arrow next to [No Sound] to choose which sound would enhance that object. Then click the OK button.

➤ **Altering the Master**

Every presentation has a master that determines the overall appearance of each slide, handout, or notes. It contains all of the formatting information that the template uses for the presentation. Any changes made to the master slide will affect specific aspects of each of the slides.

Click View tab of the Ribbon. Under the grouping Presentation Views there are several Masters that you could edit.

- **Slide Master** – Allows you to change font and bullet styles as well as to add dates, footers, and slide numbers

- **Handout Master** – Allows you to design a handout format. You can change how many slides are on the handout page. Try changing the Slides Per Page to 9 Slides.

- **Notes Master** – Allows you to design your own notes page, which includes the slide and comments to be made during a speech.

When you are finished, click on the X button above the words Close Master View.

**Running the On-Screen Show**

Always review your presentation for spelling errors. As always, you should right click and add proper pronouns to the dictionary and save the file. The last step in using PowerPoint is running the slide show. This is the most enjoyable stage because you get to see the fruits of your labor. If transitions and animation have not already been added, it is a good idea to add them before running the show. These elements add motion to the text and graphics that you have created. To review how to add transitions and animations, see earlier instructions.
➢ To Start the Slide Show

Click the Slide Show button in the bottom right of the Status Bar, or click on the tab View of the Ribbon and select Start Slide Show. Another way to control your presentation is to select the Slide Show ribbon which gives you various options including to start From Beginning or From Current Slide.

➢ To Advance the Slides

1. If you selected timed intervals when you set the slide transitions, the show will advance automatically.
2. To advance the slides manually, click the mouse or press the space bar. This method is the best when you present to a class.

➢ To End the Slide Show

The easiest way to end a show in the middle is to click the ESC (Escape) key. You can also close the show by using the on-screen tools in the slide show.

1. When the last slide is reached, the next click will return the screen to its original view.
2. To end the show in the middle, move the pointer to the bottom left corner of the screen. A set of tools will appear. Click on the last icon. From the resulting menu, select End Show.

Saving, Printing, and Exiting the Presentation

Remember that PowerPoint, because of its graphics, sounds, and motion, will sometimes require large amounts of storage space, so make sure you save it several ways: save on a flash drive, in your GSU OneDrive or GoogleDocs account, or attach it to your GSU student email or your iCollege email. Also, remember that while individual slides may be printed as hard copy, the process is sometimes slow and may consume a great deal of ink if dark backgrounds are selected for the slides. Instead, print handouts containing two to six slides per page. Under the Settings change it from color to Black and White. Printing at a GSU computer lab will default to the Grayscale option.
To Save the Presentation

1. Click on the File tab to access options to print and save your file.
2. To save your presentation to your flash drive, select Save As, then Computer. Select the folder in your flash drive, using the Browse folder to locate your flash drive if it is not already listed as a folder. Other options for saving are OneDrive and Other Web Locations. These allow you to save the file on the Web.
3. Next to Save As Type, select PowerPoint Presentation; (*.pptx) should already be present. Earlier PowerPoint versions will display the type as PowerPoint Presentation with an extension file code type as *.ppt.
4. Click beside the File Name, and type an appropriate title.
5. Next click Save.

To Print the Presentation

1. Click File on the menu bar, and then click Print.
2. Note that PowerPoint defaults to print one copy of all of the slides. This can be changed to decrease the amount of ink used.
3. To print multiple slides on a page, click the list arrow below Print what and select Handouts.
4. Select the number of slides per page, select a horizontal or vertical layout, and then click OK.
5. To save the handout in order to upload it into iCollege, change the printer to PDF or XPS Document.

To Exit the Presentation

1. Click File on the menu bar, and then click Exit.
2. If a Save dialog box appears, click Yes.
Practice what you learned by completing the example slide show in the exercise: Learning by Doing: A Step-by-Step Example. Your Exercise for Learning is to create a PowerPoint presentation on your career topic (see below).

**Learning by Doing: A Step-by-Step Example**

- **OPEN POWERPOINT**
  Find PowerPoint in the Microsoft Office folder in the Programs menu.

- **CREATE A VARIETY OF SLIDES**
  1. The **Title Slide** is already at the center of your screen. Now click on *Click to add title*, then type **HILTON HEAD, SOUTH CAROLINA**
  2. Click on *Click to add subtitle*, then type **BY (YOUR NAME)** press [Enter]. Type RSCH 1203 press [Enter] then type Georgia Perimeter College.
  3. Insert a New Slide. Under Layouts, click the slide with **Title and Content**.
  4. Click on *Click to add title*. Type **ISLAND ATTRACTIONS**.
  5. Click on *Click to add text*. Type **RESORT ACCOMMODATIONS**, press [Enter]; then **GOLF AND TENNIS**, press [Enter]; then **BEACH ACTIVITIES**.
  6. Next, add a picture of Hilton Head to this slide by searching Images in a Search Engine like Google. Right click to *Copy* and then *Paste* the image in a blank area of the slide. Click on the image again to move and size it to fit the space you like.
  7. Insert a New Slide. Under Layouts, click the slide with **Two Content**.
  8. *Click to add title* and type **RESORT LIVING**. There are two boxes for content. In the left box, click the Icon for Online Pictures. In the Bing Image Search box, type Office.com Clip Art and the word Beach. Next you will see the many photos and illustrations in the Clip Art folder. Click on the image of your choice and click Insert.
  9. In the box on the right, click to add text. Type **HILTON HEAD BEACH AND TENNIS RESORT** press [Enter]. Type **PALMETTO DUNES RESORT**, press [Enter]. Type **HARBOR TOWN RESORT**.
  10. Insert a New Slide. Under Layouts, click the slide with **Content with Caption**.
  11. Click to add the title. Type **GOLF AND TENNIS**. Font size should be 32.
  12. Click to add text. Type **LESSONS FROM A PRO**, press [Enter]. Type **FINEST QUALITY COURTS AND GOLF COURSES**, press [Enter]. Type **GREAT PACKAGE RATES**. Change the font size to 20.
13. Click to add another picture from another Online Images search. Find and select a photo of a Hilton Head golf course, or favorite golfer or tennis player. Right click on the image and select Save Image to My Pictures. On your slide, click the icon Pictures. This takes you to the Picture Library on your computer for you to select and insert the picture of your choice onto the box on this fourth slide.

14. Four slides are now complete and we will move one to add special features next.

- **APPLY DESIGN THEME**
  Click the ribbon to choose the tab Design. Select a Theme of your choice. It will be applied to all slides. View various different designs by moving the cursor over them.

- **ADD SLIDE ANIMATION and TRANSITION**
  1. To add animations to text and images, click the tab Animations. Select text to animate and move your cursor to any one of the icons shown. These icons also identified the action like “Fly In” or “Spin.” The drop-down arrow next to the box reveals more choices. Try out different animations; then select animation for one item on each slide. Pick a text box or a picture or a cartoon to animate.

  2. For transitions between slides, click on the tab Transitions. Select from a variety of transitions to view the effects. Additional transition choices appear under the drop-down arrow. After deciding on a transition, set the time (no less than 02.00) under “Duration.” You may also add sound effects. Select “Apply to All.”

- **VIEW YOUR SLIDE SHOW**
  Select the tab Slide Show. Click on “From Beginning” to start the slide show. Click your mouse or press any key to advance each section on the slide.

- **ADD NOTES TO CREATE A NOTES PAGE**
  1. At the bottom of the screen, click Notes and Click to add notes will appear.

  2. In that blank space, type: “This is my practice PowerPoint slide show.” Then type your name next to that sentence.

  3. To print only that one slide, under Settings, click the down arrow to change from Print All Slides to Print Current Slide, or type 1 in the box next to Slides.

  4. Now click the down arrow next to Full Page Slides under Settings to view the options. Select Notes Pages and print your one Notes Page.
TO PRINT HANDOUTS PAGES AND EXIT THE PRESENTATION
1. Return to the Print screen and select **Print All Slides** under **Settings**.
2. Now, change the second option under Settings from **Notes Pages** to **Handouts**. Click OK. You may also select the number you want to print: 4, 6, or 9 slides on one page with either Horizontal or Vertical orientation.
3. Save the file. Type in an appropriate file name (for example, Hilton Head Presentation) and be sure that the Save As box shows the correct location for your flash drive or save in My Documents if you want to attach to email.
4. Remember that attaching files to an email and a flash drive is a good back up method to ensure that you will have two ways to retrieve your presentation.

---

**Additional Practice Exercises**

- **Planning a Presentation about your Travel**
  Imagine you are a travel agent and you must plan a presentation to give to your associates. Design a presentation about making a trip to a particular place or area.
  1. Design an eight-slide presentation that includes graphics taken from both Clip Art and Pictures.
  2. Apply a design theme that is effective with the graphics you have chosen. (Dark backgrounds can be very dramatic, but they are not effective if the graphics are dark also.)
  3. Apply some interesting transition between slides.
  4. Experiment with a variety of text animations.
  5. Using **Notes Page** under View on the menu bar, type some notes for these slides and then print them.

- **Planning a Classroom Presentation**
  Imagine your communications class has required you to give a talk about a topic of interest to you. You must research the topic using the World Wide Web, GIL and GALILEO. Organize your ideas and plan your PowerPoint slide show. Design a nine-slide presentation that includes a minimum of three different slide layouts each containing the points you intend to explain to our audience.
  1. Design a nine-slide presentation that includes a minimum of three different slide layouts.
  2. Apply a **Design Theme** to all slides.
  3. Include **Clip Art** from the program or **Images** from a search engine like Google.
  4. Five slides should have subcategories to the major bullets.
5. Create a simple graph with some of your research information. Near the graph image, create a text box to notate the author and the year. You should always state where you found your numbers or statistics.

6. Apply slide transitions to all slides or to individual slides.

7. Add text animation to several slides.

8. Add a sound using the custom animation.

9. Create Notes Pages under View on the menu bar to add some of your research information into the notes portion on four slides. Remember the slides themselves should contain only brief bullets of information.

10. Have a Works Cited slide listing all your resources in MLA citation form where you create a hanging indent on the citations by removing the bullets.

FINAL PROJECT: A PowerPoint Presentation on the Research Reports

- Create and present a PowerPoint slide show for final exam credit. Your slide show must be about the topic you researched for your Annotated Bibliography.

- Design the slide show according to the following directions (or the directions provided by your instructor):

  1. From Blank Presentation, create 10 different slides. The first will be a title slide and the last a Works Cited slide (showing 3 or more citations).

  2. At least 4 slides must have graphics from clip art or pictures. You may also import photos from the World Wide Web or your Picture File.

  3. Apply a Design Theme.

  4. Add text animation to each slide.

  5. Apply an interesting transition between slides. Advance slides on mouse click. Do not set automatic advance. You may also add sound effects.

  6. Remember that it will be important to present bullet points on your slides, not sentences or paragraphs. For a successful presentation, you will want to explain these points to your audience rather than read directly from each slide.

  7. When finished, thank the audience and answer any questions they may have.

  8. Print out handouts pages showing all 10 slides.
     - Print handouts pages with 4 slides on each page.
     - Turn in the handouts pages.
9. Add Notes Pages to include information explaining your topic.
   • Click view on the menu bar; click on “Notes Page.”
   • Type notes to read and explain to the class.
   • Print out the Notes pages to use during the presentation.
   • *Turn in at least one notes page.*

- During the exam period, students present their Slide Shows to the instructor and the rest of the class to report on the career topic researched in this course.

- To complete the project, Handouts pages and at least one Notes page are to be submitted as well.

- To be ready to present your final exam, make sure to save your presentation on a flash drive AND send it to yourself as an email attachment. Save and send again your final version whenever you make changes from email.