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 GPC 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 2017-2018 edition are Karen McKinney Holley and Pat Smiles Ziebart with citation assistance from Maria Batty of the Learning and Tutoring Center and Emory (Reggie) Abbott of the English faculty. We are grateful for their collaboration. We also acknowledge and honor long-term coordinator Beverly Santillo for her many years of revision on the text.

July 2017
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 Power Point 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 E-mail 15-24
• General Information
• Establishing your GSU Webmail Account
• Office 365 Webmail
  o Composing a Message
  o Managing E-mail 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
- 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
- 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
- Starting a New Presentation
- The Power Point 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
Chapter 1

Windows

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 the File and Folder tasks, and no dragging is needed.
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. Un-highlighted icons are shortcuts, but 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 hotplug 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
If you want to save files you create on GSU computers, be sure to save files to a Flash drive, online storage space, or e-mail 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 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 2013 or Word 2016. 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 two common file types used on the Internet and how to save them if there is no formatting option:
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 e-mail 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

USB (Universal Serial Bus) Flash drives have replaced CDs as preferred portable storage devices. Flash drive storage capacities range from 512 MB to 500 GB. 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 hotplug 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.
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 the USB flash drive or other drive used to create a root folder and subfolder 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 “POWER POINT,” 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” hotplug icon. Remove your flash drive from the USB port.
Chapter 2
Using E-mail

In this Chapter
- General information
- Establishing your GSU Webmail account
- GSU Webmail • Composing messages • Managing e-mail messages
  • Additional options

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

E-mail 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 e-mail program can be set to retrieve and deliver messages at your command or automatically at regular, frequent intervals. The main advantage of e-mail over physical delivery (USPS or other) is the frequency and speed of delivery. In addition, ease of use makes e-mail a common method of communication. It has become routine for both business and personal use. Although personal e-mails may be written informally, both business and academic messages require standard written English.

Two types of e-mail systems are available, webbased and client-based. Web-based e-mail systems allow you to access e-mail 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 e-mail systems are available from a variety of websites including Gmail, Yahoo, or Hotmail. GSU provides Web-based e-mail for students: Find your student e-mail from the GSU Homepage, under the Students tab. Sign in with your GSU username followed by @student.gsu.edu and password.
Client-based e-mail utilizes client software installed on your computer, such as Microsoft Outlook®. Messages may be stored on both the client computer and the e-mail server or solely on the client computer, so you may access previously delivered e-mails and compose e-mail while offline. E-mail is sent and delivered when the application connects to an e-mail server located on the same network as the client computer.

Your GSU Student e-mail account is a separate account from the e-mail you send and receive in iCollege. E-mail 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 e-mail can send and receive messages within and outside of the college. Official communications from the college are sent to your student e-mail, including messages from Enrollment and Registration, Financial Aid and the library, so you should check your GSU e-mail frequently.

Establishing Your GSU Webmail Account

Each student at Perimeter College has an e-mail account that is maintained as long as the student is enrolled in courses. To use your GSU student e-mail, 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 e-mail, iCollege, GoSolar, and many other GSU accounts.

For assistance with your user name and password or setting up or using your e-mail, contact the GSU service desk at 404-413-HELP (404-413-43570) help@gsu.edu.
Once you have your e-mail address and password, you are ready to access GSU student webmail. On the university website Students tab, select e-mail from the tools dropdown menu or go to <panthermail.gsu.edu>. **Student WebMail System.** Sign into your Panthermail account by entering your campusid@student.gsu.edu and password. panthermail.gsu.edu

### GPC Webmail Starting Point

**Accessing Webmail:**

Select the appropriate link below to access webmail:

- Faculty & Staff WebMail System
- Student WebMail System
  - Sign in with your GPC email address -- username@student.gpc.edu -- and your GPC password
  - Forget your password? Go to GetMyLogin
  - Need information? Check out Instructions for Students
  - Need help? Email the GPC Service Desk or call 678-891-3460

### Webmail window

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 e-mail 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 e-mail 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 e-mail 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 e-mail 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: e-mail 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**. E-mail 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 e-mail.
Message Text: Compose your message in this area.

Attaching a file: To attach a file to an e-mail 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 e-mail as an attachment. In the image shown, a file named sarahpaper.doc is attached to the e-mail.

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 E-mail Signature box; applying desired formatting. Click on the Automatically include my signature on outgoing messages check box. Add or change your information (name, e-mail, etc.). Click on Save at the top of the form. To return to e-mail, click on the Mail tab.
Contacts and Directory: Select the People tab on the top banner to add or modify frequently used e-mail addresses. To add an address, click on the New button and enter information. Click on Save & Close. Or search the directory by name.

Managing E-mail Messages

New messages are stored in the Inbox folder by default. Select the Inbox folder to view a list of e-mail 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 e-mail 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 e-mail 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 e-mail address not specified in the To or Cc address area. Select the Forward button, enter the e-mail 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 E-mail, 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 e-mail address is _________________________________________________

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

3. Write down the e-mail address of your instructor and another person in your class.
   a. Instructor: _________________________________________________________
   b. Classmate: _________________________________________________________

4. E-mail 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 e-mail first as a Word document** and save it as “E-mail for RSCH 1203 Class.” You will copy and paste the letter and also attach it to an e-mail message sent from GSU Webmail to me at the address for your class.

6. In this e-mail, 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 e-mail 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 e-mail.

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 e-mail 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 e-mail addresses on the Attendees line, separated by a semicolon, or you can use Contacts to locate e-mail 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 e-mail. There will be an option to Accept or Decline the meeting invitation. This will send a response via e-mail, 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]

![Ribbon Bar Image]

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 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 corner 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, Italic, 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 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 e-mail 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 e-mail 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 GPC 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. E-mail 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 line 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.
Chapter 4
Using Word, Part 2: Formatting Your Document

In this Chapter
• Margins and Line Spacing
• Tabs
• Indenting
• Page Breaks
• Headers and Footers
• Bullets, Numbers and Outlines
• Copy and Paste / Working with Multiple Documents
• Word Tools: Spelling, Grammar, and Thesaurus

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:

   ![Left Tab Setting]

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 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 indentation. You may adjust indentation 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 Indention 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 ½” 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 ½”. Thus, the second and following lines “hang” from the first like those in the figure on the right.

Setting Hanging Indentation 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 indention will then be applied to the current paragraph and to any subsequent paragraphs, until you change the indention 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 indention manually using the bottom indention marker on the ruler.

1. To change from the default block paragraph to a hanging indent, use your mouse to drag the lower indention 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 indention 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
Using Word, Part 2: Formatting Your Document

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 Ribbon](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 subtopics 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.

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**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.
Using Word, Part 2: Formatting Your Document

➢ 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 first use your mouse to select the text (a sentence, paragraph, or page of text).

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

Word Tools

Word offers help with spelling, grammar, and vocabulary when you open the 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 there for their, its for it’s, or to for too), then spell check will not catch the error. Spell check is never a substitute for careful proofreading.

➢ 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.

   □ 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:


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
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).
<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 Internet was created in 1969 by the U.S. Department of Defense for scientists to share confidential and top secret information. Its original name was ARPANET. Now it’s a huge network of interlinked computers spanning the globe and has given rise to the virtual and digital worlds.

➢ Internet Addresses

In the same way people have their own mailing addresses, websites and computers have their unique addresses. The web address for each Internet site is known as the URL (Uniform Resource Locator). The URL starts with the protocol being used. For example, http:// tells you that this site was written using the hypertext transfer protocol. This is the most common one found in Internet addresses.

Many modern browsers, will allow you to search for most sites without typing in http://. However, you may find that typing in http:// in front of the address is sometimes necessary. A variant is https:// for secure sites where personal information is required.

Internet addresses have gotten very long. Correct spelling is important. Some URLs are case-sensitive, meaning that whether you use capital or lowercase letters makes a difference. If a URL is just too long to type in successfully, most information can be found by doing a Google or Yahoo search.

URLs include domain names, such as comcast.net, gpc.edu, or ajc.com. The domain name gives the name of the provider and indicates the type of organization: ex. gsu.edu Some web addresses are longer than others because domain names may have multiple parts which could include the name of a specific department/school or business, a geographic location, or the type of organization.
The last part of domain names tells you what kind of organization hosts the website or it may give a geographic location. Examples of some domains are found below.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>.edu</td>
<td>educational institutions</td>
<td>emory.edu</td>
</tr>
<tr>
<td>.com</td>
<td>commercial institutions</td>
<td>microsoft.com</td>
</tr>
<tr>
<td>.gov</td>
<td>governmental institutions</td>
<td>epa.gov</td>
</tr>
<tr>
<td>.org</td>
<td>non-profit institutions</td>
<td>redcross.org</td>
</tr>
<tr>
<td>.mil</td>
<td>military institutions</td>
<td>usmc.mil</td>
</tr>
<tr>
<td>.net</td>
<td>network providers</td>
<td>comcast.net</td>
</tr>
<tr>
<td>.us</td>
<td>United States</td>
<td></td>
</tr>
<tr>
<td>.uk</td>
<td>United Kingdom</td>
<td></td>
</tr>
<tr>
<td>.ng</td>
<td>Nigeria</td>
<td></td>
</tr>
<tr>
<td>.ga</td>
<td>Georgia</td>
<td></td>
</tr>
</tbody>
</table>

**What is the World Wide Web?**

Although many people use the terms *World Wide Web* (or just the Web) and *Internet* interchangeably, the World Wide Web and the Internet are two different things. Think of the Internet as a system of roads and the Web as the traffic that travels those roads. The development of the *World Wide Web* began 1989 by Tim Berners-Lee and colleagues as they created HyperText Transfer Protocol (HTTP). This creation standardized communication between servers and clients, leading to the release of their text-based web browser in 1992.

Now web sites are written using a variety of codes or languages. Here are a few examples: hypertext markup language (html), cascading style sheets (CSS), Extensible Markup Language (XML), JavaScript, etc. Web browsers are software programs that are able to read or decode web pages, no matter what computer language they are written in. They are designed to enable searchers to navigate from one website to another. Although web pages should be readable in every browser, that’s not always the case. Here’s a short list of popular browsers.

- **Internet Explorer** is created by Microsoft and comes installed on most Windows PCs. It is one of two browsers supported by the college and installed on college computers.
- **Mozilla Firefox** is the second college supported and installed browser. You can download it for free to your own computer at <http://www.mozilla.org/>.
- **Chrome** is Google’s increasingly popular browser which is also freely available for download at <http://www.google.com/chrome>/.
- **Safari** is the Mac browser used in Apple products.

➢ World Wide Web Tools
Blog: A website with entries in chronological order used for posting both personal and professional information. Most often not used for academic research.

Browser: Software that makes it possible to read web pages. Examples include Internet Explorer, Mozilla Firefox, and Google Chrome.


Facebook: Visit the Georgia Perimeter College Libraries Facebook page at <https://www.facebook.com/georgiastateulibrary>.

Flickr, Picasa, & Instagram: Software for sharing and storing photos online.

Google+: Social network good for picture sharing and “meet-ups.”

iCollege: Course Management System (CSM) used by GPC faculty to deliver online content to students.

LinkedIn: A social network geared toward careers.

Search engine: A program, such as Google, Bing, Ask, Yahoo, and alltheweb, which search for online documents.

Social Networks: Tools that build online communities. Examples include Facebook, LinkedIn, Pinterest, and Twitter.

Streaming Video/YouTube: A simple tool for creating videos to share with the world.

Tagging/del.icio.us: Software that makes it easy to organize and keep track of your bookmarks.

Twitter: Popular social network for short (140 character) posts.

Web 2.0: Second generation of the World Wide Web. It is about user communication, interaction and participation.

Wiki: An online tool that makes it possible for authors to collaborate on providing content to a website. The best known example is Wikipedia.

Moving Around the Web

Using URLs

As explained earlier, *URLs* are the addresses of specific websites. If it is convenient, you can always type a URL into the address bar. It may be easier to use a search engine to find websites then use your browser to bookmark sites you visit frequently.

Using Hyperlinks

There are different ways to move around the Web. One way is to use hyperlinks on a web page. A *link* can be embedded in words, pictures, or videos. Hyperlinks change color when clicked on, and your page will open to the page of the linked item, sometimes in the same window or tab and sometime in a new window. *Pay attention so you can navigate back!*

Home page
A browser opens to a homepage which can be set to any URL. When you open a browser from Georgia State University computers, you are automatically connected to the college's homepage (or, in the library, the GSU Library homepage).

Below is the home page of Georgia State University. Home pages give viewers basic information and provide ways in which to access various other associated pages through links. The student menu in the top banner will open helpful links such as your e-mail, iCollege, and the Library. The search box is also very useful.

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Search Engines and Specialized Search Engines

**Search Engines**

Google has been the dominant force in search engines for many years. They have developed specialized searches for images, blogs, translation, books, or scholarly materials. However, Google is not the only choice. It is sometimes helpful to experiment with other search engines which may limit to a particular kind of item or return results in a different way.

Here are some popular search engines to try:

- Ask.com – can interpret a question such as, “what are some pollution laws?”
- Bing.com – Microsoft’s alternative to Google
- DuckDuckGo.com (doesn’t track your searches)
- Usa.gov – Searches United States government websites
- Yahoo.com – includes directories to search specific topics
- Youtube.com (streaming video)

Search engines examine the content of millions of websites. When you type in search words, the engine scans lists of sites for those that fit your search criteria. Search results are not unbiased. Many search engines also include paid advertisers at the top of the search
list, even if they are not listed as advertisers. Website developers will purposely include keywords so that they are selected as good matches by search engines (Search Engine Optimization or SEO) to ensure that their websites come to the top of the list. For more information on search engines policies and SEO, see:

http://searchenginewatch.com/page/guides

**Specialized Search Engines** [scholar.google.com](http://scholar.google.com) searches only books, scholarly articles, or domains with .edu. In the settings, you can find “Library Links” for Georgia State University which will allow you to read the full text of articles if GSU has a subscription.

Special image search engines include several such as: [https://www.bing.com/images](https://www.bing.com/images), [https://images.google.com](https://images.google.com), and [https://images.search.yahoo.com/](https://images.search.yahoo.com/). Remember that images need to be credited on a Works Cited page just like the rest of your research.

➢ **Basic Search Strategies**

Try using these common strategies to improve your search results.

- Use *keywords*: two to three of the most important words about a topic. Not sentences.
- Use *quotation marks* to search for a phrase, such as “student retention” or “stem cell research” or “August Wilson.”
- Add a *wildcard* (*asterisk*) to the root of words to find all the hits using that root. For example, type in “librar*” for library, libraries, or librarians.

*Boolean Operators* are used to narrow or broaden your search. Visit the site [http://lib.colostate.edu/tutorials/boolean.html](http://lib.colostate.edu/tutorials/boolean.html) for a demonstration of how Boolean operators work. Be sure to put Boolean operators in all capital letters.

- Use **AND** to narrow your search: AND combines two or more keywords and returns results containing both words for example – *diabetes AND treatment*.
- Use **OR** to broaden your search: OR returns hits containing either term. Examples: *multicultural OR diversity, color OR colour, teen OR adolescent*.
- Use **NOT** to exclude certain keywords that might confuse results. For example - *vampires NOT bats*.

Every search engine has its own rules; always check the help screens for search tips.

➢ **Capturing Web Pages**
Information from the web can be saved, printed and e-mailed for later use. Apart from bookmarking web pages as Favorites or tagging them, you can save them to a flash drive, your hard drive, or your Facebook page. You can copy part of the text and paste it into a word document or a PDF (portable document format) file. A web page can be saved as an HTML file, which means you can open it up using a web browser, or you can save it as a plain text file and open it up in any word processing program.

To save a current web page to a flash drive:
1. Plug flash drive into port.
2. Click on File on the toolbar and choose Save As.
3. In Save in box, click on down arrow and choose the appropriate drive.
4. Type in the file name.
5. Next to Save as type, choose your preferred file type.
6. Click on Save.

To copy text from a web page to a Word document:
1. Select the desired text with your mouse.
2. Right click on the highlighted text and select Copy.
3. Open the document into which you wish to paste the selected text.
4. Put the pointer where text is to be pastes, right click, and select Paste.

➢ To make things even easier, learn these shortcuts:

<table>
<thead>
<tr>
<th>Shortcut Keys</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>Universal Help in 90% of Windows programs.</td>
</tr>
<tr>
<td>Ctrl + A</td>
<td>Select all text.</td>
</tr>
<tr>
<td>Ctrl + N</td>
<td>Open a new window.</td>
</tr>
<tr>
<td>Ctrl + X</td>
<td>Cut selected item.</td>
</tr>
<tr>
<td>Ctrl + C</td>
<td>Copy selected item.</td>
</tr>
<tr>
<td>Ctrl + V</td>
<td>Paste</td>
</tr>
<tr>
<td>Ctrl + P</td>
<td>Print</td>
</tr>
<tr>
<td>Ctrl + Enter</td>
<td>Create new page in current document.</td>
</tr>
<tr>
<td>Home</td>
<td>Goes to beginning of current line.</td>
</tr>
<tr>
<td>Ctrl + Home</td>
<td>Goes to beginning of document.</td>
</tr>
</tbody>
</table>
The Internet

End
Goes to end of current line.

Ctrl + End
Goes to end of document.

Shift + Home
Highlights from current position to beginning of line.

Shift + End
Highlights from current position to end of line.

Ctrl + Left arrow
Moves one word to the left at a time.

Ctrl + Right arrow
Moves one word to the right at a time.

Remember: if you are using information from a webpage for your research, you must cite this information! See page 72 for more information about citing your sources.

➢ Creating Web Pages

Web-publishing programs make it easy to create web pages. The university supports Sites, a web design or blogging platform. Sign up from this website: http://sites.gsu.edu

For many people, personal web pages have been replaced by Facebook, Twitter, YouTube, WordPress, Blogger, etc. It is no longer necessary to learn coding to publish on the web.

Evaluating Internet Sources

The process of evaluating Internet sources is like the process used to evaluate print sources such as books or periodicals. When deciding which books or articles to use for a project you want to be sure they are published by reputable sources and that they are accurate, unbiased and current (when applicable). Now apply the same process, and your common sense, to evaluating Internet sources.

Here’s an example. When comparing print sources, be aware of the difference between different kinds of periodicals. Newspapers and popular magazines are written by journalists who have researched the topic and are reviewed by editors. Scholarly journals are written...
by experts with advanced degrees and reviewed by other experts in that field. It is easy to see the difference between People Magazine and the Journal of the American Medical Association, and to evaluate the level of research required for a college-level paper. Online sources need to have as much credibility as print sources. For example, when researching a medical topic online, remember to consult professional websites from recognized medical authorities, not commercial, personal opinion, or entertainment sites.

Since almost anything can be put online, learn to critically evaluate what you find on the web. Websites are often a blend of information, entertainment and advertising; this makes determining credibility difficult. However, if you apply specific criteria and ask certain questions about any website and the information it provides, you have a better chance of finding the best the web has to offer.

➢ Consider these Criteria for Evaluating WWW Sources:

**Authority**

- Does the site have an author?
- What are the author’s qualifications or expertise in the area?
- Is the contact information for the author or the sponsor/publisher given?
- What is the relationship between the author and the sponsoring institution?

**Why is this important?**

Since anyone can publish pages on the Internet we need to know who is responsible for the information and that person’s credentials. When you know who or what organization is responsible for the information, you are more likely to trust it.

**Accuracy**

- Is the information accurate?
- Can the information be verified or checked?
- Does the site give sources for its information?
- If the information is historical or biographical, are the dates of events accurate?
- How does the information compare with what you already know?
Why is this important?

Web pages typically do not have quality control or fact-checkers so it’s up to you to do your own fact-checking. You can check books, journals, other websites, librarians, and teachers.

Currency

- Is the site up-to-date?
- When was the page created or last updated?
- Are the links dead or current?

Why is this important?

Web pages are always changing. The currency of information is especially important in the areas of science or current events.

Point of View

- Whose point of view/perspective is given?
- Does the page seem biased, ironic, or like a satire or spoof?
- To what extent is the information trying to sway the opinion of the audience?
- Is there excessive advertising on the page?

Why is this important?

Some web pages are biased or promote a particular agenda. They may contain false claims or half-truths. Considering point of view is more relevant for some subjects. For example, you are more likely to find biased information on political topics or controversial social issues than in web pages about authors or works of literature.

Usefulness

- Is the information well suited for your topic and focused research question?
- Are the depth and scope appropriate for college level research?
- Is the content freely available or are you being asked to pay for it?

Why is this important?

The best information in the world won’t help if it doesn’t fit your topic, research questions, and the requirements the professor has made for the assignment. Remember that library resources have already been paid for from your tuition so you don’t need to buy information from a website.

If you are still having trouble determining the credibility or reliability of an Internet source, be sure to ask your professor or a librarian for help.

Ask a Librarian
Research on the Web

Completing research in any medium, whether print or electronic, is basically the same. First, you need to understand the research question. If it is a class assignment, what does your professor want you to accomplish? Whether your assignment is to write an argumentative, literary, or informative paper, be clear about what your professor expects.

The phrase “on the web” often can confuse people. Websites, blog entries, e-mails, streaming video, etc., may all be used as sources and they are on the web. This sort of content varies from that which we can find through searching databases in GALILEO. Sometimes it is easier to think of the materials we obtain through search engines such as Google as being ON the web, and materials we obtain through GALILEO as being accessed THROUGH the web.

Another phrase is open web versus invisible web. The open web refers to what you can find freely through web searches (example: Google search), whereas the invisible web includes items that are not available through general web searches (example: articles from a GALILEO database). The invisible web includes materials that you must have permission to obtain. For example, you need the GALILEO password to access materials through GALILEO databases, whereas you rarely need any credentials to access materials through a Google search.

There is a reason that you are required to have the GALILEO password to obtain materials when searching in GALILEO databases. We are connected to the Internet when searching in databases in GALILEO; however, the information we gather through GALILEO is rarely available on the open web for free. Additionally, the information and materials you gather from GALILEO databases or electronic books provided by the college come with a high level of authority. If your instructors say they do not want any Internet sources, they usually mean no to sources from the open web, but yes to sources from GALILEO.

In researching your topic, you will discover different ideas that have been expressed by a variety of authors. Although reading others’ ideas will be helpful to you, you should never copy the exact words of others without crediting the source. Additionally, when restating an author’s ideas in your own words (paraphrasing), you must also credit the source. Simply put, not giving credit for the work of another is plagiarism. The only information that does not require a citation includes your original thoughts and common knowledge. Common knowledge refers to facts widely available in a variety of sources, for example, Abraham Lincoln was the 16th president of the United States or Atlanta is the capital of Georgia.

Many instructors require you to use Turnitin.com (http://www.turnitin.com/). This program automatically checks your papers for plagiarism. Proper research requires students to read a variety of materials on a topic. You then take what you have read and learned and use it to support your original ideas. Additionally, as you integrate your research into your paper, make sure to cite and give credit to information you learned from the authors that you have read during your research. Be aware that “recycling” your own work will show up as plagiarism on Turnitin.com.
Research Process

➢ Find Your Topic

Choose a topic that interests you. You will enjoy your research much more if you are writing about something that you are personally interested in. Most people begin with a broad topic, and then narrow it to something more manageable.

Ask yourself these questions to help clarify your topic and direct the research process:
✓ What is the assignment?
✓ Is the assignment to write a paper on an argumentative or controversial topic?
✓ Is it an informative speech?
✓ Is it a literary analysis paper?
✓ When is it due?
✓ How many sources do I need?
✓ What kinds of limits – if any - did the professor put on those sources?
✓ Will I need a thesis statement, annotated bibliography, outline, and rough draft?

➢ Choose Appropriate Resources

You should be able to cover your topic by using a combination of both print and online sources. Just as with print sources, not every subject on the Web receives the same amount of in-depth treatment. For comprehensive research, use a combination of resources:

• Websites. Some teachers will not let you use websites for a college-level paper. Most will not accept Wikipedia as a reference.
• Books and electronic books available through the college libraries. Use GIL-Find@GSU, the GSU library catalog, to find out what is available at GSU Libraries. (See Chapter 6).
• Media, such as videos or DVDs or audio recordings. Use GIL-Find@GSU catalog to find out what is available at GSU Libraries. (See Chapter 6).
• Articles from magazines and journals and newspapers. All the campuses subscribe to some magazines if you would like to read these print sources. You will probably use databases in GALILEO to find full-text articles on the computer. (See Chapter 6).

➢ Identify Keywords

Once you have a topic, try brainstorming to create a list of search terms or keywords. Keywords can most easily be defined as main ideas. There may be synonyms or phrases that express the same idea. You will discover more keywords from reading websites, books, or articles. It’s smart to keep a research notebook to jot down the keywords that give you the most on-target results. Use these words to do web searching and especially to search GALILEO databases for articles.
Develop a Working Bibliography/Works Cited

Bibliographies or Works Cited pages are lists of websites, books, articles or other sources. After you start searching and begin finding valuable information, keep track of what you have found. Your working bibliography will consist of citations for your sources and information you have gathered from these sources that you can use in your paper. See the next section on Citing Your Sources. Remember that correctly formatting the citations as you find sources will save you time in the long run. These citations from sources you use in the paper will be the basis of your final Works Cited page.

More Tips for Searching

- Watch your spelling. Some search engines offer alternate spellings if you make a mistake. Library catalogs and article databases are less forgiving.
- Use synonyms and experiment with your search terms. Go back to your keywords list for ideas.
- Try using Google Advanced Search by clicking on the gear button. Advanced search allows you to limit the search in several ways, including language, date of update, and domain of the site.
- As you will discover in the next chapter, when you are searching in the libraries catalogs (GIL-Find@GSU and GILUniversal) and GALILEO databases, you will see subjects that have terms related to your initial search. These can be very helpful when coming up with alternative keywords!

Websites for Academic Research

- bartleby.com – free access to lots of full-text books
- FedStats.gov – a portal to find statistics from every government agency
- infoplease.com – quick facts from reference works such as encyclopedias, atlases, dictionaries, and almanacs
- loc.gov – the Library of Congress site links include primary documents, American Memory Archives, etc.
- scholar.google.com
- usafe.gov – searches US government websites, such as the EPA, CDC and Census Bureau
- wolframalpha.com – a computational knowledge engine
Citing Your Sources

MLA and APA are the most common citation formats. APA tends to be used in the sciences and social sciences while MLA is used in the Humanities. Your instructors will let you know what citation style to use and what they expect. In the Web 2.0 world with so much file sharing and downloading, it’s especially important to cite your sources. You will always need a citation guide to correctly cite sources in the research style required.

MLA Format

Links below are websites with examples of the current use of MLA format.

- Owl at Purdue: <http://owl.english.purdue.edu/owl/resource/747/01/>
- Cornell Univ. Citation Management: <http://www.library.cornell.edu/resrch/citmanage/mla>

See following pages for the Quick Reference Guides to Using MLA style.

APA Format

- The Citation Styles Research Guide on the library homepage has examples of APA style for various types of sources.
- OWL at Purdue <http://owl.english.purdue.edu/owl/resource/560/01/>

➢ A Final Reminder Regarding Research Styles:

- You can find Quick Reference Guides on the Citation Styles Research Guide on the library homepage.
- There is an MLA guide as well as pages of examples for APA style and links to other style helps.
- It is important to remember that when you cite sources for research writing, you must first identify the required research style and then access a guide to follow. Correct citation writing can never be accomplished intuitively.
- You will always need to consult a comprehensive guide for that research style! GPC Libraries have citation style guides for reference on every campus.
FREQUENT ERRORS IN MLA CITATION WRITING

- Carefully follow directions on MLA 8 Quick Reference Guides.
- Use the examples of different types of sources to guide you.
- Also refer to a detailed MLA Bibliographic Entries in an updated handbook. Find a Handbook Section in your English text or a textbook in the library.

AUTHOR NAMES follow this rule: last name, first name for only the first name if there is more than one author. For two names, add a comma and the word “and.” All names after the first one, are first name first. For more than 3 names, type the first author name, a comma, then the words et al. Look for examples that illustrate these options.

For WORKS CITED and ANNOTATED BIBLIOGRAPHIES: Items are placed in alphabetical order by an author last name OR the first word in an article title only if there is no author listed.

TITLES must be correctly identified:

- Use initial capital letters for all important words in titles
- Certain words are always all capitals: JSTOR, GALILEO and any other acronyms.
- Use quotation marks around titles of articles (short pieces in newspapers, magazines, and websites with sections, or a one page web site).
- Use ITALICS for complete sources (books, magazines, journals, newspapers, and databases).

DATES must always be typed day, month, year. Abbreviate the month as shown below. (May, June, and July are not abbreviated.)

- Example: 12 Jan. 2017
- NOT January 12, 2017
- NOT 12/01/17 OR 09/14/2017

Web Addresses:
For WWW sources, if required in citations by an instructor, type the entire URL rather than using a shortening service.

Hanging Indents and formatting:

- All citations must have only the first line on the margin.
- All lines after the first are indented ½ inch.
- When typing, do not press <Enter> until the end of the citation, allowing the lines to “wrap” using Word.
- Then apply the hanging indent feature found in the Paragraph menu.
- Citations and summaries are placed in alphabetical order by the first word, an author’s last name or the first word in a title if no author.
- Double space the entire document with no extra spaces between items.
**A QUICK REFERENCE GUIDE TO USING MLA 8 STYLE**

In April 2016, the Modern Language Association published the *MLA Handbook: Eighth Edition*. The new style allows writers flexibility to decide the most helpful information to guide their readers back to sources. Certain core information is essential while other information is optional.

The core questions asked about each source are:

1. Who is the author of the source?
2. What is the title of the source?
3. How was the source published?
4. Where did you find the source?
5. When was the source published? (MLA 13)

MLA has provided a template to help evaluate these questions and construct the citations. Core elements are important to include when available. If they are not available, then they should simply be omitted. For instance, a source without an author would start by listing the title, or a source without a publisher, such as a blog, would skip that element. It is recommended that the URL (web address) or DOI (digital object identifier) be included as a location element for any source on the Internet.

Containers are the various ways content is published and/or accessed. A container might be a literature anthology, a scholarly journal, a set of published web pages, or the Netflix collection where a film is viewed. Note that punctuation is streamlined with periods after the author, title, and at the end of each container. Commas are used between other parts of the citation. The elements are more thoroughly defined in the handbook, but the basics appear below.

<table>
<thead>
<tr>
<th><strong>Author.</strong></th>
<th>Last name first. Second and third authors can be natural name order. More than three authors may list the first author followed by the abbreviation “et al.”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Source.</strong></td>
<td>Use quotation marks around chapters, essays, poems, or short stories in another book or use italics for a longer work such as a play or novel appearing within an anthology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Container 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of container,</strong></td>
</tr>
<tr>
<td><strong>Other contributors,</strong></td>
</tr>
<tr>
<td><strong>Version,</strong></td>
</tr>
<tr>
<td><strong>Number,</strong></td>
</tr>
<tr>
<td><strong>Publisher,</strong></td>
</tr>
<tr>
<td><strong>Publication date,</strong></td>
</tr>
<tr>
<td><strong>Location.</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Container 2</strong></td>
</tr>
<tr>
<td><strong>Other contributors,</strong></td>
</tr>
<tr>
<td><strong>Version,</strong></td>
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<tr>
<td><strong>Number,</strong></td>
</tr>
<tr>
<td><strong>Publisher,</strong></td>
</tr>
<tr>
<td><strong>Publication date,</strong></td>
</tr>
<tr>
<td><strong>Location.</strong></td>
</tr>
</tbody>
</table>

URLs and DOIs may be omitted at the discretion of the instructor. Each writer may decide whether additional elements are needed for clarity as mentioned on pages 50-53 of *MLA Handbook*. Some are noted in the examples below.

**Print Sources**

**Book with one author:**
Rowling, J. K. *Harry Potter and the Philosopher’s Stone*. London, Bloomsbury, 1997. (Note: If the city of publication is needed for clarity, it may be added before the publisher.)

**Print book with two authors:**

**Print book with more than three authors:**

**Work in an Anthology:**
(Note that the date the story was originally written is included after that title because it was considered helpful information for the reader.)

(Note that an additional element was added for the translator of the poem, immediately after that title. The translator of an entire book would have been included as another contributor along with the editor[s] of the entire book.)


(Note that for this play in an anthology, italics are used for the title rather than quotation marks. The anthology title is also italicized.)

Chapter or entry from a Reference Book or Set of Books:

Newspaper Article

Magazine Article

Scholarly Journal Article

Government Publication

GALILEO Sources

It is not necessary to write “GALILEO” in your citation, but list the database as Title for the second container (in italics) and the DOI or permanent URL as Location.

Newspaper Article:
http://search.proquest.com/central/docview/1443233140/51A8EB8E82C45C2PQ/7?accountid=11226.

(Note: When the title of a newspaper doesn’t include city of publication, include that information in brackets following the title.)
Dobbins, James. “Time for a Do-over on the Brexit Vote.” USA Today, 7 July 2016, p. 7A. 
Academic Search Complete, web.a.ebscohost.com/ehost/detail/detail?vid=8&sid=3d8cd750-3f5d-428f-b5a9-835b0efa8139%40sessionmgr4004&hid=4114&bdata=JnNpdGU9ZWhvc3QtGtZS ZzY29wZT1zaXRl#AN=J0E272804964016&db=a9h.

Magazine Article:


Scholarly Journal Article:


Ebooks

Entry within a Reference Work

Reprinted Sources:
http://ezproxy.gpc.edu/login?url=http://go.galegroup.com/-ps/-i.do?id=GALE%7C7CH1420074831&v=2.1&u=clar34424&it=r&p=LitRC&sw=w&asid=751a31a3687-e3d1f89c75837b8b7eb70

Opposing Viewpoints:

http://ezproxy.gpc.edu/login?url=http://ic.galegroup.com/ic/ovic/AcademicJournalsDetailsPage/AcademicJournalsDetailsWindow?failOverType=&query=&prodId=OVIC&windowstate=normal&contentModules=&displayquery=&mode=view&displayGroupName=Journals&limiter=&currPage=&commentary=true&disableHighlighting=true&displayGroups=&sortBy=&search_within_results=&p=OVIC&action=e&catId=&activityType=&scanId=&documentId=GALE%7CA16617612&source=Bookmark&u=clar34424&jsid=e2a0a2db473c2ade8dba4fc960c02457.

Legal Documents:
River Runners for Wilderness v. Martin. 593 F.3d 1064; 2010 U.S. App. LEXIS 2131. LexisNexis Academic,

Government Documents:

Random (Non-Database) Web Sources
Article from Website:
McLaughlin, Elliott C. “Memorial for Dallas Police Officers: Obama Praises Law Enforcement Reaction.” Cable News Network, 12 July 2016,
Newspaper or Magazine Article on Web:

Online Encyclopedia:

Multi-Media Sources:


NOTE: All Works Cited entries must be double spaced. Students should consult a comprehensive handbook or research guide for a full discussion of form and style. The citations in these guides follow the MLA Handbook 8th edition.

Exercises for Learning Internet Review

1. As you go about your daily activities, what are some of the reasons you search online?

2. Identify advantages of using the World Wide Web for research.

3. Identify disadvantages of using the World Wide Web for college research.

4. What are some ways to narrow your results when using a Search Engine like Google or Bing or Yahoo?

5. List at least 3 criteria for evaluating web pages (see page 67).

6. List and identify three different domain names (for example, .com = a commercial site).

7. What is the difference between information from websites and information found in GALILEO databases?
Internet Exercise

1. Search the Web using Google and answer the following question. Enter the search terms exactly as you see them and list the number of results you find for each search:

   a. Take me out to the ballgame  Number of hits _________________________
   b. “Take me out to the ballgame” Number of hits _______________________
   c. Why do you get a different number of hits when you add quotation marks?

2. Experiment with using other search engines and describe the types of results you find. Your search topic is the Human Genome Project. Identify one specific item you find useful from each search engine.

   a. Search in Google Images. ____________________________________________
   b. Search in YouTube. _________________________________________________
   c. Search in usa.gov. ________________________________________________

Internet Research Report Assignment

• Conduct a Web search on one of the listed topics 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 write a short paper.
• The report will include a citation and a summary for each one of the 3 websites you selected on the one 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.

TOPIC CHOICES:

❖ A topic related to one of your college courses
❖ A topic related to your career goals
❖ Sustainability
❖ Marriage customs and arranged marriages
❖ Alice Walker and her writings ❖ The Tuskegee Airmen
Create a Word Document Following these Instructions:

1. Create a Microsoft Word document titled “WWW Internet Research Report.”
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. Tell why this article is a credible source of information. Review the section on Evaluating Internet Sources to write this part.
6. Write a 100-word (or more) summary of the information found for each source. 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 e-mail to yourself with your file attached. That way, you will not lose your work should anything happen to your flash drive.
Chapter 6

Using Library Resources: Books and Databases

In this Chapter

- Online Research Guides and Getting Library Help
- GIL PIN, GIL @ GSU, GIL Universal Catalog &GIL Express, E-Books
- Call Numbers, GIL Search Options, Interpreting, Search Results in GIL-Find
- GALILEO Overview and GALILEO Home Page
- Selecting and working with Databases, Table of Recommended Databases by Subject
- Critical Thinking Skills and Information Literacy
- Learning to Cite Your Work and Avoid Plagiarism
- End-of-Chapter Exercises: GIL and Database Review Questions, GALILEO Research Assignment, Annotated Bibliography

➢ Online Research Guides and Library Help

The libraries maintain a large collection of online research guides located at <http://research.library.gsu.edu/>. The guides are searchable and arranged by subject and author. They are intended to help you select and use the sources you need for research.

The library also maintains a collection of tutorials for researchers on its YouTube channel at <https://www.youtube.com/channel/UCWGUpLkOG-NZH-N6A2jcgSA>.

For additional help, find out how to e-mail, phone, chat with, or text a librarian, at <http://library.gsu.edu/home/services-and-support/how-do-i/ask-a-librarian/>.

➢ GIL PIN

In order to place requests and get the current GALILEO password, or to access your Library Account for any reason, you will need a personal identification number (PIN).

For help with getting your PIN, ask a librarian or go to this page <http://gilfind.gsu.edu/vufind/MyResearch/Home>. Note: a random PIN will be e-mailed to your GPC e-mail. If you do not see it in your in-box, check the junk mail folder.

➢ GIL@GSU (the online library catalog)

GIL-Find is the online library catalog. It includes a listing of print and electronic materials owned by all six GSU libraries and is available from the catalog tab on the megasearch box on library home page. <http://library.gsu.edu>

In addition to print books, the GIL catalog lists e-books, videos, DVDs, CDs, musical scores, and government documents owned by the GSU Libraries.
Intercampus loan is a service that delivers books from one campus to another. To request a book, click on the title of the book, then on the “Place Request,” link, and follow the instructions to log in using your Library ID, number, last name, and unique GIL PIN. Books usually arrive in 3-4 business days.

➢ GIL Universal Catalog (UC) and GIL Express

GIL Universal is the online library catalog for all colleges and universities in the University System of Georgia (USG). As an enrolled student at GSU, you have borrowing privileges at these schools. You can go to their libraries and check out books using your Panthercard. You can also request books from across the state and have books delivered to any GSU campus. GIL Express is the name for the delivery service and takes about 5-7 business days. Go to the GIL Universal Catalog at <http://gilfind.uc.usg.edu>.

E-Books

The library offers thousands of electronic books. In GIL you will see: Format: Electronic and Location: one of our e-book databases. Follow the links to read the full text of the book.

➢ Call Numbers

A call number is the address of a physical book on the shelf in a library. GSU uses the Library of Congress Call Number system which begins with a letter followed by other numbers and letters. The first letter indicates the general subject of the book. If you find one book on a subject, other books will be shelved nearby, so browse around on the shelf.

➢ GIL-Find Basic Search

When you click on the Catalog tab on the megasearch box, you will start with the basic search. Enter your search words such as “school reform” (see example above) and click the find button. The next screen will display a results list of books, DVDs, CDs, electronic books, etc. See the example on the next page:
In addition to the list of titles, this screen also includes other suggested topics, and options to narrow your search by call number, format, location, date, etc. You may also sort results by date to see the most recent items first.

Keep in mind this is just the basic search. Using the drop-down menu or Advanced Search allows you to search for specific titles, authors, and subjects.

Interpreting Search Results in GIL Find

Some searches result in no matches. Try your search again and check for typos or misspellings. Be sure you are using the appropriate type of search. If you are still not finding what you need, **ask a librarian for assistance.**

A successful GIL Find search results in a **Title List** of items as shown above. Click on a title in the list to see the **Full Title Record** as appears on the next page.
From the full title record, you will see the information you’ll need to build your citation (red rectangle), the subject words describing the book (green oval), and the location and call number of the item, whether it is checked out or still available, and the link to place a request (blue label).

To check out a print book, use your Panthercard or other photo ID. To access an electronic book, you may be asked for your GSU login information or the GALILEO password.

➢ GALILEO Overview
The GALILEO project was started in 1995 by the Board of Regents of the University System of Georgia. Its mission is to provide all students in the University System access to online collections (databases) of magazine, journal, and newspaper articles; government documents; and full text books for research.
There are differences between library database searching and Internet searching having to do with the reliability, credibility, and authority of the information. This is important in academic research, because not all websites can be traced to a reliable source. Some databases provide citations (reference information) and abstracts (brief article summaries), while others provide full text articles so you can read, print, save, or e-mail them. Practice will give you the confidence you need to become an expert database searcher.

➢ Discover GALILEO
Discover GALILEO is the default search in the megasearch box on the library homepage and in iCollege. It is a tool which searches the GSU catalog, many (but not all) databases, and some vetted websites.
Some tips beyond the basic search:

1. Try Advanced Search.
2. Choose the subject of your research (Hold control key down to select more than one.)
3. Limit your results to Full Text and restrict the date of publication, if appropriate.
4. Check the Peer Reviewed box if you are required to use only scholarly sources.

Whether in Basic or advanced search, you will get a large number of results which can then be narrowed with the limiters in the left column. Clicking on an individual article title opens tools for you to use such as citation suggestions or an e-mail tool.

**Discover does not search all databases, and lacks some of the functionality of individual databases.** Therefore, you may elect to find specific databases recommended by subject in the drop-down window or by name in the A-Z Index. Both of these options are in the megasearch box.

When working with electronic resources from off campus, you may be asked for your GSU credentials or a GALILEO password which changes every semester. You can find the current password in “My Account,” or log into iCollege and use the GALILEO link there with no further need for a password.

### Working with Databases Features Common to Databases

1. Some databases use Boolean search operators based on mathematical logic. Connect your search terms with these operators in all capital letters.
   - **AND** narrows a search. If you combine two phrases such as “health care reform” **AND** “insurance industry,” your articles will contain both phrases.
   - **OR** broadens a search. For example, the search “affordable care act” **OR** Obamacare will return containing either of those terms. This becomes useful when you have synonyms (adolescent **OR** teenager **OR** teen) or alternate spellings (color **OR** colour).
   - To leave a term out of a search, use **NOT**. For example, “health care reform” **NOT** medicare.
2. Here are some of the limiters. (Not all are available in every database.)
   - full text articles only – content can be read immediately
   - article source -- the name of a specific magazine, newspaper, or journal (such as *Time, Nation, Journal of Sociology, New York Times*)
   - peer reviewed scholarly publications – some professors require these
   - date of publication – to find recent information or otherwise control the date range
   - publication type – articles or research is best, NOT book reviews
   - number of pages – most scholarly articles are ten or more pages

3. Some databases have spell check and some do not. Always check your spelling!

4. There are two formats for full text articles. **HTML Full Text** articles have been converted to a web page and may contain active links. HTML does not usually have pictures or page numbers. **PDF Full Text** articles provide an exact copy of the article as it appeared in the original print source, including pictures and page numbers, but not always the publication information about the journal, which you WILL need for your citation.

5. An **Abstract** is a brief summary of an article. Reading an abstract can help you decide if you want to read the whole article, and it can give ideas for other search words or subtopics.

6. A citation includes basic publication information: author, journal or magazine source, date, volume, issue, and page numbers.

7. Make sure to follow a citation guide for the citation style required.

8. Full-text articles and citation information you find in a database, can be printed, e-mailed, saved to flash drives, and stored in online folders.

   * When accessing any library e-resources from off campus, you’ll be prompted for your GSU campus ID and password. Alternatively, you can first log in to iCollege and use the GALILEO link/search box there. Databases chosen specifically for GSU may also request your GSU campus ID and password.

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The Difference between Scholarly Journals and Popular Magazines

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Scholarly Journal</th>
<th>Popular Magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td><img src="image" alt="Example" /></td>
<td><img src="image" alt="Example" /></td>
</tr>
</tbody>
</table>
Content (Accuracy) | In-depth, primary account of original findings written by the researcher(s); very specific information, with the goal of scholarly communication. | Secondary discussion of someone else's research; may include personal narrative or opinion; general information, purpose is to entertain or inform.  
Author is frequently a journalist paid to write articles, may or may not have subject expertise.  
General public; the interested non-specialist.

Author (Authority) | Author's credentials are provided; usually a scholar or specialist with subject expertise.  
Scholars, researchers, and students. | Author is frequently a journalist paid to write articles, may or may not have subject expertise.  
General public; the interested non-specialist.

Audience (Coverage) | Scholars, researchers, and students. | General public; the interested non-specialist.

Language (Coverage) | Specialized terminology or jargon of the field; requires expertise in subject area. | Vocabulary in general usage; easily understandable to most readers.

Graphics (Coverage) | Graphs, charts, and tables; very few advertisements and photographs. | Graphs, charts and tables; lots of glossy advertisements and photographs.

Accountability (Objectivity) | Articles are evaluated by peer reviewers* or referees who are experts in the field; edited for content, format, and style. | Articles are evaluated by editorial staff, not experts in the field; edited for format and style.

References (Objectivity) | Required. Quotes and facts are verifiable. | Rare. Little, if any, information about source materials is given.


Original information on Selecting Databases from University of Michigan Shapiro Undergraduate Library, chart by Amy VanScoy of NCSU.

**Selecting Databases**

Selecting a GALILEO database and designing an effective search are challenging. Some databases have information on many subjects. Others are specialized. The table below describes some of the special subject databases.

<table>
<thead>
<tr>
<th>Subject</th>
<th>EBSCO &amp; ProQuest databases</th>
<th>Other Databases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art, Film, Theater</td>
<td>Academic Search Complete Film &amp; TV Literature Index</td>
<td>JSTOR ARTstor</td>
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| Business         | ABI Inform Complete  
Business Source Complete | LexisNexis Academic  
Academic Search Complete |
| Careers          | Business Source Complete  
Vocational and Career Collection | |


<table>
<thead>
<tr>
<th>Category</th>
<th>Database</th>
<th>Additional Databases/Services</th>
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| Current Issues| Academic Search Complete  
MasterFILE Elite  
ProQuest Newspapers | CQ Researcher  
Issues and Controversies  
Opposing Viewpoints |
| Education     | Academic Search Complete  
Professional Development Coll.  
ProQuest Education Journals | ERIC (from both Ebsco and Proquest) |
| General       | Academic Search Complete  
MasterFILE Elite  
ProQuest Central | GALE Virtual Reference  
JSTOR  
LexisNexis Academic |
| Global Studies| Academic Search Complete  
Business Source Complete:  
(Country Reports) | LexisNexis  
Academic:  
(Country Information) |
| Nursing & Health| CINAHL Plus with Full Text  
Health Source--Consumer & Nursing Editions  
MEDLINE  
ProQuest Nursing & Allied | Health  
Magill’s Medical Guide |
| History       | Academic Search Complete  
History Reference Center | American History & Life  
American History in Video  
Ancient & Medieval Hist.  
JSTOR |
| Law           | Academic Search Complete  
Legal Collection | CQ Researcher Online  
LexisNexis Academic |
| Literature    | Academic Search Complete  
Literary Reference Center  
MLA Int’l Bibliography | Bloom’s Literature  
Gale Virtual Reference  
JSTOR  
Literary Criticism Online  
Literature Resource Center |
| Political Science| Academic Search Complete  
ProQuest Newspapers | CQ Electronic Library  
LexisNexis  
Opposing Viewpoints  
JSTOR |
| Psychology    | Academic Search Complete  
Psychology & Behavioral Sciences  
ProQuest Psychology Journals  
PsycINFO (abstracts) | JSTOR |
| Science       | Academic Search Complete  
Computer Source  
Science & Technology Collection  
Environment Complete | JSTOR  
Salem Science |
| Sociology     | Academic Search Complete  
Sociological Collection | JSTOR |
Database Snapshots

- **Academic Search Complete** is a large, general database containing articles on many topics. It’s not a subject-specific database.

- **JSTOR** is a full text database of scholarly articles in many academic disciplines. Use *Advance Search* and limit by the subject list options which appear below the snapshot at the right.

- **LexisNexis Academic** is a good source of newspaper articles from around the world, for exploring current events, legal research, and country research.

- **Literature Resource Center** is a good place to begin searching for literary criticism.

- **Bloom’s Literature** features content from Facts on File’s extensive print literature collection, hundreds of Harold Bloom’s essays examining the lives and works of great writers throughout history and the world, and thousands of critical articles published by noted scholars under the Bloom’s Literature imprint.
More Popular Databases

- ARTstor is a digital library of more than 1,000,000 images.
- CINAHL Plus with Full Text is a comprehensive source of full text articles from nursing & allied health journals. CINAHL Plus with Full Text provides full text for more than 560 journals.
- CQ Researcher Online contains full text information on current social and political issues around the world along with U.S. Supreme Court decisions.
- Gale Virtual Reference Library contains the popular For Students Series—novels, drama, poetry, and short stories.
- Opposing Viewpoints In Context is comprised of viewpoint articles, topic overviews, statistics, primary documents, links to websites, and full-text articles.

➢ Critical Thinking and Research Skills

Research is more than just selecting a database, typing in some search terms, and using the first five articles on a list. You are asked to be in conversation with experts through your reading and to form your own opinions on a topic. Sometimes you must learn basic information about a topic before you can do effective research. Ask questions about your topic to help focus your research. Write down the basic concepts and vocabulary you learn so you can search more precisely. When you find relevant articles, understand the author’s credentials, his or her ideas, and how those relate to your own thinking. If your sources don’t agree, be prepared to say who you support and why.

The time to form a thesis is after you have learned more about your topic and increased your expertise by learning from experts. Your thesis will be your own thinking backed up in your paper or project with input from the experts you have discovered. (Be sure to cite them, because their work is the best defense of your claims.) It’s entirely possible that the way you think about the topic will change based on your research. That’s education!

Information Literacy is a set of skills that makes it possible to

- know when you need information (to write a paper, meet your professor’s expectations, find credible sources for academic purposes)
- know how to access information (from a book, newspaper, an online database, the Internet, blog)
- understand how to evaluate information (consider the source, currency, authority, and quality)
- know how to interpret and synthesize information (take information from several sources and put it together)
- be able to communicate information (such as in a paper, a speech, a website, a blog)
- understand ethical use of information (learn how to cite your sources)
Learning to Cite Your Work and Avoid Plagiarism

Citations (references) give credit to the original authors of works for their ideas, thoughts, or words. The definition of a “Work” is broad in the electronic age: a “work” may be a piece of music, graphic art, a website, a magazine or newspaper article, a photo, an interview, a book, a YouTube video, and so forth.

Be careful not to plagiarize. Because it is easy to copy and paste, many GSU instructors use Turnitin.com software that will automatically check papers for plagiarism. To avoid plagiarism when quoting words, paraphrasing ideas, or summarizing information, you must cite (give proper credit) to that source. This means using quotation marks for all words copied exactly from a source. When paraphrasing or summarizing, you must restate sentences and ideas using your own wording and also cite the source. If you cannot find a way to change a particular phrase or group of words, use quotation marks for those words or phrases within your paraphrase.

According to the GSU Student Handbook: Plagiarism is presenting another person’s work as one’s own. …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. Consult pages 18-23 for a full explanation.

You are also plagiarizing if you do not properly and completely cite sources on a separate Works Cited page at the end of your paper. Write down source information as you research. You will need it when it is time to create citations for your Works Cited page.

If the Web sources you use come from GALILEO databases, look for the word “citation” or “how to cite” on both HTML and PDF article files. You can copy or print out that information along with the article to guide your citation writing. However, you need to be aware that already formatted citations still require you to review and edit them as necessary. It is always necessary to refer to a research style guide.

In EBSCO databases like Academic Search Complete, the database often allows you to select a format style such as MLA, APA, AMA, or Chicago/Turabian when you click on the “Cite” icon. Make sure you know which research style your instructor requires and check computer-generated citations for formatting and content errors.

Students will always need to follow a research style guide in order to present citation information correctly. Although each style requires bibliographic information, the order of information and ways in which information must be presented are different for each style.

Providing correct and accurate citations allows your instructor (or other readers) to verify your sources. Specific research writing textbooks are available in print and online. In addition, you can find quick reference guides on the GSU University library pages and MLA citation style guides in Chapter 5 of this book. Make it a point to always consult a research style guide.
Exercises for Learning

GIL Review Topics:
1. What else can you find in the library beside books?
2. Search for a book in GIL. What information is found on its full record page?
3. How do you request a book from another campus?
4. How do you access and check your account?
5. What is the GIL Universal Catalog and how is it different from GIL at GPC?
6. Search GIL-Find at GPC and GIL UC to find books on a topic of your choice. Print out the full title record to find the library locations and the call number for each one.

Database Review Topics:
1. What is the difference between information from websites and information found in GALILEO databases?
2. Search for topic results in the Discover tool. Name two ways, other than the Discover tool, to find individual databases for searching.
3. What is the difference between a scholarly journal and a popular magazine?
4. What is an article abstract, and why is it valuable?
5. What is the difference between a PDF file and an HTML file?
6. When you see “Find it” below an article link, will you see an article when you click that?
7. Why is it important to use the “Print” option within the database screen instead of using File>Print to successfully print a .pdf file?
8. What information must be included in citations? Databases will often provide sample citations. If there is a “cite” link, print MLA citation information. For PDF files, this will require printing a separate page.
9. Identify what most say is the most popular, general all-purpose database.
10. Name 3 different GALILEO databases and tell what special topics each addresses.
GALILEO Research Assignment

Topic Choices: Use the same topic selected for your WWW Research Report.

- Select and search different GALILEO databases using the same topic selected for your WWW Research Report.
- Find and copy or print 3 articles to review for a GALILEO Research Report.
- With both PDF and HTML files, make sure to save the detailed record. Look for citation options and print or copy the MLA style citation if it is available.
- This report will include a citation and a summary for the 3 articles you selected.
- Follow the instructions below to write your report.

Create a Word Document:

1. Left align the MLA heading with your name and course information.
2. Add a header containing your last name and a page number.
3. Name the database(s) you used (Academic Search Complete, Literature Resource Center, JSTOR, LexisNexis Academic, Opposing Viewpoints, etc.).
4. Create the MLA style citation for each source. Follow the Reference Guide to Using MLA Style.
5. Write a 100-word (or more) summary of the information found in each article. Check your document for correct spelling and grammar.

Sample GALILEO Report Entry:

Database: LexisNexis Academic


Summary: This article expresses the writer’s concern that Australians are traveling to seek experimental medical treatment. The discovery of stem cells and their effects on humans is still high risk and dangerous. Like any new medicine or procedure, stem cells can produce unpredictable results. Although there is no concrete proof those stem cells work, hundreds of Australians travel to other countries to go to stem cell clinics. However, as Stewart points out, there are those who have gone through stem cell therapy with little to no improvement.
As a Final Activity: Create an Annotated Bibliography

1. First, center the title Annotated Bibliography on a new Word document.
2. Open your WWW research report to copy the citation and the summary information into the new document.
3. Open your GALILEO research report to copy the citation and summary information into the same new document.
4. Next, place the items in alphabetical order according to the author’s last name or the title if there is no named author.
5. Double space the entire document and remove any additional spaces between entries.
6. You have now created an Annotated Bibliography including both types of sources.

Sample Annotated Bibliography Entries (note: not double-spaced to preserve space):


This article in *Scientific American* magazine discusses ways stem cells can change the future of medicine. The writer points out that sometimes if there is damage to an organ, our bodies can fix it. For example, with liver damage, our bodies can regenerate parts of the liver. However, not all of our organs can do this. We can get the help we need by turning to stem cells. Stem cell research is a promising branch of scientific medical research since stem cells give the body a “starter kit” to redevelop any tissue cell type that is needed.


Although a .com site, this seems to be a credible source because each item provides a link to where the information was found. The timeline explained stretches from 1961 all the way to this month. Stem cell research has come a long way since the 1960’s. In 1961, the first stem cell research report was published. The article points out that today stem cell research has resulted in important medical research from American scientists as well as scientists around the world.

* One entry is from GALILEO, the other is from the Web. For correct alphabetical order, place “The Future of Medicine” first because the articles “A, An, The” should be ignored.
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 2013 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.
The PowerPoint Ribbon

➢ 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 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 Perimeter College subscribes to PowerPoint 2013. You can save the file type as a PowerPoint 2003 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 2013, 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.

➢ **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 not 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
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 GPC student e-mail or your iCollege e-mail. Also, remember that while individual slides may be printed as hardcopy, the process is sometimes slow and may consume a great deal of ink if dark backgrounds are selected for the slides. Instead, try to 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 97-2003 Presentation which codes the extension file type as *.ppt.
4. Click beside 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 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.

Learning by Doing: A Step-by-Step Example

➢ OPEN POWERPOINT

Find Power Point 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.” 3. In the box “Advance Slide,” choose “On Mouse Click” for class presentations. The “After” box allows you to select timed intervals between slides. This allows slides to advance automatically and is used to play or view a slide show when no comments are necessary.

➢ 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 Power Point 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 e-mail.
4. Remember that attaching files to an e-mail and a flash drive is a good back up method to ensure that you will have two ways to retrieve your presentation.

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**Additional Exercises for Learning**

- **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 an assigned topic. You will need to do some research using the World Wide Web, GIL and GALILEO before you start. Organize your ideas and plan your Power Point 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:

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 8 slides.
   • Print 2 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 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 e-mail attachment. Save and send again your final version whenever you make changes from e-mail.