Microsoft Word 2010

Chapter Two: Creating a Research Paper with Citations and References

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

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

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

For your students:
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**Chapter Objectives**

Students will have mastered the material in Chapter Two when they can:

- Describe the MLA documentation style for research papers
- Change line and paragraph spacing in a document
- Modify a style
- Use a header to number pages of a document
- Apply formatting using shortcut keys
- Insert and edit citations and their sources
- Add a footnote to a document
- Insert a manual page break
- Create a bibliographical list of sources
- Cut, copy, and paste text
- Find text and replace text
- Find a synonym
- Use the Research task pane to look up information

**WD 66: Introduction**

**LECTURE NOTES**

- Define research paper

**CLASSROOM ACTIVITIES**

1. Class Discussion: Ask students about their experience writing research papers.

2. Group Activity: Project for the class (or provide copies of) a well-formatted and well-documented research paper to showcase the best practices.

**WD 66: Project — Research Paper**

**LECTURE NOTES**

- Identify the two popular documentation styles for research papers, the Modern Language Association of America (MLA) and the American Psychological Association (APA)
- Use Figure 2-1 to illustrate the research paper created in this project, and to point out the spacing, margins, indentation, and page numbers used in MLA style
- Define parenthetical references
- Explain how explanatory notes are indicated and formatted
- Describe the works cited page

**FIGURES and TABLES:** Figure — 2-1

**BOXES**

1. BTW: *APA Appendix*. Given the appropriate version of this book, refer students to the Word APA Appendix for information about the APA documentation style as an alternative to the MLA style.

2. BTW: *APA Documentation Style*. Review the distinctions between MLA and APA styles.

**TEACHER TIP**

The Modern Language Association of America ([www.mla.org](http://www.mla.org)) was founded in 1883 and today has more than 30,000 members in 100 countries. The goal of the MLA is to strengthen the study and teaching of language and literature. The MLA provides opportunities for members to share scholarly findings and...
teaching experiences and discuss trends. The MLA hosts an annual convention and other meetings, works with related organizations, and publishes a quarterly newsletter and four major periodicals.

CLASSROOM ACTIVITIES

1. Class Discussion: Ask students about their experience writing research papers. Survey them about their experience using either MLA or APA style. If possible, show a research paper written according to APA style as a companion piece to the paper in MLA style in Figure 2-1. Tabulate and present the results of this in-class survey.

2. Group Activity: Have students list some of the research documents they have had to create during the past several years and anticipate creating in the future. Ask them to put an “I” beside the names of those that contain information obtained from the Internet and a “C” beside the names of those for which they used a computer to create the final document.

3. Assign a Project: The Modern Language Association offers a guide to creating research papers (http://www.ccc.commnet.edu/mla/index.shtml) with information on topics such as taking notes, using outlines, grammar and composition, using quotations, citing sources, paper format, and plagiarism. As an extra-credit assignment, encourage students to access the MLA guide, investigate one of these or another topic, and then present a PowerPoint presentation on the topic to the class.

4. Quick Quiz:
   1) What term does the MLA documentation style use for bibliographical references? (Answer: Works cited)

5. Critical Thinking: Most schools and businesses require some standard style of documentation for written reports. Why? What disadvantages, if any, might there be to insisting that all reports conform to a certain style?

LAB ACTIVITIES

1. Ask students to use computers in the lab to visit the MLA and APA Web sites for details about these styles, and to write a report that compares and contrasts the MLA and ALA documentation styles according to their findings in the lab.

WD 69: Plan Ahead Box (Critical Thinking): General Project Guidelines

LECTURE NOTES
- Review the steps in the process of creating a research paper
- Define plagiarize

WD 69: Changing Document Settings

LECTURE NOTES
- Review the steps how to start Word and refer students to the Office 2010 and Windows 7 chapter at the beginning of the book for information about how to change the computer’s resolution
- Remind students of the steps to display formatting marks and why it is helpful to display nonprinting characters
- Define style, review the Normal style, and use Figures 2-2 through 2-4 to illustrate modifying a style
- Define line spacing and paragraph spacing, and contrast Word's default line spacing and the line spacing required by MLA style
- Define double-space, and use Figure 2-5 to illustrate changing line spacing
- Use Figure 2-5 on page WD 71 to illustrate double-spacing text, and use Figure 2-6 to illustrate removing space after a paragraph
- Use Figure 2-7 to illustrate updating a style to match a selection
- Define header and footer
- Use Figures 2-8 and 2-9 to illustrate switching to the header
- Define right-aligned, and use Figure 2-10 to illustrate right-aligning a paragraph
- Review the steps to enter text
- Use Figures 2-11 and 2-12 to illustrate inserting a page number
- Use Figure 2-13 to illustrate how to close the header

FIGURES and TABLES: Figures — 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, 2-8, 2-9, 2-10, 2-11, 2-12, 2-13

BOXES
1. Yellow Box: For an introduction to Windows 7 and instruction about how to perform basic Windows 7 tasks, refer students to the Office 2010 and Windows 7 chapter at the beginning of this book, where they can learn how to resize windows, change screen resolution, create folders, move and rename files, use Windows Help, and much more.


3. BTW: Style Formats. Walk students through how to see the formats assigned to a particular style in a document, including the use of Enhanced ScreenTips and the Reveal Formatting task pane.

4. BTW: Line Spacing. Caution students that the line spacing setting of Exactly can crop off the top of a set of characters or a graphical image.

5. BTW: The Ribbon and Screen Resolution. Alert students to the impact of screen resolution on the display of the groups and buttons within the Ribbon.

6. BTW: Footers. Discuss the availability of both built-in and customized footers.

7. Other Ways: Encourage your students to explore other ways of modifying a style.

8. Other Ways: Encourage your students to explore other ways of changing line spacing.

9. Other Ways: Encourage your students to explore other ways of removing space after a paragraph.

10. Other Ways: Encourage your students to explore other ways of updating a style to match a selection.

11. Other Ways: Encourage your students to explore other ways of switching to the header.

12. Other Ways: Encourage your students to explore other ways of right-aligning a paragraph.
13. Other Ways: Encourage your students to explore other ways of inserting page numbers.

14. Other Ways: Encourage your students to explore other ways of closing the header.

TEACHER TIP
Mention why, although the Insert Page Number menu commands can be used to number pages, the command alone cannot be used to number pages as required by the MLA style.

CLASSROOM ACTIVITIES
1. Class Discussion: In Word, you can single-space, double-space, or even-triple space documents. Which types of documents lend themselves to single-spacing? What documents lend themselves to double-spacing or triple-spacing? Why?

2. Quick Quiz:
   1) What is the required line spacing in a document following MLA documentation style? (Answer: Double-spaced)
   2) Text printed at the top of every page is called a header. What do you call text printed at the bottom of every page? (Answer: Footer)

LAB ACTIVITIES
1. Have students experiment with the variety of options available on the Line spacing gallery and to print out the result.

2. Have students experiment with headers and footers. Add a header and a footer containing various elements to an existing document. Print out the result.

WD 74: Typing the Research Paper Text
LECTURE NOTES
• Use Figure 2-14 to review the entry of name and course information in the research paper
• Define Click and Type, and use Figures 2-15 and 2-16 to illustrate Click and Type
• Use Table 2-1 to identify shortcut keys for formatting characters and Table 2-2 to point out shortcut keys for formatting paragraphs
• Define shortcut keys
• Review the steps to left-align a paragraph, using shortcut keys, and how to save a document
• Use Figure 2-17 to illustrate displaying the rulers, making sure to define horizontal ruler and vertical ruler
• Define ruler, first-line indent, First Line Indent marker, and Left Indent marker, and use Figures 2-18 through 2-21 to illustrate a first-line indenting paragraph
• Describe the AutoCorrect feature and use Figures 2-22 and 2-23 to illustrate AutoCorrect as you type
• Discuss the use of the AutoCorrect Options button, and use Figures 2-24 and 2-25 to illustrate using the AutoCorrect Options button
• Use Figures 2-26 and 2-27 to illustrate creating an AutoCorrect entry, reviewing the features of the AutoCorrect dialog box
• Review how to enter more text
• Review the process for adding citations in Word, and use Figure 2-28 to illustrate changing the bibliography style
• Use Figures 2-29 through 2-32 to illustrate inserting a citation and creating its source, and define field
• Use Figures 2-33 through 2-35 to illustrate editing a citation
• Use Figure 2-36 to discuss entering more text
• Recall explanatory notes, and define note reference mark, footnote, endnote, and note text, and use Figure 2-37 to illustrate inserting a footnote reference mark
• Review how to enter footnote text
• Use Figures 2-38 and 2-39 to illustrate inserting a citation placeholder
• Use Figures 2-40 through 2-43 to illustrate modifying a style using a shortcut menu
• Use Figures 2-44 and 2-45 to illustrate editing a source, and use Figure 2-46 to show an edited citation
• Use Figure 2-47 to illustrate how to count words
• Define automatic (or soft) page breaks, and background repagination
• Use Figure 2-48 to illustrate entering more text and inserting a citation placeholder
• Use Figure 2-49 to illustrate how to edit a source
• Use Figure 2-50 to illustrate how to edit a citation
• Use Figure 2-51 to illustrate how to enter more text
• Review how to save an existing document with the same file name


BOXES
1. Yellow Box: For an introduction to Office 2010 and instruction about how to perform basic tasks in Office 2010 programs, refer students to the Office 2010 and Windows 7 chapter at the beginning of this book, where they can learn how to start a program, use the Ribbon, save a file, open a file, quit a program, use Help, and much more.

2. BTW: Date Formats. Point out that while there are two options for presenting dates according to MLA style, consistency is more important than which format you select.

3. BTW: Shortcut Keys. Encourage students to print out a comprehensive list of the shortcut keys in Word, using Microsoft Word Help.

4. BTW: Automatic Corrections. Emphasize the use of the Undo button on the Quick Access Toolbar (or CTRL+Z) to allow students to reject a change automatically made by Word.

5. BTW: Spacing after Punctuation. Emphasize the rule about a single space after punctuation marks.

6. BTW: Edit a Source. Explain how to edit a source.

7. BTW: Q&As. Refer students to the Word 2010 Q&A Web page for a complete list of the Q&As found in the text.
8. BTW: Footnote and Endnote Location. Discuss the methods of changing the locations of footnotes (or endnotes) in the document.

9. BTW: Page Break Locations. Encourage students not to be concerned that their page breaks display at different locations in the document.

10. BTW: Certification. For more information about the Microsoft Office Specialist (MOS) program, visit the Word 2010 Certification Web page.

11. Other Ways: Encourage your students to explore other ways of displaying the rulers.

12. Other Ways: Encourage your students to explore other ways of indenting the first lines of paragraphs.

13. Other Ways: Encourage your students to explore other ways of inserting a footnote reference mark.

14. Other Ways: Encourage your students to explore other ways of modifying a style using a shortcut menu.

15. Other Ways: Encourage your students to explore other ways of editing a source.

16. Other Ways: Encourage your students to explore other ways of counting words.

17. Break Point: Take a break, if desired, and resume the steps in the text at a later time.

**TEACHER TIPS**

For more precision in setting a first-line indent, you can click the Paragraph Dialog Box Launcher, click the Indents and Spacing tab, click the Special box arrow, and then click First line.

Students should be careful what they add to the AutoCorrect list. For example, suppose they frequently type “from” as “form” and they decide to put this on their AutoCorrect word list. If they do, they will have problems if they really mean to type “form.”

Point out that you can have Word modify a style automatically, meaning that Word detects when you alter the formatting of text containing a style, and then automatically updates the style. When Word automatically updates the style, all text formatted with that style is updated to match the formatting of the text you just changed.

Automatic page breaks are called “soft” because they can change as text is added to, or deleted from, a document. Manual page breaks, which are discussed later in this project, are called “hard” because they do not change.

**CLASSROOM ACTIVITIES**

1. Group Activity: Divide the class into small groups. Ask each group to play “Hot Ball” using Tables 2-1 and 2-2 on page WD 81 of the text. That is, one person asks, “What is the shortcut key for ‘changing the
case of letters?”, and tosses the “Hot Ball” (can be a ball, a crumpled-up piece of paper, or whatever) to another student, who answers. Then, the answerer asks and tosses, and so on. Have each group cover all of the items in the two tables.

2. Class Discussion: All of the formatting tasks described in Tables 2-1 and 2-2 can be performed using commands accessed in other ways. Shortcut keys can save time but, of course, they must be memorized to be used. Considering the types of documents you feel you will most likely create in the future, which shortcut keys in Tables 2-1 and 2-2 would be most important to memorize? Why?

3. Class Discussion: Poll the class on whether, as readers, they prefer footnotes or endnotes and why. Unless there are several explanatory notes on a page or the notes are very long, most readers probably favor footnotes.

4. Assign a Project: Ask students to view the contents of the AutoCorrect tab in the AutoCorrect dialog box and note the list of things that Word corrects automatically. If any of these things do not fit with the way they type, they can uncheck them by selecting them. Next, ask them to look at the list of words that Word will AutoCorrect and make note of any words that they commonly misspell.

5. Assign a Project: Have students open several different documents in Word and do a word count in each one. Ask them to keep track of the word and line count for each document, and then calculate the average number of words per line in the documents.

6. Quick Quiz:
   1) When are shortcut keys most efficient to use? (Answer: When your fingers are already on the keyboard)
   2) Do you have to type the footnote text for one footnote before you can add another? (Answer: No)
   3) Will Word keep track of the numbering of footnotes if you rearrange, insert, or remove them? (Answer: Yes)

7. Critical Thinking: Check boxes in the AutoCorrect dialog box (Figure 2-27) instruct Word to correct two initial caps, capitalize the first letter of sentences, capitalize the first letter in a table cell, capitalize names of days, correct accidental use of caps lock, and replace text as it is typed. When might you want to set an exception to any of Word’s AutoCorrect features? Why?

8. Critical Thinking: Word count often is important when writing research papers. In what other situations might word count be important (i.e., when might it be necessary to have a minimum, or maximum, number of words in a document)?

LAB ACTIVITIES
1. Encourage students to go into the lab and explore the application to find the list of errors that AutoCorrect detects.
**Lecture Notes**

**WD 78: Plan Ahead Box (Critical Thinking): Write the First Draft, Referencing Sources**

- Review the general guidelines to be followed in writing the first draft of a research paper with extreme care paid to referencing sources.

**WD 89: Plan Ahead Box (Critical Thinking): Reference All Sources**

- Emphasize the need for comprehensive referencing of all sources during the research in preparation for the paper.

**WD 108: Creating an Alphabetical Works Cited Page**

- Explain what a works cited page is.
- Use Figure 2-1 on page WD 67 to illustrate a works cited page.
- Define manual (or hard) page break, and use Figure 2-52 to illustrate inserting a manual page break.
- Use Figure 2-53 to illustrate applying a style, and review the steps to center text.
- Define bibliographic list, and use Figures 2-54 and 2-55 to illustrate creating the list.
- Define hanging indent, explain the function of the Hanging Indent marker, and review the techniques for creating a hanging indent.
- Use Figures 2-56 and 2-57 to illustrate modifying a source and updating the bibliographic list.
- Use Figure 2-58 to illustrate converting a field to regular text, and review the steps to format the works cited to the latest MLA document style as shown in Figure 2-59, and to save an existing document with the same file name.

**Figures and Tables:** Figures — 2-52, 2-53, 2-54, 2-55, 2-56, 2-57, 2-58, 2-59.

**Teacher Tips**

There are a number of different ways to adjust page breaks in a document. A manual page break can be deleted. Although automatic page breaks cannot be deleted, a number of paragraph options can be used to adjust automatic page breaks. If automatic page breaks occur at an undesirable location, students can select the paragraph before or after the unwanted page break, use (or remove) the Keep lines together, Keep with next, and Page break before features. Certain section breaks (Next page, Even page, or Odd page section breaks) also will break a page.

Explain that the content of references on a works cited page is the same for most styles of documentation, but the order in which they are presented may vary. For written works, references usually include the author's name, the title of the work, the place of publication, the publisher's name, the date of publication, and the page number on which the reference is found. For electronic sources, some items may be changed or missing. For example, in place of a title there may be a file name; the place of publication and the name of the publisher may be replaced by the protocol and address. On the Web, page numbers often have little or no meaning. Because most Web browsers allow users to search for specific words or phrases within an electronic document, designating the location of a specific reference usually is unnecessary. Whether a source is written or electronic, however, mention to students that experts agree that when in doubt about what information to include, it is better to have too much than too little.
BOXES
1. BTW: BTWs. Refer students to the Word 2010 BTW Web page for a complete list of the BTWs found in the text.

2. Other Ways: Encourage your students to explore other ways of inserting a manual page break.

3. Other Ways: Encourage your students to explore other ways of applying a style.

CLASSROOM ACTIVITIES
1. Class Discussion: Emphasize that unlike automatic page breaks, manual page breaks can be removed.

2. Quick Quiz:
   1) Word never moves a manual page break. True or false? (Answer: True)
   2) What is a bibliography? (Answer: An alphabetical list of sources referenced in a paper)
   3) According to the MLA style, what is the works cited page? (Answer: A list of sources that are referenced directly in a research paper)

LAB ACTIVITIES
1. Have students go into the lab to use a Web search engine to learn more about bibliographic styles and their guidelines.

**WD 106: Plan Ahead Box (Critical Thinking): Create the List of Sources**

Lecture Notes
- Define what a bibliography is
- Contrast the citations in the body of the text with the comprehensive information provided by a bibliographic listing

**WD 112: Proofing and Revising the Research Paper**

Lecture Notes
- Define proofreading
- Suggest circumstances when it might be desirable to go to a specific spot in a document
- Discuss using the Select Browse Object menu and use Figure 2-60 to illustrate scrolling page by page through a document
- Define copying, cutting, and pasting, and explain the function of the Office Clipboard
- Use Figures 2-61 through 2-63 to illustrate copying and pasting
- Use Figure 2-64 to illustrate displaying the Paste Options menu
- Use Figures 2-65 and 2-66 to illustrate finding text, defining the Navigation Pane, and use Figures 2-67 and 2-68 to illustrate replacing text
- Use Figure 2-69 to illustrate going to a page with the Navigation Pane
- Define synonym, thesaurus, and antonym and use Figures 2-70 and 2-71 to illustrate finding and inserting a synonym
- Remind students how they learned in Chapter 1 to use Word’s spelling and grammar check as they typed, and use Figures 2-72 and 2-73 to illustrate that they also can wait and check the entire document at once
- Review the steps to view or modify entries in a custom dictionary, and to set the default custom dictionary
• Use Figures 2-74 and 2-75 to illustrate using the Research task pane to look up information
• Review the steps to change document properties, and how to save an existing document with the same file name
• Use Figures 2-76 and 2-77 to illustrate printing document properties, and use Figures 2-78 and 2-79 to illustrate printing the document
• Remind students about the steps to quit Word

FIGURES and TABLES: Figures — 2-60, 2-61, 2-62, 2-63, 2-64, 2-65, 2-66, 2-67, 2-68, 2-69, 2-70, 2-71, 2-72, 2-73, 2-74, 2-75, 2-76, 2-77, 2-78, 2-79

TEACHER TIPS
Emphasize as strongly as possible that Word’s spell check and grammar check will catch many errors, but it will not catch all errors (such as homonyms).

Guide students to the Advanced options in the Word Options dialog box available under the Office Button menu in order to verify that drag-and-drop editing is enabled.

Caution students to be careful when using find and replace to give enough of the word or phrase they want to replace so as to be sure that Word will do only what they want it to. For example, suppose for some reason students decide to replace every occurrence of the word “he” with the word “Bob”. If they are not careful, they may end up with the word “the” becoming the word “tBob.” To avoid this, they can type “ he” (i.e., [space] he) in the Find what text box, and “ Bob” ([space] Bob) in the Replace with text box.

Students may be surprised to learn that Word’s standard dictionary does not contain every correctly spelled word. The dictionary contains most common words, but it might not include technical terms, proper names, acronyms, and so on. If students frequently use special terminology, or if they often use a name that does not appear in Word’s standard dictionary, they may want to add the terminology or name to Word’s custom dictionary so that these words are not flagged as spelling errors. Mention as well that it is possible to have multiple custom dictionaries.

BOXES
1. BTW: Finding Formatting. Introduce to students Word’s capability to search for formatting and special characters.

2. BTW: Readability Statistics. Discuss the readability statistics available via Word.

3. BTW: Conserving Ink and Toner. Discuss the use of the Advanced options in the Word Options dialog box to print draft quality documents.


5. Other Ways: Encourage your students to explore other ways of using the Select Browse Object menu.

6. Other Ways: Encourage your students to explore other ways of copying and pasting.
7. Other Ways: Encourage your students to explore other ways of finding text.

8. Other Ways: Encourage your students to explore other ways of replacing text.

9. Other Ways: Encourage your students to explore other ways of going to a page.

10. Other Ways: Encourage your students to explore other ways of finding and inserting a synonym.

11. Other Ways: Encourage your students to explore other ways of checking spelling and grammar all at once.

12. Other Ways: Encourage your students to explore other ways of using the Research task pane.

13. Other Ways: Encourage your students to explore other ways of printing the document properties.

14. Other Ways: Encourage your students to explore other ways of printing the document.

CLASSROOM ACTIVITIES
1. Class Discussion: The Synonyms submenu offers a list of synonyms for a word. Is it always a good idea to use whatever synonyms are presented on the Synonyms submenu for a given word? Why or why not?

2. Class Discussion: Plagiarism always has been a problem at academic institutions, and the problem is growing. Almost 95 percent of college students have access to the Internet, and some have no qualms about lightening their workload by copying and pasting information from a Web site into their research papers. What is plagiarism? (A good definition is “using someone else’s words or ideas and claiming them as your own.”) What are the ethics of plagiarism?

3. Quick Quiz:
   1) What is the Office Clipboard? (Answer: A temporary storage area that holds up to 24 items copied from any Office program)
   2) Which of the following involves removing the selected item from the document and then placing it on the Office Clipboard?
      a) pasting b) dragging c) cutting d) copying (Answer: c)
   3) What is the process of copying an item from the Office Clipboard into the document at the location of the insertion point called? (Answer: Pasting)

4. Critical Thinking: Creating a custom dictionary takes time and effort. Who might take the trouble to create custom dictionaries? Why? (Note: Examples might be people who work with specialized sets of terminology, such as medical or legal terms, or people who frequently use words from a foreign language.)

LAB ACTIVITIES
1. Have students select the Select Browse Object button with a document open in Word and choose each command, in turn, and then use the mouse to get a ScreenTip for the double arrows above and
below the Select Browse Object. Ask them to notice how these double arrows change function based on their choice.

2. Have students use the Research task pane to search for more information, either from a list of terms you provide or a list of topics from this project. Ask them to write a one-page summary of the findings of their research.

**WD 112: Plan Ahead Box (Critical Thinking): Proofread and Revise the Paper**

**LECTURE NOTES**

- Review the questions that students should ask as they proofread their research papers

**End of Chapter Material**

- **Chapter Summary** provides a brief review of key topics in the chapter and a list of key skills referenced by page number.

- **Learn It Online** is a series of online exercises that test students’ knowledge of chapter content and key terms.

- **Apply Your Knowledge** is an assignment that helps students reinforce their skills and apply the concepts learned in this chapter.

- **Extend Your Knowledge** is an assignment that challenges students to extend the skills learned in this chapter and to experiment with new skills. Students may need to use Help to complete the assignment.

- **Make It Right** is an assignment that asks students to analyze a document and correct all errors and/or improve the design.

- **In the Lab** is a series of assignments that ask students to design and/or format a document using the guidelines, concepts, and skills presented in this chapter. The labs are listed in order of increasing difficulty.

- **Cases and Places** is a series of assignments in which students apply creative thinking and problem-solving skills to design and implement solutions.
Glossary of Key Terms

- American Psychological Association (APA) (WD 66)
- antonym (WD 118)
- AutoCorrect (WD 85)
- AutoCorrect Options button (WD 85)
- automatic page breaks (WD 101)
- background repagination (WD 101)
- bibliographical list (WD 108)
- bibliography (WD 106)
- Click and Type (WD 80)
- copying (WD 113)
- cutting (WD 113)
- double-space (WD 72)
- endnote (WD 93)
- field (WD 90)
- First Line Indent marker (WD 83)
- first-line indent (WD 83)
- footer (WD 75)
- footnote (WD 93)
- hanging indent (WD 109)
- Hanging Indent marker (WD 109)
- hard page break (WD 106)
- header (WD 75)
- horizontal ruler (WD 82)
- Left Indent marker (WD 83)
- line spacing (WD 72)
- manual page break (WD 106)
- Modern Language Association of America (MLA) (WD 66)
- Navigation Pane (WD 115)
- Normal style (WD 70)
- note reference mark (WD 93)
- note text (WD 93)
- Office Clipboard (WD 113)
- paragraph spacing (WD 72)
- parenthetical references (WD 69)
- pasting (WD 113)
- plagiarize (WD 68)
- proofreading (WD 112)
- research paper (WD 66)
- right-aligned (WD 76)
- ruler (WD 83)
- shortcut keys (WD 81)
- soft page breaks (WD 101)
- synonym (WD 118)
- style (WD 70)
- thesaurus (WD 118)
- vertical ruler (WD 82)
- works cited (WD 69)
- works cited page (WD 105)