

2 MORE ON WORD PROCESSING

Working with larger documents

LEARNING OUTCOMES

In Lesson 1, you learned how to create, edit, and save a new document (the Conference Call letter). You practiced moving around the page on the screen. You carried out simple formatting and updating: adjusting margins, adding, deleting, and changing text. You learned to use the spelling checker. Finally, you used the printer to produce a hard copy (printed) version of your document on paper.

You should be thinking of the computer as a tool for processing data of all kinds in much the same way as sculptors or wood carvers think of a hammer and chisel as tools for creating forms out of stone or wood. *LibreOffice Writer* has many functions that are designed to help you mold your writing into a work of art.

In this tutorial you will review what you learned in Lesson 1. Then you will be introduced to functions of *Writer* that are especially valuable when working with longer documents. Amongst these are the following:

- Inserting page numbers
- tools for formatting text
- bullets and numbered lists
- more on indenting text
- creating sections and columns of text
- finding and replacing text
- moving and copying text within a document
- setting off a block of text with a border
- adding graphics to a *Writer* document

A caveat before you begin: You'll find it easiest to use the tutorial if you follow the directions carefully. On computers there are always other ways of doing things, but if you wander off on your own be sure you know your way back!

Setting up for the tutorial

This tutorial is designed to give you practice working with a longer document since this presents challenges that do not arise when dealing with documents that are no more than a page or two in length. Rather than have you type in a long paper of your own, the *Work Files for LibreOffice* come with a document prepared for the exercises in this tutorial.

Make sure you have the disk drive (your flash drive) containing your **Work Files for LibreOffice** in the computer, and **Open** the **LibreOffice** program

The name of the document you will be working with is *Term Paper*. You will find this document in the Practice folder which is inside the Miscellaneous Files folder of the *Work Files for LibreOffice*. Here are the steps to open it.

From the **File** menu select **Open...**, then, in the **Open dialog box** that pops up, scroll if necessary in the **left hand frame** of the dialog box in order to locate the **Removable Disk icon**—which is your **flash drive**—then **click once** on the icon in order to open it

Now, on your flash drive navigate to, and **double click** to open the **Work Files for LibreOffice** folder, then **double click** again to open the **Miscellaneous Files** folder

There are four folders in the Miscellaneous Files folder: *Merge Documents*, *Other Documents*, *Practice*, and *Templates*. The document you are going to use for this set of exercises is in the *Practice* folder.

Double click on the **Practice** folder to open it, then **double click** on the document **Term Paper** and wait while *Writer* opens it

You are going to make lots of changes to this Term Paper document, including fixing grammar and spelling errors that have been purposefully introduced. But you do not want to lose this original version of the Term Paper, so you need to save it somewhere else on your flash drive. The ideal place will be in your Data Files folder amongst your *Writer* Documents, as you did for Lesson 1.

In the **File** menu select **Save As**, then, in the **Save As** dialog box, scroll if necessary in the **left hand frame** to locate the **Removable Disk icon**—which is your **flash drive**—then **click once** on the icon to open it

Now navigate to, and **double click** to open the **Work Files for LibreOffice** folder, then **double click** again to open the **Data Files** folder

Finally, **double click** to open the **Writer Documents** folder and click on **Save**

As you are working your way through this tutorial, you can now safely hit **Ctrl+s** to save your work as you go along. Every time you save the Term Paper document, you will be replacing and updating the version that is in your Data Files folder. The original document, which is in your Miscellaneous Files folder, will remain untouched.

You are ready to begin work.

2.1 INSERTING PAGE NUMBERS

It would be useful to insert page numbers in the Term Paper for easier reference as you work your way through the remainder of this tutorial. You should insert page numbers in either the header or the footer of your document. *Writer* takes care of keeping the numbers sequenced as your page numbering changes.

First, click in the **header section** of the first page of the Term Paper document, **above** the first line (**First Things First**), to open the **Header**, then click on the **light blue Header box that pops up on the page** (Fig. 2.1)

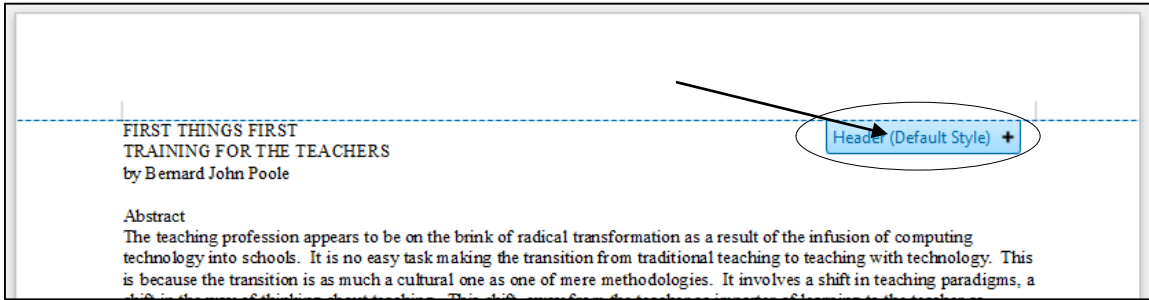


Fig. 2.1 The Header section on Page 1 of the Term Paper document

This will open a header on every page of the document, which will allow you to put a page number up there. Notice that the cursor is waiting at the left hand edge of the header section.

Next, type the word **Page** followed by a **space**, then in the **Insert menu** select **Fields > Page Number** (Fig. 2.2)

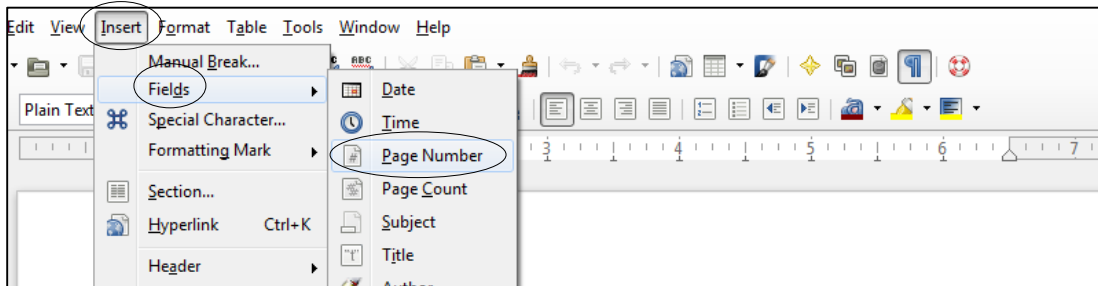


Fig. 2.2 Inserting page numbers into the header of a document

You now have a page number (Page 1) in the header at the top left of the page (Fig. 2.3).



Fig. 2.3 Inserting a page number into the header of a document

Scroll down to pages two, three and four and notice that there is a page number there, too, with the same format. If there were 200 pages in the document, every page would now have an appropriate page number in the same format.

The only other change you're going to make is to move the page number over to the *right hand side* of the header. This is simple enough to do because you only have to do it to the page number on any *one* of the pages for the change to occur throughout the document.

First, make sure the cursor is still in the **header** at the top of one of the pages

In the *Formatting toolbar* there are four text alignment tools—one for *left* alignment, another for *center* alignment, another for *right* alignment, and a fourth for *justified* alignment (where the text is aligned with the margins on both side of the page) (Fig. 2.4).

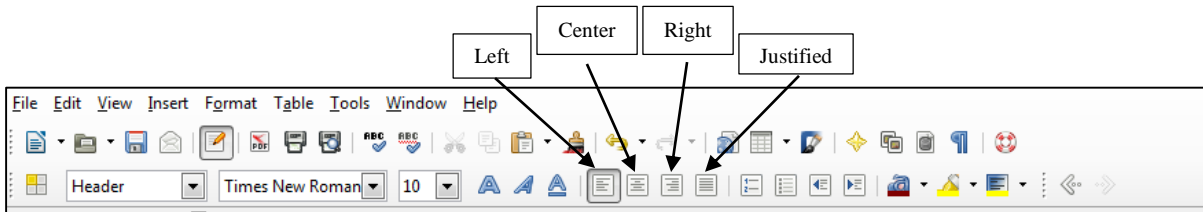


Fig. 2.4 The Text Alignment tools in the Formatting toolbar

In the **Formatting toolbar** click on the **Right** alignment icon, then save your work (**Ctrl+s**)

That's all there is to it. Now check every page again and make sure the page numbers there are aligned on the right as well.

It is beyond the scope of these tutorials to check out other Page Numbering aspects of *Writer* but there are two other options you might like to know about and later try for yourself. If you want to start a document at some page number other than 1, you would click anywhere in the beginning lines of the document, *before the first newline*, then in the *Format menu* select *Paragraph...* to bring up the Paragraph dialog box (Fig. 2.5).

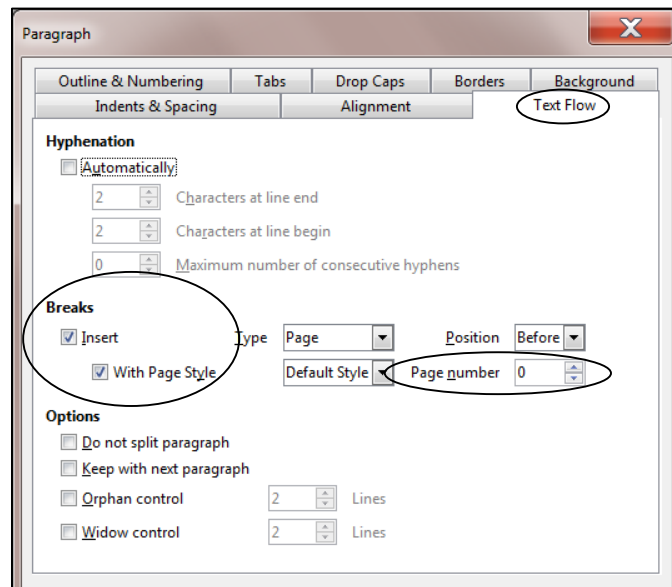


Fig. 2.5 The Paragraph dialog box showing the Text Flow settings

Say you wanted to start the page numbers at page 12 (because your document is in two parts, for example, the first part being 11 pages long). In the *Paragraph dialog box* > *Text Flow* > *Breaks options* (check Fig. 2.5 above) you would click in the boxes next to *Insert* and *With Page Style* and then in the *Page Number* entry box you'd type the number 12, and click on *OK*. Simple as that!

Another page numbering option, which you will apply to your Term Paper document here, is to NOT have a page number on the first page of the document. This is a common practice, especially in longer documents. Let's do this now.

Start by clicking anywhere in **page 1**, then click, in the **Formatting** toolbar, on the **Styles and Formatting** icon (Fig. 2.6)

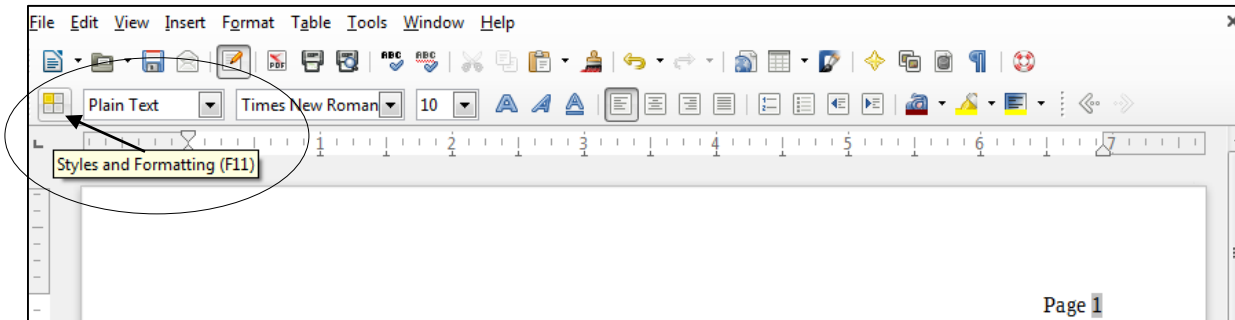


Fig. 2.6 The Styles and Formatting icon in the Formatting toolbar

This brings up the Styles and Formatting dialog box (Fig. 2.7).

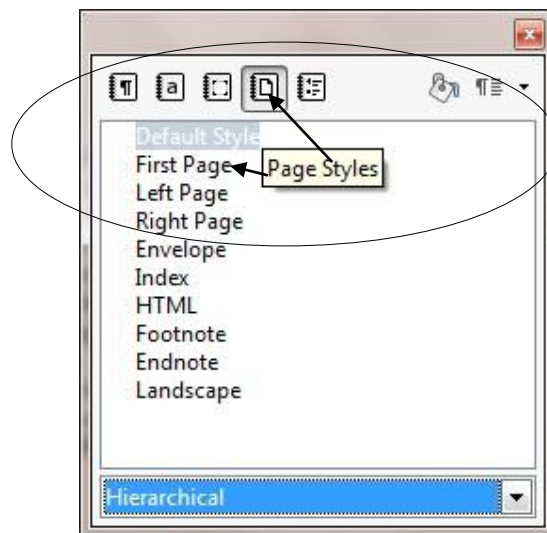


Fig. 2.7 The Styles and Formatting dialog box

In the **Styles and Formatting** dialog box, click on the **Page Styles** icon (Fig. 2.7), then, in the list of Page Styles, **double click** on **First Page**

Close the **Styles and Formatting** dialog box, and scroll through the document to check that the page number now appears only on the second and subsequent pages—there should be no page number on page 1

Now you're ready to learn about more tools for formatting text.¹

¹ It is possible to modify the style of the First Page in other ways -- and none of the changes affect the pages following. To modify this or any style, *right-click* "First Page"—this raises a choice of "New" or "Modify". If you have time to play, click "Modify" and explore the dialog box. If you make any change, click "Apply" to test its effect. When you're done, click "Cancel" to leave your practice document in its natural state for the rest of this tutorial -- or, if you click "OK", you can type Ctrl-Z to Undo the change.

2.2 MORE TOOLS FOR FORMATTING TEXT

A word about default settings

Your installation of *Writer* has default settings for the typical printed page. The *normal margins* are set at 0.79", top and bottom, left and right. The *normal spacing* between lines is single spaced. The *default alignment* is left (the text is aligned to the left margin). The *default* number of columns on the page is 1, and the *default color* of the text is black on a white background. The font selected for the Term Paper document is Times New Roman and the size of the characters throughout is 10 point (because that is how it was saved in the Practice Files folder).

In general, there is no point changing these settings unless they are unsatisfactory. But you can reset any of the format options to meet your needs. The exercises that follow will give you the opportunity to practice doing this as you reformat the Term Paper document.

A word about WYSIWYG

WYSIWYG (computerese, pronounced "wizzywig") is an acronym for "What You See Is What You Get." It is used to describe computer systems such as the one you are using, where the appearance of a document on the screen is what you will get on paper when you print it out. As you make formatting changes to your document, they will show on the screen so that you can visually check the effect of the changes before printing.

Setting the margins

First, you need to reset the margins to 1" all round. The easiest way to change any of the four margins on a page is in the *Page Style* dialog box.

In the **Format** menu select **Page...** to bring up the **Page Style** dialog box, then click on the **Page** tab (Fig. 2.8)

Notice that the Page Style dialog will allow you to make various changes to the page style, including the Paper format (the paper size and orientation and so forth). All you need to change is the margins.

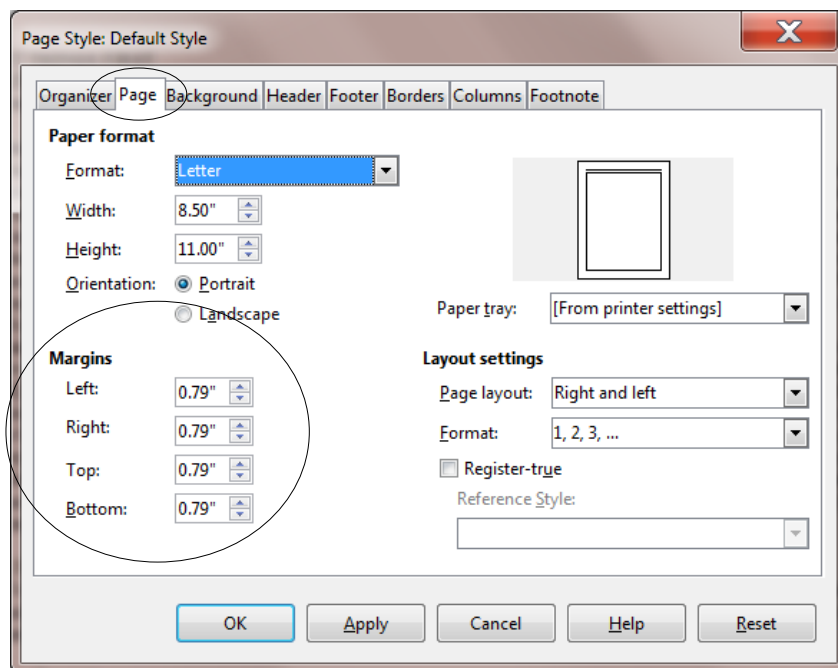


Fig. 2.8 The Page tab in the Page Style dialog box

Change each of the four **Margins** settings to **1.0"** then click on **Apply** and click on **OK**

Remember you can use the *Page Style dialog box* to change any of the margins on a printed page.

Aligning text

Alignment involves adjusting the indentation of your text so that it is lined up either to the *left* margin, the *right* margin, or on both margins of the page (this latter format is often called *justified* text). Alignment also includes the option to *center* text. The text of the Term Paper document is currently *left aligned* throughout. Let's see how the different alignment options.

Justified text

When you align text on both margins, called *justified text*, both sides of your text run flush with the right and left margins. Seeing is believing, so carry out the steps that follow to see the effect of this option. First you need to select the entire document so that you can set justified alignment from page one to the last page of the document. This takes a second.

In the **Edit** menu choose **Select All** (or simply press **Ctrl+a**) to highlight the entire **Term Paper** document¹

Remember, if you make a mistake, it's not a problem! You can *undo* whatever you did by selecting **Undo** from the **Edit** menu or just hit **Ctrl+z** as many times as necessary).

Now, with the entire document highlighted, click on *each* **Text Alignment tool** in turn and **scroll up and down** in the document so you can see how your text looks each time you change the alignment

You want the final version of the document to be **justified**, so finish this exercise by clicking on the icon for **Justified** text (aligned on **both margins**—the last of the four alignment icons highlighted in the **Formatting toolbar**)

Now click anywhere on the Term Paper document to **deselect** the highlighted text, then **Save** this updated version of the **Term Paper** in your **LibreOffice Work Files > Data Files > Writer Documents** folder (or simply hit **Ctrl+s**)

Notice that the margins on both sides of the screen are now aligned to be flush with the left and right margins except lines that do not reach all the way across the page (such as the title lines and some of the lines at the end of paragraphs).

Centered text

Centered text stands out on a page and is often used for titles. The following exercise steps you through the process of centering the titles on the first page of the Term Paper document.

First, if necessary, scroll back to the beginning of the Term Paper document

Now, highlight **all 3 Title lines** at the top of the first page (down to and **including** the author's name)

In the **Formatting toolbar** click on the **Centered** alignment icon

¹ This highlights titles and end matter. If you want to apply changes only to the narrative text, click at one end of the text, then *hold the shift key* while scrolling, *with the scroll bar*, to the other end of the text and click there *while still holding the shift key*. Then apply the change you desire. (There are other ways to change the appearance of running text that we'll discuss later.)

After you have **centered** the title lines, click anywhere in the text of the document, then once again **save** your work in progress (**Ctrl+s**)

Choosing font faces

Font faces come in all shapes and sizes, and you probably have several dozen available to you on your computer. *Times New Roman* font comes standard with all computers, so the text displayed on your screen is almost certainly in this font since the Term Paper document was saved with this font.

Times New Roman is a *serif* font, which means it has *serifs*.¹ Serifs are the small marks (flourishes) used to complete a letter (Fig. 2.9).

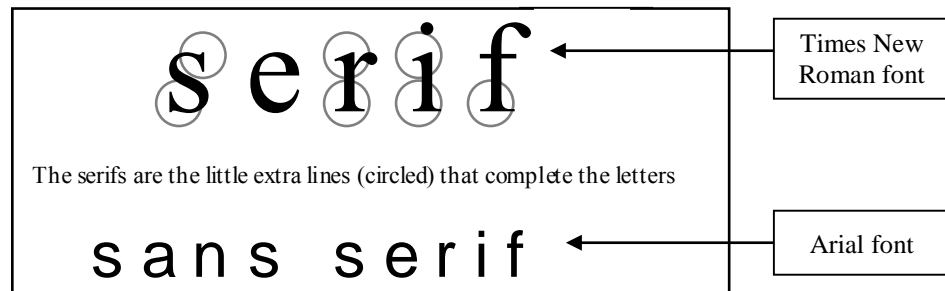


Fig. 2.9 Serif (Times) and sans serif (Arial) font faces

A *sans serif* font doesn't have these flourishes, as you can see if you look closely at a font such as Arial (Fig. 2.9 above).

In general, *serifs* improve readability by increasing the definition of letters and preventing ambiguity among l I 1 (l I 1). However, the clean lines of *sans serif* fonts can prove easier to read in some contexts, especially, for example, with larger font sizes. Sometimes you may need to set off one font against another (as in these tutorials) so *sans serif* fonts such as Arial and Comic Sans MS will often come in handy.

It will be useful for you to practice changing fonts. This will also give you the opportunity to discover the wide variety of fonts you can use.

From the **Edit menu** choose **Select All** (or **Ctrl+a**) to highlight the entire **Term Paper** document

In the **Formatting toolbar**, click on the **down arrow** next to the Font Name tool (Fig. 2.10 next page) to drop down the list of available fonts on your computer

Click on any of the fonts in the **Font** menu and you will be able to see how the font will look if you were to select it for the Term Paper

Do this again for several different fonts. Each time, check the letters carefully to see what type of font you have chosen. Is the font you chose *serif* or *sans serifs*? Do you like any particular fonts? Which is your favorite font?

¹ *Sans* is French for "without." So *Sans Serif* refers to fonts *without* the extra little flourishes that embellish the characters.

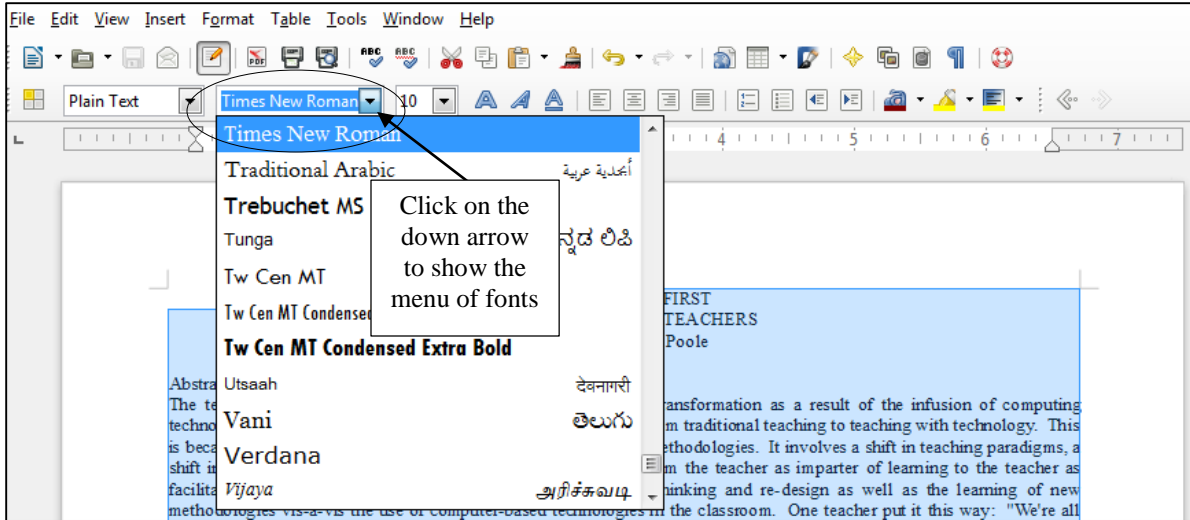


Fig. 2.10 The menu of available fonts

Very important: For the sake of this tutorial, after you have finished checking out some of the many fonts available with *Writer*, you need to make sure that the entire Term Paper document is set to *Times New Roman* font with a point size of *10 pt*. This is because the relative sizes of fonts may create variations in the page numbers of the Term Paper document we're working with, and this may affect the directions for the rest of the tutorial.

So, repeat the steps above (**Select All** and choose the **Times New Roman** font) to return the document to the **Times New Roman** font, then **Save (Ctrl+S)** the document again

Now you are going to choose a different font just for the table on page 1 of the Term Paper document. The Table begins about half way down the page with the header: *Skill or Concept* and ends with the caption: *Table 1 ISTE Foundational teacher skills and concepts*.

First, click anywhere in the Term Paper document to **deselect** any **highlighted text** and scroll, if necessary, to page 1

Use the **mouse** and drag to select (highlight) all the items in the table on page 1—from the first character of the Title: **Skill or Concept** down to the end of the caption: **Table 1 ISTE Foundational teacher skills and concepts**

Now select **Arial** as the font for the text in the table, click anywhere to **deselect** the table text and **Save** your work (**Ctrl+S**) before you move on

Changing the point size of text

The size of fonts is measured in points.

9 point is quite small;

12 point is standard;

36 point is quite large.

The smallest font size is 4 point (tiny); the largest possible font size is 255 point (huge!). The font size for the body of the Term Paper document can be left at 10 pt. But it would be interesting to use a larger font size for the Title lines and we will also need to reduce the font size for the text in the Table which will end up on Page 2 after we're done with the following exercises. Let's start with the Title lines.

Go to the beginning of the **Term Paper** document and highlight the **first Title line** on the first page: **FIRST THINGS FIRST**

In the **Formatting toolbar** use the **Font Size** tool to select **36 pt** (Fig. 2.11)

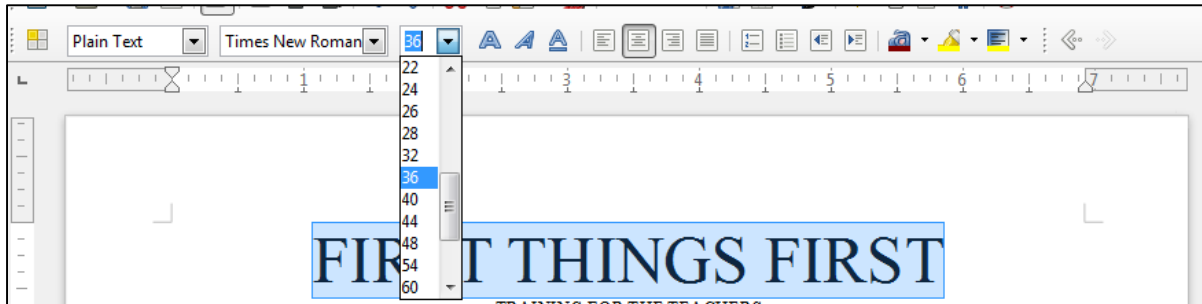


Fig. 2.11 Changing the size of fonts

Now there's a headline for you! Complete this exercise by changing the size of the remaining Title lines as follows:

Make the second line of the title (the sub-title) **24 pt** and make the author's name **18 pt** and **Save** your work (**Ctrl+s**)

Inserting Page Breaks

It is often the practice to keep an Abstract on a page by itself, ahead of the main body of a paper. So, for this exercise you are going to set a page break after the Abstract.

Still on page 1 of the Term Paper, click to position the cursor at the beginning of the line: **"ISTE Foundational skills and concepts"** (about half way down page 1)

Now, in the **Insert** menu select **Manual Break...**

This will bring up the *Insert Break* dialog box (Fig. 2.12).

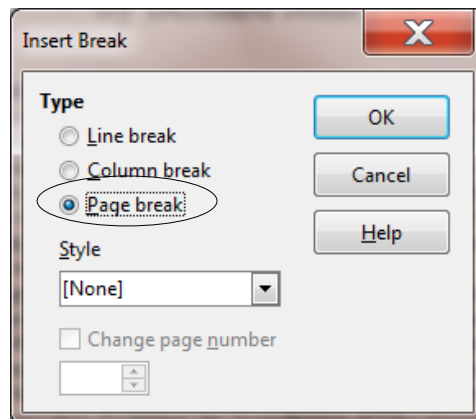


Fig. 2.12 The Insert Break dialog box

Notice that the **Page Break** option is selected by **default**, so click on **OK**

Scroll up and down **between pages 1 and 2** so that you can see how the Page Break worked

Notice that *Writer* moves the “ISTE Foundational skills and concepts” section to a new page following the Abstract. Thus the Abstract will now print on page 1 by itself, following the title lines.

Practice makes perfect

Let’s try this again by inserting a Page Break immediately before the text which follows the Table of ISTE Foundational teacher skills and concepts. Here again are the steps to do this:

Position the cursor just about **half way down page 2** of the document, at the beginning of the line that reads “**It will be useful to examine...**” (that’s the line that follows the table caption: “**Table 1 ISTE Foundational teacher skills and concepts**”)

Insert a **Page Break** here, too (**Insert menu > Manual Break...** and click on **OK** to accept **Page Break**)

One last task before you move on. You are going to increase the font size of all the text that is now on pages 3 thru 5 of the Term Paper document.

Position the cursor at the **top of page 3** (immediately before “**It will be useful...**”, then scroll to the last page of the document (**page 5**), and hold down the **Shift key** while you click at the **end of the Bibliography section**—the end of the Term Paper document

Now with the contents of **pages 3-5 highlighted**, change the **font size** of the text from 10 to **12**

Save your work (Ctrl+s)

Changing the layout of the Skill or Concept table

There are some formatting changes you need to make to the Skill or Concept table which is now on Page 2. When you are done, it will have a similar layout to Fig. 2.13.

Skill or Concept
Demonstrate ability to operate a computer system in order to successfully utilize software.
Evaluate and use computers and related technologies to support the instructional process.
Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.
Explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation.
Demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision making.
Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.
Evaluate, select, and integrate computer/technology-based instruction in the curriculum of one’s subject area(s) and/or grade levels.
Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.
Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.
Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors.
Identify resources for staying current in applications of computing and related technologies in education.
Use computer-based technologies to access information to enhance personal and professional productivity.
Apply computers and related technologies to facilitate emerging roles of the learner and the educator.

Table 1 ISTE Foundational teacher skills and concepts

Fig. 2.13 ISTE table after the first set of updates

Scroll back to **page 2**, if necessary, and highlight the **title** of the table (**Skill or Concept**) by **dragging** across it (or **triple click** on it)

In the **Formatting** toolbar, click on the **center alignment** icon

With the title of the Table still highlighted, use the **Font Size** tool to make **14 pt** the font size of the table **Title**, and, still in the **Formatting toolbar**, click on the **Bold** icon (Fig. 2.14), then click at the end of the title to put the cursor there and hit the **Return/Enter** key **once** to space the table's contents down from the Title line

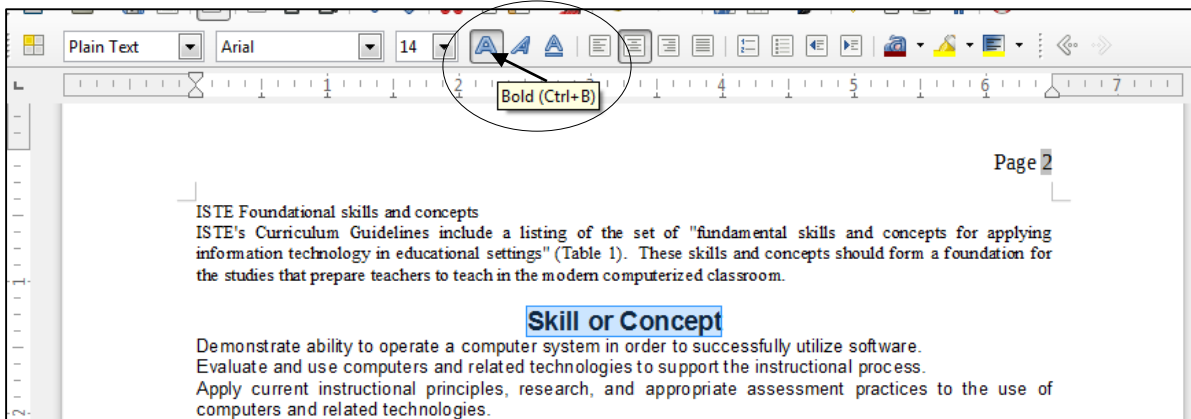


Fig. 2.14 The Bold icon in the Formatting toolbar

Now highlight the caption at the end of the table (**Table 1 ISTE Foundational teacher skills and concepts**), **center** it and change its **font size** to **8 pt**

Finally, click to position the cursor at the beginning of the caption, right before **Table 1 ISTE...** and hit the **Return/Enter** key **once** to space the caption down from the table

At this point the Skill or Concept table on Page 2 of the Term Paper document should look like Fig. 2.13 on the previous page.

Save your work (**Ctrl+s**) before you move on

Spacing before and after paragraphs

Make sure that you can still see all of the **Table of ISTE Foundational skills and concepts** on **page 2** of the document

Sometimes it is easier to read a list of items if they are slightly separated one from the other by what is called white space (the parts of a page where there is no text). Let's do this next.

Drag with the mouse to select (highlight) all the items in the **BODY** of the table (from **Demonstrate ability...** at the beginning of the table to **...roles of the learner and the educator** at the end of the table—**NOT** including the caption)

Now, in the **Format menu** select **Paragraph...**, to bring up the **Paragraph dialog box** and click on the **Indents & Spacing** tab (Fig. 2.15 on the next page)

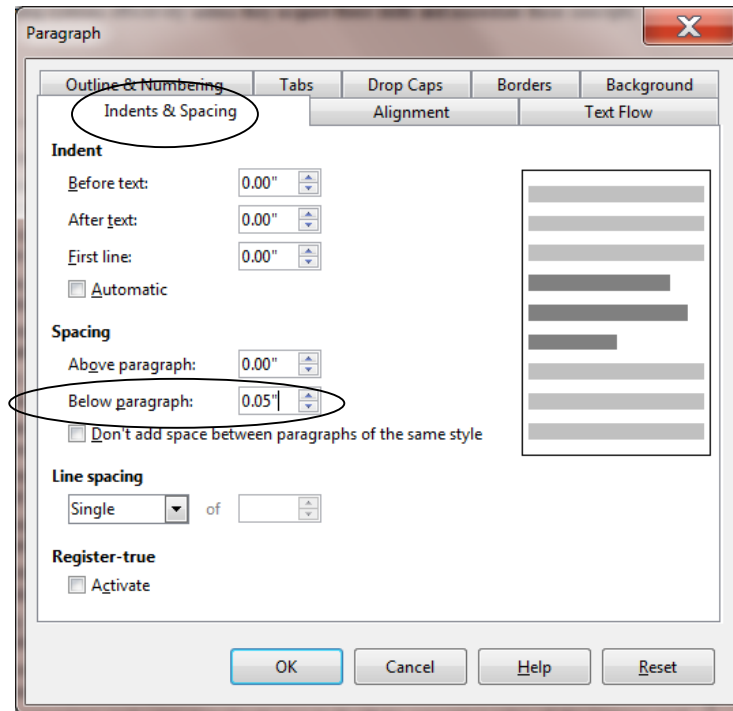


Fig. 2.15 Paragraph dialog box

Change the **Spacing > Below Paragraph:** setting to **0.05"**, click on **OK**, then click **anywhere in the text** to remove the highlighting (to deselect it) and save your work up to this point (**Ctrl+s**)

Notice how much easier it is now to pick out each of the items in the Skill or Concept table.

2.3 BULLETS AND NUMBERED LISTS

Numbered lists

For the next exercise you are going to use the Bullets and Numbering Styles in *Writer* to number each of the items in the Table of ISTE Foundational Teacher Skills and Concepts on page 2 of the Term Paper document.

You can use any of several numbering and bullet styles. But let's keep it simple for now.

Once again, **highlight** all the items in the **body** of the table (from **Demonstrate ability...** to **...roles of the learner and the educator**)

In the **Formatting toolbar**, click on the **Numbering On/Off** tool to quickly number each of the items in the Table (Fig. 2.16)



Fig. 2.16 The Numbering On/Off icon in the Formatting toolbar

Click anywhere to deselect the highlighted Table, then **Save** your work again (**Ctrl+s**)

At this stage, the Table should look much like the illustration in Fig. 2.17.

Skill or Concept	
1.	Demonstrate ability to operate a computer system in order to successfully utilize software.
2.	Evaluate and use computers and related technologies to support the instructional process.
3.	Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.
4.	Explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation.
5.	Demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision making.
6.	Design and develop student learning activities that integrate computing and technology for a variety of student groups.
7.	Evaluate, select, and use appropriate technology resources to support the curriculum of one's subject area(s) and students.
8.	Demonstrate knowledge of instructional technologies to support instruction.
9.	Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.
10.	Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors.
11.	Identify resources for staying current in applications of computing and related technologies in education.
12.	Use computer-based technologies to access information to enhance personal and professional productivity.
13.	Apply computers and related technologies to facilitate emerging roles of the learner and the educator.

Notice the effect of the hanging indent. The indented text is all lined up inside the number.

Table 1 ISTE Foundational teacher skills and concepts

Fig. 2.17 The numbered list of Skills and Concepts

Notice the hanging indents for each item in the table. *Writer* uses a hanging indent so that the numbers stand out. We'll return to the subject of hanging indents later in the lesson, where you will practice creating them yourself.

You can also start numbering from a number other than 1. You would need to know how to do this, for example, if you broke up a numbered list into two sections with text in between that is not numbered. If you wanted to start numbering from a number other than 1, you would do this by selecting the *Format menu > Bullets and Numbering...* and, in the dialog box that pops up (Fig. 2.18), you would click on the *Options tab* and, in the *Start at: box* type the starting number you want for the list of items you are working with.

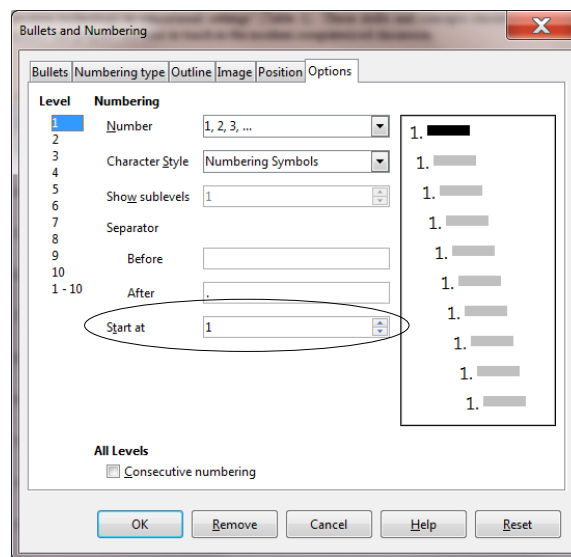


Fig. 2.18 Settings for Customizing a Numbered List

For our purposes, however, we want to start at **1**, so make sure the **Start at:** value is **1** (don't change a thing) and click on **OK**

Bulleted lists

If you wanted bullets instead of numbers, you would select the *Bullets On/Off* tool, which is right next to the *Numbering* tool in the Formatting toolbar (Fig. 2.19).

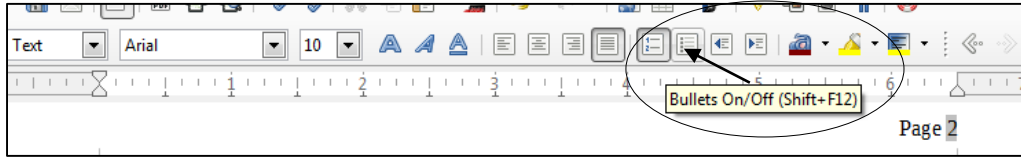


Fig. 2.19 The Bullets On/Off tool in the Formatting toolbar

There are several styles of Bullets that you can choose in *LibreOffice*, and you can check them out by selecting *Format menu > Bullets and Numbering...* and, in the Bullets and Numbering dialog box that comes up, you would select one or other of the bullets styles that show in the Bullets tab (Fig. 2.20).

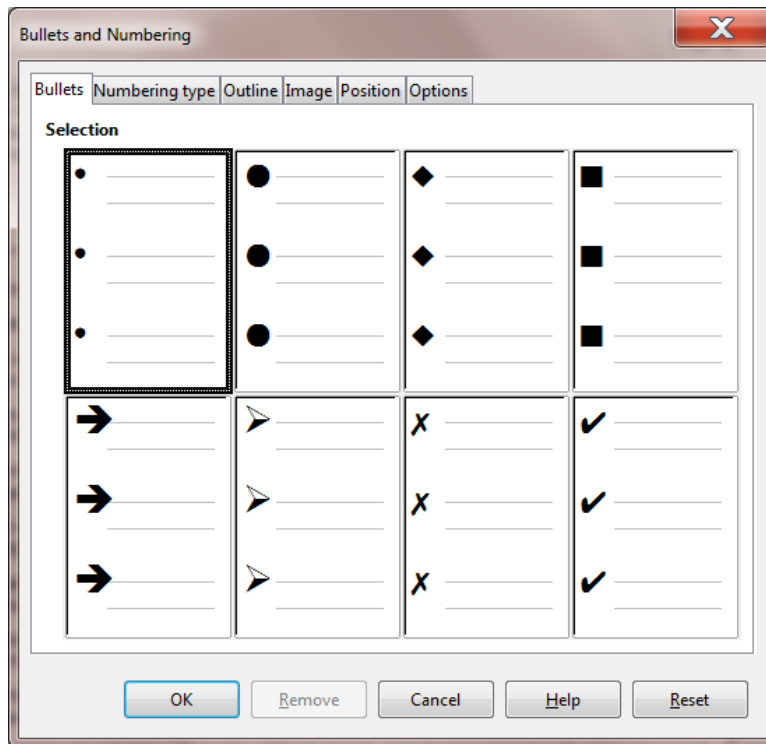


Fig. 2.20 Bullet styles dialog box

Did you save your work? Hit **Ctrl+s** before you forget...

2.4 SETTING OFF A BLOCK OF TEXT WITH A BORDER

The ISTE Table should now be starting to look more like a table! Let's make one more update to set off the table as a separate item from the running text of the Term Paper.

Sometimes, for emphasis or effect, it looks professional to set off a section of a document with a border or frame.

You are going to do this to the Table of ISTE Foundational Teacher Skills or Concepts on page 2. It will end up looking something like Fig. 2.21.

Skill or Concept
1. Demonstrate ability to operate a computer system in order to successfully utilize software.
2. Evaluate and use computers and related technologies to support the instructional process.
3. Apply current instructional principles, research, and appropriate assessment practices to the use of computers and related technologies.
4. Explore, evaluate, and use computer/technology-based materials, including applications, educational software and associated documentation.
5. Demonstrate knowledge of uses of computers for problem-solving, data collection, information management, communications, presentations, and decision making.
6. Design and develop student learning activities that integrate computing and technology for a variety of student grouping strategies and for diverse student populations.
7. Evaluate, select, and integrate computer/technology-based instruction in the curriculum of one's subject area(s) and/or grade levels
8. Demonstrate knowledge of uses of multimedia, hypermedia, and telecommunications to support instruction.
9. Demonstrate skill in using productivity tools for professional and personal use, including word processing, database, spreadsheet, and print/graphic utilities.
10. Demonstrate knowledge of equity, ethical, legal, and human issues of computing and technology use as they relate to society and model appropriate behaviors.
11. Identify resources for staying current in applications of computing and related technologies in education.
12. Use computer-based technologies to access information to enhance personal and professional productivity.
13. Apply computers and related technologies to facilitate emerging roles of the learner and the educator.

Table 1 ISTE Foundational teacher skills and concepts

Fig. 2.21 ISTE Table with a border

Once again highlight the contents of the **body of the Table** (the 13 numbered Skills and Concepts, **NOT** including the centered **Table Title** (Skill or Concept) at the top, or the centered **caption** (Table 1 ISTE, etc.) at the bottom

Now, in the **Format** menu, select **Paragraph...** to bring up the **Paragraph dialog box** and click on the **Borders** tab (Fig. 2.22)

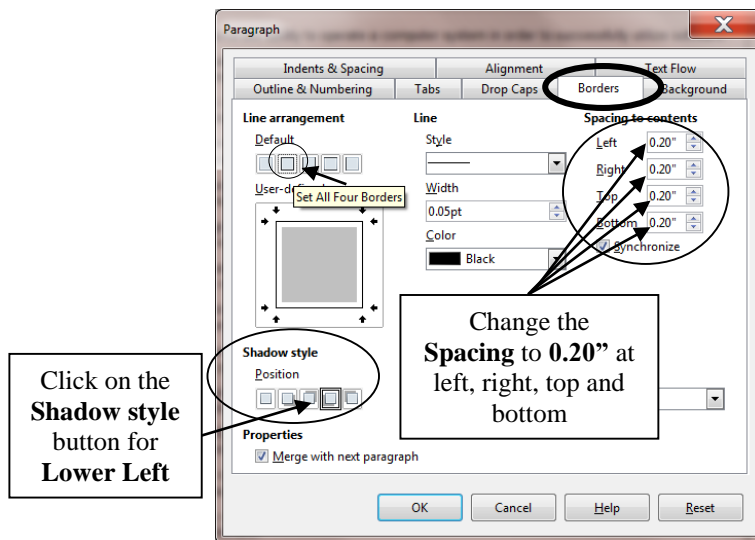


Fig. 2.22 The Borders tab in the Paragraph dialog box

Use Fig. 2.22 above carefully to make sure you select the correct settings for the table Border:

1. Click on the **2nd Line arrangement** button to **Set All Four Borders**
2. In the **Spacing to contents** section, make sure each of the values is **0.20"**
3. In the **Shadow style** section select the **4th option** to put the shadow at **lower left** of the table

Now click on **OK**, then click **anywhere in the document** to remove the highlighting so you can see the effect of the changes you have made to the ISTE Table on Page 2 of the Term Paper document—it should look much the same as Fig. 2.21 on the previous page

Save your work again (**Ctrl+s**) and take a break!

2.5 USING TAB STOPS

Inserting Tab Stops

Let's take a short break from the Term Paper exercise and learn about Tab Stops in general. No need to close the Term Paper document, though, because you still have plenty of work to do with it, including setting some tab stops here and there. To practice using tab stops, you'll be using a new blank document.

From the **File** menu select **New > Text Document**, and wait while a **Blank Writer Text Document** opens

Tabs are very useful for lining up text in columns, as illustrated in Fig. 2.23.

Andrew	Freshman	186	90.35
Mary	Senior	95	85.50
Teresa	Sophomore	87	87.90
Bernard	Senior	210	100.00
Josephine	Junior	123	78.25

Fig. 2.23 Typical columnar organization of data

In the table in Fig. 2.23 the first column has a list of names aligned *left*. The second column has a list of academic year designations which are *centered* on the column. The third column has whole numbers which are usually aligned *right*. Finally there is a column of decimal numbers which are aligned *around the decimal point*.

If you have never used Tab Stops before, you may find them confusing. The exercise that follows will help you understand what Tab Stops are all about and how they work.

The purpose of Tab Stops is to help you align data, often in *columns*, like in the table above. One thing you should *never* do in a word processor is try to line data up using the *space bar*; this is a surefire recipe for getting things out of line because of the way modern word processors use *relative spacing* for the characters in a line or on a page.

Notice the Tab selector icon at the left edge of the Ruler bar—top left corner of the *Writer* window. It looks like the capital letter **L** (Fig. 2.24 on the next page) because the default tab selector icon is for *left alignment*.

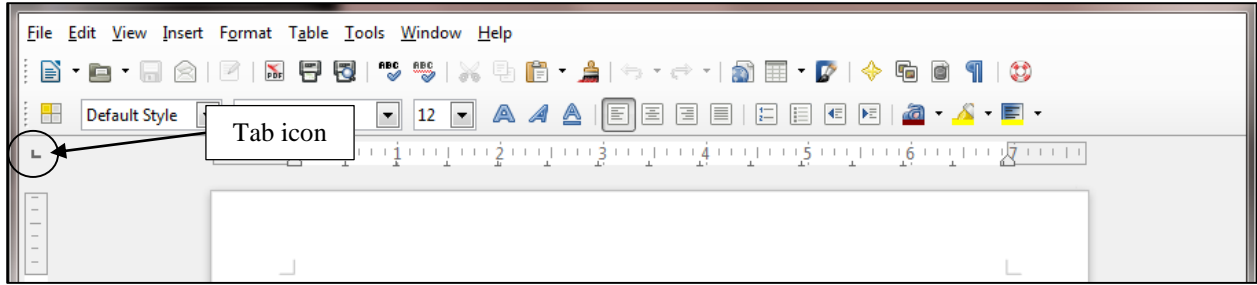


Fig. 2.24 The Tab selector icon to the left of the Ruler bar

This means that, if you click anywhere along the Ruler bar to set a Tab Stop while this tab icon is selected, a *left Tab Stop* will be set at that place in the ruler. If you use the Tab key on the keyboard to tab across to that Tab Stop, you will be *left aligned* on it, and any text you type will proceed from the left of the Tab Stop to the right. The best way to understand this is, of course, to do it, so here goes. The ruler line shows a series of tiny inverted T figures. These are *hash marks*. Their positions remain fixed if you change the measurement units displayed in the ruler line, e.g., from inches to cm. These are the default tab stops if you do not set your own tab stops as described next.

First thing you need to do is remove/clear any existing tab stops that may already be inserted along the Ruler bar of your blank document. Here's how you do this.

In the **Format** menu select **Paragraph...**, then in the **Paragraph dialog box** that pops up, click on the **Tabs** tab (Fig. 2.25), and click on **Delete all**

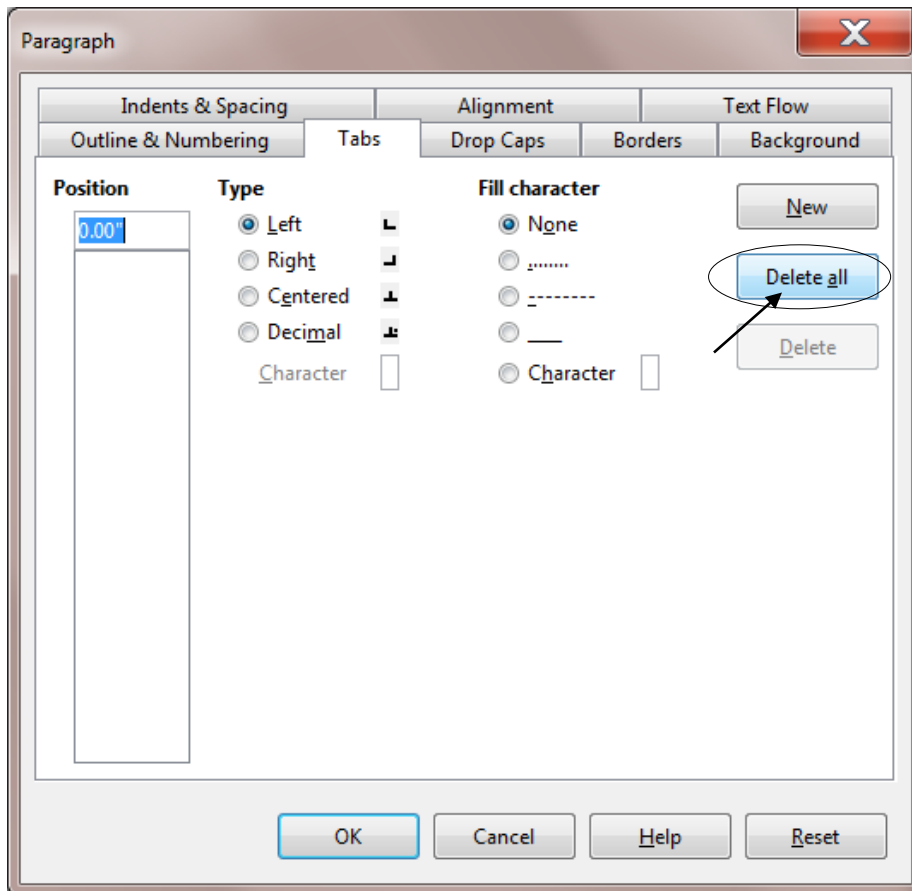


Fig. 2.25 The tabs options in the Paragraph dialog box

You are going to put four different Tab Stops along the Ruler bar. Fig. 2.26 shows the Tab Stops you should end up with for the alignment of the data in the table illustrated in Fig. 2.23 above.

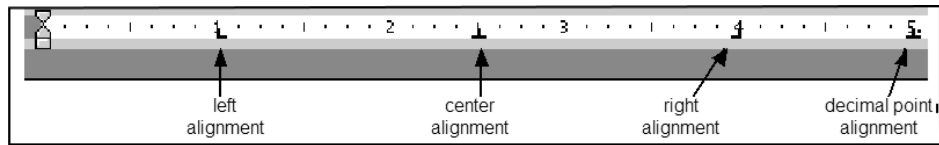


Fig. 2.26 Tab settings for the table in Fig. 2.23 (page 47 above)

Try the following to see how to select some of the commonly used Tab Stops before using them to align data on a page of text.

Click **once** on the **Tab icon button** in the top left corner of the screen, and you'll see the icon change to the icon for **centering** text on the Tab Stop (it looks like an upside down 'T' and indicates that text aligned on it will be centered on it and move to either side of the Tab Stop, left and right, as you type)—it's the second Tab Stop in Fig. 2.26

Click again (a second time) on the **Tab icon button** and you'll see the icon for **right alignment** (this Tab Stop looks like a backwards 'L', indicating that text aligned on it will go to the **left** of the tab stop because it's aligned from the right—if you've never used Tab Stops before, that must sound confusing, but you'll see how it works in a minute when you complete the exercises that follow)—the right alignment Tab Stop is the third one along the ruler in Fig. 2.26

Finally, click again (a third time) on the **Tab icon button** and you'll see the icon for **decimal alignment** (this Tab Stop looks like an upside down 'T' with a dot to denote the decimal point—this is for decimal numbers, like dollars and cents, for example, and makes sure everything is lined up on the decimal point)—check the decimal alignment Tab Stop on the right hand side of Fig.2.26

If you continue clicking on the tab icon button, you'll see each Tab Stop marker type in a continuous rotation. You won't need these for this exercise. Your task is to reproduce the table illustrated in Fig. 2.23 on page 47 above.

Click on the **Tab icon** until you see that the **left** Tab Stop is selected, then click once at the **1" hash mark** on the ruler

Click again on the **Tab icon** until you select the **center** Tab Stop and click once at the **2 ½" hash mark** on the ruler

Click again on the **Tab icon** until you select the **right** Tab Stop and click once at the **4" hash mark** on the ruler

Finally, click on the **Tab icon** until you select the **decimal alignment** Tab Stop and click once at the **5" hash mark** on the ruler

Now, with the Tab Stops in place, you can start to enter the data from the table in Fig. 2.22 on page 47 above. First, make sure the cursor is waiting at the **left edge** at the **top** of the blank page.

Hit the **Tab key** to move the cursor across to the first tab, and enter the first **name** in the table (**Andrew**—which will be **left aligned** on the tab stop)

Hit the **Tab key** again, and enter the **class** that goes with the first name (**Freshman**—notice how it is **centered** on the Tab Stop as you type it)

Hit the **Tab key** again, and enter the **rating value** that goes with the first name (**186**—again notice how it is **right aligned** on the Tab Stop)

Hit the **Tab key** again, and enter the **test score** that goes with the first name (**90.35**—and notice how the value is **aligned on the decimal point**)

Continue in this way until you have entered **all five (5) lines of data** in the table

By the time you are done entering the data you should have a good idea how the Tab Stops work.

Removing Tab Stops

To remove a Tab Stop, you need to position the *tip* of the mouse pointer on the Tab Stop marker and drag the Tab Stop down off the ruler. When you release the mouse button the Tab Stop will be gone. This is tricky to do if you're not used to it because the Tab Stop is small and you have to be very careful to use just the *tip* of the mouse pointer. Try this for yourself.

Position the cursor on the **first line** of the student records, then position **the tip of the mouse pointer** on each of the **Tab Stops** one by one and drag the stop down below the ruler, then **release the mouse button** to throw it away

This will mess up the the data in that first line, but that's OK for now since you're just practicing.

Now undo what you just did by pressing **Ctrl+z four times**

You can also remove all the Tab Stops at one time. You already did this at the beginning of this exercise (see Fig. 2.25 on page 48 above), but here's a reminder of how you do this.

Click anywhere on the **first student record** and **double click** on any **one** of the **Tab Stops**, which brings up the **Paragraph** dialog box, then click on the **Tabs** tab, and finally click on the **Delete All** button

There! All the Tab Stops are gone for that particular student record. To clear the Tab Stops for ALL the student records in one go, simply highlight all the records (*Ctrl+a*), double click on one of the Tab Stops in the ruler, and in the Paragraph > Tabs dialog box click on Delete All.

Now **Close** the **Untitled** document and **don't Save** it; this was just an opportunity for you to practice how to use **Tab Stops**¹

2.6 STYLE OF TEXT AND LINE SPACING

Text Styles

When writing, it is often important to draw attention to certain words or phrases by adding emphasis to them. This can be accomplished by **boldfacing**, *italicizing*, or underlining the text.

¹When you set your own tab stops, these apply within the *current* line and all *subsequent* lines, but *not* to *preceding* lines. When you want to change the tab stops for a section, simply start a new line and re-set the tab stops, which will remain in effect as you continue to enter new text. But nothing is altered in the text above. To alter tab stops in text already written, highlight that text, then move the tab stops in the ruler line.

Similarly, when you remove tab stops, this removes the tab stop from only the current line or currently highlighted text. This does not remove or alter the tab stops set in any text above.

When you remove your own tab stops, this does not remove the *tab characters* from your document -- after your own tab stops are removed, the hash marks on the ruler are used as tab stops.

(To actually remove tab characters, you must use the Edit -> Find and Replace dialog. Open this dialog, click the + for Other Options, click Regular expressions. The Search for `\t` and replace with a space or anything else that suits you.)

These options are available from the appropriate icons in the Formatting toolbar (Fig. 2.27).

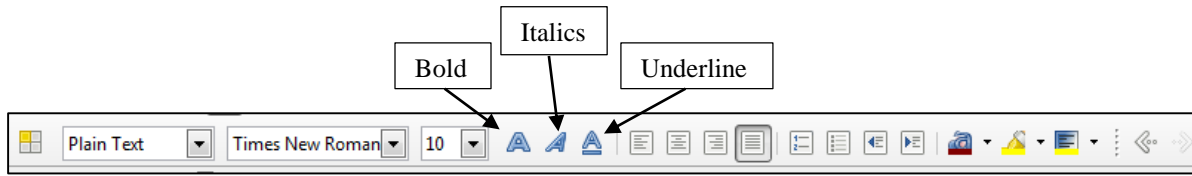


Fig. 2.27 Text style icons in the Formatting toolbar

Alternatively, you can apply the styles using Quick Keyboard cCommands: *Ctrl+b* for **Boldface**, *Ctrl+I* for *Italics*, and *Ctrl+u* for Underline.

Boldface

Titles and sub-titles should stand out on a page. Increasing the size certainly helps. Using all capital (uppercase) letters can also add emphasis and draw the eye of the reader. You have seen both of these techniques applied to the Titles at the top of the first page of the Term Paper document.

Boldface also will improve the appearance of the three section headers (**Abstract**, **ISTE Foundational skills and concepts**, and **References**) and make them stand out on the page. While you're at it, you might as well increase the font size, too.

Scroll to **Page 1**, highlight the **Abstract** header and make it **boldface (Ctrl+b)** and increase the **font size to 14 pt**

Now apply **boldface** and **14 pt font size** to the two other section headers (**ISTE Foundational Skills & Concepts** at the top of Page 2 and **Bibliography** on page 6), then **Save** your work (**Ctrl+s**)

Underline

On page 2 of the Term Paper document (the page after the Abstract) we have the table of the 13 ISTE Foundational teacher skills and concepts. Following this table, on pages 3 through 6, each skill or concept is taken one by one for further explanation.

Your task is to underline the skill or concept at the beginning of each of the 13 sections on pages 3 through 6. When you do this, you will underline just the words that describe the skill or concept; you will not including the number of the concept—so you'll underline just the line or two of words immediately *after* the number that states the skill or concept. Fig. 2.28 illustrates what you need to do.

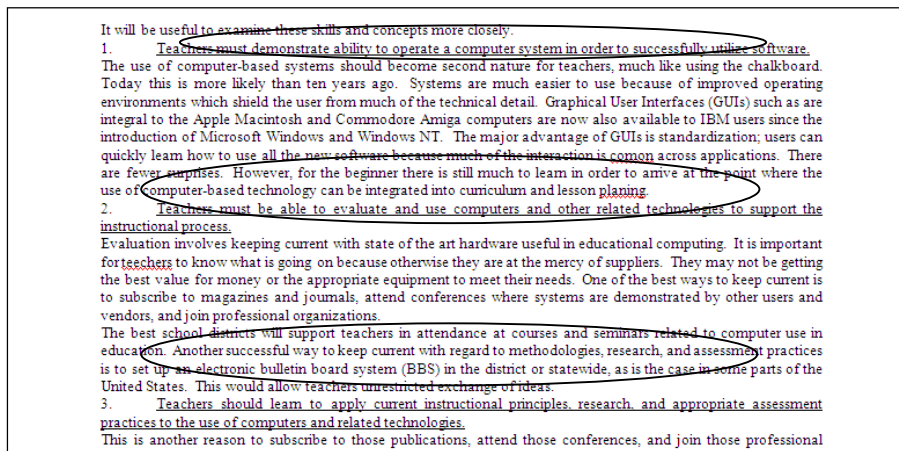


Fig. 2.28 Underline only each of the Skills or Concepts from the Table on page 2

Here is a step-by-step explanation of how to do the first one.

Scroll to the beginning of **page 3** and, in the **first** skill or concept, click to put the cursor immediately before the **T** of "**Teachers...**"

Now hold down the **Shift key** and at the same time click at the end of the skill or concept (i.e. **after** the period at the end of the word "...software.") to highlight the text of the skill or concept, and press **Ctrl+u** to underline the skill or concept

Go ahead now and underline the remaining 12 skill or concept section titles. When you have finished this exercise, the underlined section titles will look as illustrated in Fig. 2.28 above.

Don't forget to **save your work** when you've finished underlining

Italics

Your next task is to *italicize* the author's name on the first page. You can probably figure this out for yourself, but just in case you need help, here are the steps.

Select the **author's name** under the title on the first page of the Term Paper and press **Ctrl+I**, then **save** your work again

Line spacing

Papers may be printed with variable spacing between lines. Here's how to do this in *Writer*.

Select the entire paper by pressing **Ctrl+a (Select All)** then from the **Format** menu select **Paragraph...**, then, in the **Paragraph** dialog box click on the **Indents and Spacing** tab

Click on the **arrow** at the end of the **line spacing** box (Fig. 2.29) and select **Double** for the spacing option, then click on **OK**

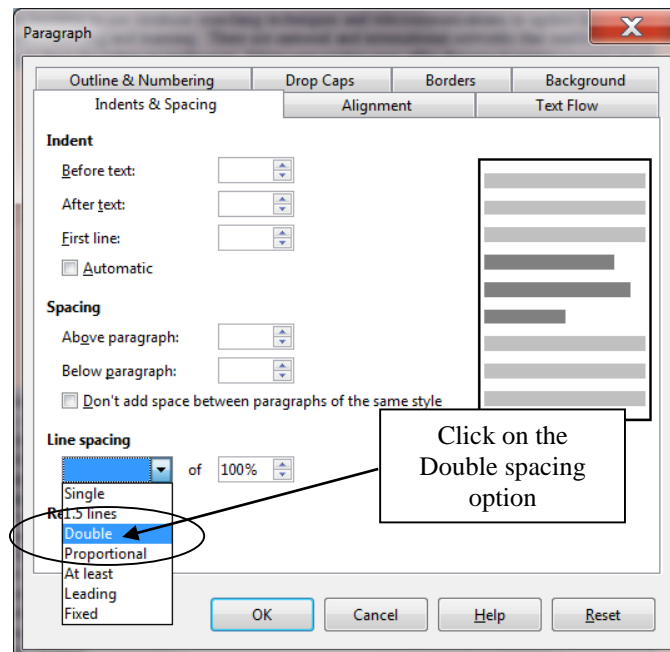


Fig. 2.29 Line Spacing in the Paragraph dialog box

Your document was set in single spacing when you loaded it from the *Work Files for LibreOffice Writer*. Double spacing is required for many written documents and now you know how to do this using *Writer*.

For the sake of this exercise, however, be sure to return the document to **single spacing** (**Ctrl+a** > **Format menu** > **Paragraph...** > **Indents and Spacing tab** > **Line spacing** > **Single** > **OK**), then press **Ctrl+s** to save your work to date

2.7 INDENTING TEXT

Adjusting (moving) the Indent Markers

You practiced doing this in Lesson 1, but maybe you need more practice since these indent markers can be tricky to apply. There are two indent markers on the left side of the Ruler bar, one above the other, as illustrated in Fig. 2.30. The *First Line Indent* marker is on top, the *Left/Hanging Indent* marker is on the bottom.

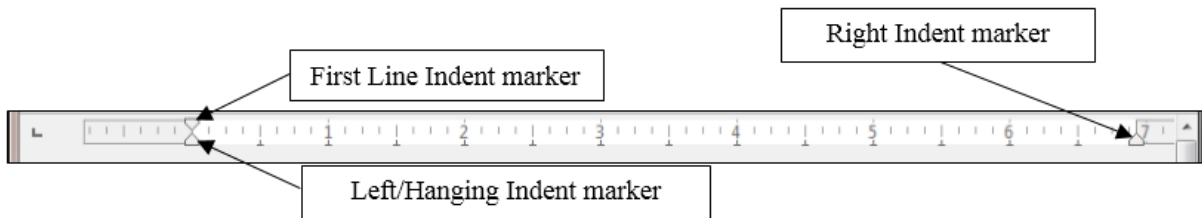


Fig. 2.30 The indent markers in the Ruler bar

The indent markers establish where text is aligned in relation to a paragraph as a whole. The *First line Indent* marker (it looks like an upside down triangle) is applied only to the first line of a paragraph. The *Left Indent/Hanging Indent* marker controls the margin for all the lines *after* the first line in a paragraph.

Carefully examine **Fig. 2.30** above to clearly **identify each indent marker** before proceeding with the tutorial

- Tip #1:** Remember that the *tip* of the mouse arrow is the *hot spot*. Moving the small indent markers is a precise task, so be sure to position the *tip* of the mouse arrow on the indent marker that you want to move.
- Tip #2:** When you drag on the *Left/Hanging Indent* marker (Fig. 2.30 above) **both of the markers move together**. When you drag on the **first line indent marker**, which is above them, it moves on its own, leaving the First Line/Hanging Indent marker in place.

Traditionally, an indent is commonly used for the first line of paragraphs—where the margin is set *in* a few spaces from the rest of the paragraph (Fig. 2.31A).

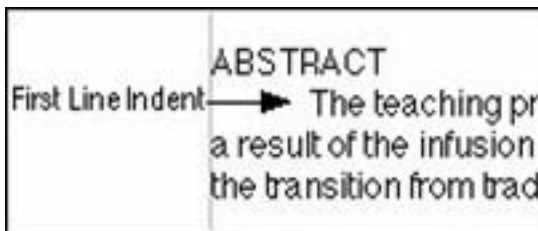


Fig. 2.31A

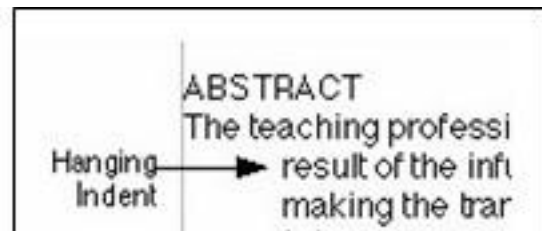


Fig. 2.31B

Then there is the indent for a list such as a bibliography—where you set the margin for the first line *back* a few spaces from the rest of the paragraph. *Writer* refers to this latter indent as a "hanging indent" because the lines that follow look as if they are hanging off the first line (Fig. 2.31B).

The Term Paper document that you have open on the screen would benefit from the use of both types of indent markers.

Indenting the first line of paragraphs

Right now in the Term Paper document it is difficult to tell where one paragraph ends and another begins. Let's indent the first line of the paragraphs in the Abstract so you can see what a difference this simple change makes.

Click at the **beginning** of the **first line** of the **first paragraph** of the **Abstract** on **page 1** (immediately ahead of the words "**The teaching profession...**" at the beginning of the next line after the Abstract header)

Hold down the **Shift** key and click again **at the end** of the Abstract, to highlight all the Abstract text

Now, on the **left side** of the Ruler bar at the top of the document, position the **tip** of the mouse arrow on the **First Line Indent marker** (the upper marker) (see Fig. 2.30 on the previous page), and drag this **First Line Indent marker** to the **right** a **½ inch** (to the ½" hash mark), then click anywhere to remove the highlighting

Notice how *Writer* indents only the first line of each of the two paragraphs in the Abstract. This makes it easier to tell where one paragraph begins and another ends.

Pages 3 through 6 of the Term Paper document have 13 numbered sections which discuss each of the skills or concepts in the Table on page 2. In the next exercise, you are going to indent the first line of all the paragraphs on pages 3 through 6. Fig. 2.32 illustrates what you need to do.

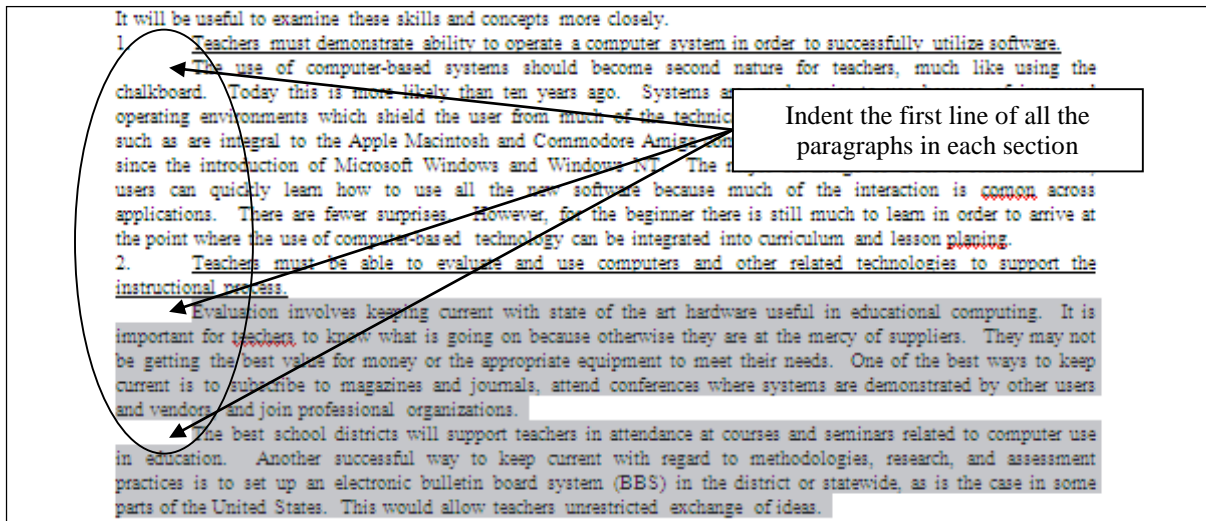


Fig. 2.32 Indenting the First line of paragraphs

Let's do the first numbered Skill or Concept section together, so you see what is required.

Scroll to the top of **Page 3** and position the cursor at the beginning of line 3, **immediately before** the sentence that begins: “**The use of computer-based systems....**”

Hold down the **Shift** key, and click at the end of the section, immediately after the phrase “**lesson planning.**”

This selects all the commentary in the *first* numbered section on page 3.

Now, in the **Ruler bar**, drag the **First Line Indent marker** over to the **right** (to the **½" hash mark**), just as you did for the Abstract on page 2

Now on to the second numbered section.

Position the cursor at the **start of line 3** of the second numbered section—the sentence that begins: “**Evaluation involves keeping current....**”

Hold down the **Shift** key, and click at the end of the section, immediately after the phrase “**exchange of ideas.**”

This selects all the commentary in the *second* numbered section on page 3.

Now, in the **Ruler bar**, drag the **First Line Indent marker** over to the **right** (to the **½" hash mark**), just as you just did for the previous section

Continue in the same way and change the **First Line Indent** for the remaining paragraphs in **sections 3 through 13** on **pages 3 through 6** of the **Term Paper** document (but **do not indent** the numbered lines that begin each section and **don't do anything** with the **Bibliography** section just yet)

This task won't take you long. You might be thinking to yourself: “Why the heck is the lesson making me do this over and over again?” Well, as any teacher knows, practice makes perfect, and by the time you're finished with this tutorial, you'll feel pretty pleased with what you've learned, so stay with it, OK?

When you are done with this exercise, hit **Ctrl+s** to save the work completed to this point

Hanging indents

There are many occasions when it is useful to indent parts of your text using hanging indents. A hanging indent is where the second and subsequent lines of a paragraph of text are indented to the *right* of the first line. For example, you may want to make a list of points with a "bullet" at the beginning of each point, like this:

- Don't settle down at the computer until you have carefully planned what you want to do. If you plan ahead you will be sure to do a better job and save yourself a whole bunch of time!

or like this:

- Don't forget to clean your teeth and make your bed after you've had your breakfast every morning!

This is easy to do with the bulleting and numbering tools built into the word processing software. But it is also important to know how to use the *indent markers* to create hanging indents that do

not involve the use of bullets. For example, hanging indents are used when you write a paper that includes a list of sources cited, as illustrated in Fig. 2.33.

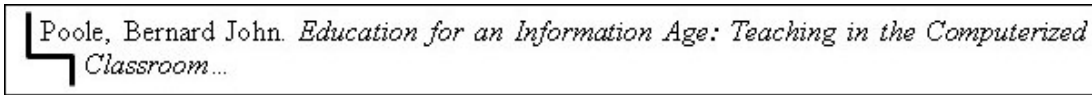


Fig. 2.33 An example of a hanging indent

Scroll down to the end of the **Term Paper** document

Notice that indentation has not yet been used for the Bibliography section, but it should be because it is standard practice. Without hanging indents as illustrated in Fig. 2.32 above, it would be difficult to determine where one Bibliography entry ends and another begins, especially in a long list of references. So your next task is to tell *Writer* to use hanging indents for this last section of the paper.

Highlight all the references by clicking at the beginning of the **first reference** (not the References header), then hold down the **Shift key** and click again after the **last reference**

Position the **tip** of the mouse arrow on the **Left Margin/Hanging Indent marker** (the lower of the two triangular-shaped markers), and drag this **Left Margin/Hanging Indent marker** across **½” (4 hash marks)** to the **right**, then let go of the mouse button

When you let go of the mouse button, the entire References section will be adjusted ½” to the right.

Now you need to slide the **First line indent marker back ½”** to the **0” hash mark** on the Ruler

When you’re done, your Bibliography section should look like Fig. 2.31B a couple of pages back on page 53. Notice how the references are nicely indented after the first line. That's just the way it should be. To reinforce this skill, you are now going to work your way once again through pages 3 through 6, creating a hanging indent for each of the thirteen numbered and underlined skills and concepts. You are going to apply a hanging indent of just ¼”. Let’s do the first one together so you can see what is required.

Fig. 2.34 illustrates how each numbered skill or concept should look when you’re done.

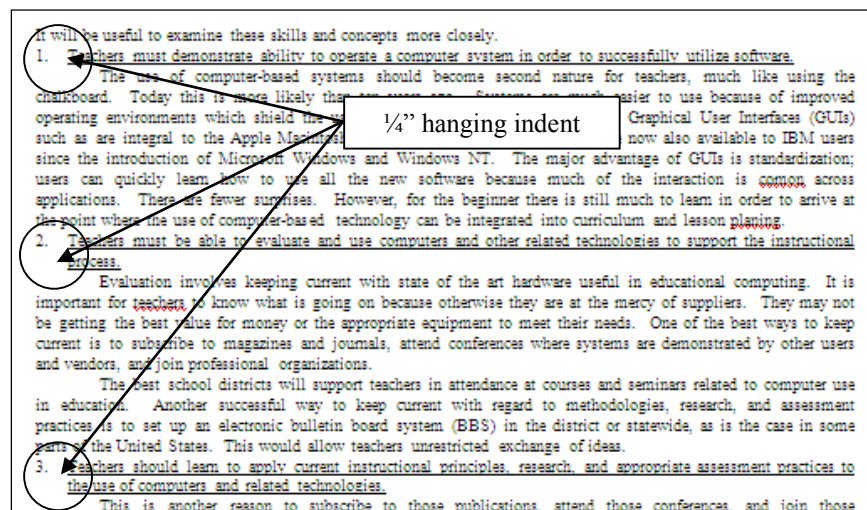


Fig. 2.34 Hanging indents for the numbered items in the Term Paper

Position the cursor **anywhere** in the section number “1.” at the **top of page 3**

Use the tip of the mouse pointer to **drag** the **Left Margin/Hanging Indent marker** over to the **right** just **2 hash marks (¼”)** and then grab the **First Line Indent** marker and drag it back to the **0” hash mark** on the Ruler bar

Do this again for **section number “2.”**

That’s all there is to it. Notice how the hanging indent improves the appearance of those numbered underlined skills and concepts.

Complete the same task for the **remaining 12 numbered items on pages 3 through 6** so they end up looking like those illustrated in Fig. 2.34 on the previous page

Save your work when you are done

2.8 CREATING SECTIONS AND COLUMNS OF TEXT

Columns are often useful for documents such as class newsletters. Reducing the width of lines of text can make for easier reading. In the exercise that follows, you will create a two-column section within the Term Paper document. The rest of the paper before and after the two-column section will remain single column. Here are the steps to do this.

Scroll to the top of page 3 and position the **insertion point cursor** immediately before the text: **“It will be useful to examine...”**

In the **Insert** menu click on **Section...** to bring up the **Insert Section** dialog box (Fig. 2.35)

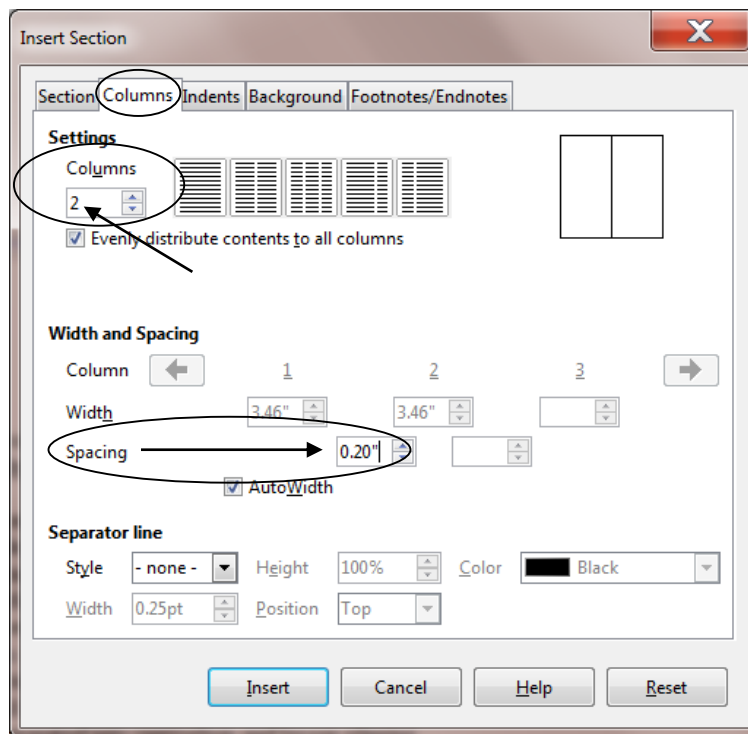


Fig. 2.35 Inserting a Continuous section break

Click on the **Columns** tab, set the **number of columns** to **2**, and increase the **spacing between columns** to **0.20**", then click on the **Insert** button

The next step is tricky, so follow the directions carefully.

The cursor is still waiting at the **top of Page 3**, before the first line which reads: **"It will be useful..."**; make sure it is still there

Now, use the **scroll bar** on the **right** of the window, or use the **roller** on the **mouse**, to **scroll down** all the way to the **end of the last of the teacher skills and concepts** on **Page 6**, hold down the **Shift key**, and click immediately after the phrase **"professional work with children."**

The whole section that discusses the 13 Teacher Skills and Concepts should now be highlighted.

Careful now; hit **Ctrl+x**—this will **cut** everything that's **highlighted** from the document and save it on the **clipboard**

Page 3 should now look like Fig. 2.36. Notice the two new faint *bracketed* areas on your screen.

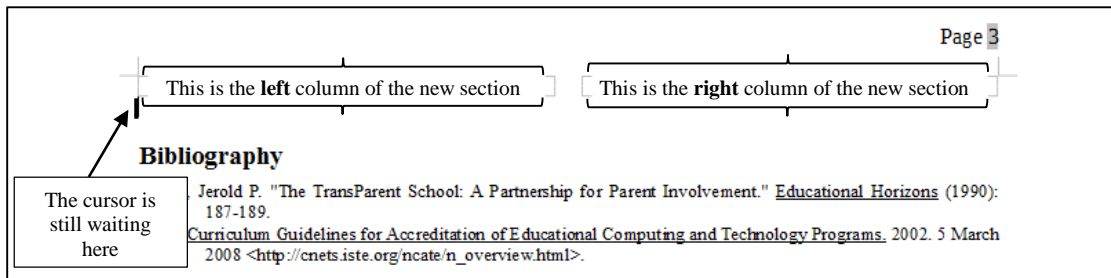


Fig. 2.36 Page 3 after cutting all the Teacher Skills and Concepts information

You are now going to *Paste* everything from the clipboard into this new *two-column* section of the Term Paper document.

First, click to position the cursor **one line up, inside the left bracketed area**, and **Paste (Ctrl+v)** the data from the clipboard back into the Term Paper Document

If you followed the directions correctly, Page 3 of your document should now look like Fig. 2.36. If it does, that's AWESOME! If it doesn't, just hit Ctrl+z repeatedly till you get back to a point where you see where you were at at the beginning of this section of the tutorial, then try it again. But hopefully you're in good shape and we can proceed.

Save your work before going on, then scroll to the **top of Page 1** of the Term Paper document, and notice that **Pages 1 and 2** are still **single column** text, then scroll down through the document **to the end** to take a look at the difference the Columns tool makes, and notice also that the **Bibliography** is still **single column** as well

So, you have now divided the paper into three sections: Pages 1 and 2 are the first section; Pages 3-6, not including the Bibliography, are the second section; and the Bibliography is the third section. If you had not inserted the new section at the top of page 3, your *whole* document (including the Title lines, the Abstract, the ISTE Table, and the Bibliography section) would be in

two column format. The section allows you to control exactly which pieces of a document you want adjusted in certain ways.

Scroll down to the **end** of the Term Paper, if you aren't already there

In summary, if you need different formatting for different parts of a document, you would do so by inserting sections wherever necessary. *LibreOffice* makes this very easy indeed

The Skill Consolidation exercises at the end of this lesson will provide you with an opportunity to practice this and other more advanced word processing features.

2.9 FINDING AND REPLACING TEXT

It is surprising how often the *Writer* Find (Ctrl+f) and Find and Replace (Ctrl+h) functions come in handy when you are working with larger documents. You may want to find each place in a document where a certain word or phrase is used and either delete it, or change it, or correct a misspelling. Or you may want to jump quickly to a certain page because you have to rewrite something or insert a sentence. You could scroll through the document looking for what you want, and you might even eventually find it! But don't count on it. In any case, this takes time and there is always the possibility that you might miss the text in question on a first or second pass.

The *Writer* Find function will swiftly and unerringly locate any specific text you are looking for.

Finding a text string

A point to ponder before you proceed

When you are using computers, a **character** is anything that you type at the keyboard (including numbers, spaces, and punctuation marks). A **sequence of characters** is often referred to as a "**string**" in computerese. In this sense a **word** is no different than a **phrase** as far as a computer is concerned; both are **strings**—sequences of characters.

You are going to add a sentence to the Term Paper document. The proposed new sentence is as follows:

Teachers cannot be expected to use computer-based learning systems effectively unless they acquire these skills and assimilate these concepts.

The new sentence is to go immediately after the sentence in the document that begins: "**These skills and concepts should form...**" Now, before selecting and entering a string of text for a search, you should take a moment to think about what the string of text should be.

The phrase that marks the point in the document you are trying to find ("**These skills and concepts**") is long enough to probably be *unique*. This will more unerringly locate the exact string of text you're looking for. If you simply typed "These" you would find many "hits"—locations where the word occurs. Likewise, if you typed "These concepts" you might find more than one hit, though, as it happens, the phrase "These concepts" does only occur once in the document, so it would do as well as "These skills and concepts" for the search. The point is that you are trying to find a unique phrase which will take you directly to the point in the document where you want to add the new sentence.

This trick of finding a unique phrase for a search is useful for other purposes when you are working at a computer, such as when you are trying to find information about a topic using Google.

Another example, as a teacher, you may suspect that one of your students has plagiarized for a paper you have assigned them to write. If you extract a suspect phrase from the paper and use it for a search in Google, you can quickly tell you if your suspicions are correct.

Here then are the steps to quickly locate and add the proposed new sentence (see highlighted text towards the end of the previous page) in the specified location in the Term Paper document.

It is often easiest to start a search at the beginning of a document if you are not absolutely sure where the text you want to find occurs.

In case you are not already there, use the **right scroll bar** to scroll to the **top of the first page of the paper**

Place the **insertion point cursor** immediately ahead of the title **FIRST THINGS FIRST** at the **top of the paper**

Press **Ctrl+f** to activate the **Find** function tools

Writer now displays the Find dialog at the bottom of the *Writer* window (Fig. 2.37).

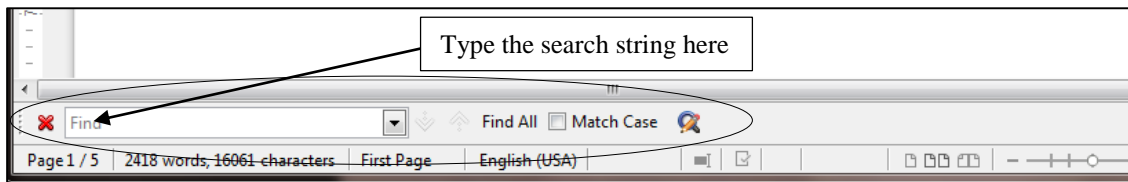


Fig. 2.37 The Find function tools (Ctrl+f)

Writer needs you to enter the text for the search. To make sure the phrase is unique, you might as well type "**These skills and concepts**" as your search text.

In the **Find dialog box** type **These skills and concepts** (including the uppercase "T") and hit the **Enter/Return** key

Look now at the highlighted phrase in the document and you will see that this small string of characters is indeed the start of the phrase you're looking for.

If you mis-typed the search text so that *Writer* is unable to find it, the search will conclude with a warning message telling you that the search was unsuccessful and asking you if you want to try again from the beginning of the document (Fig. 2.38), and you would try again with a corrected sequence of characters or another phrase altogether.

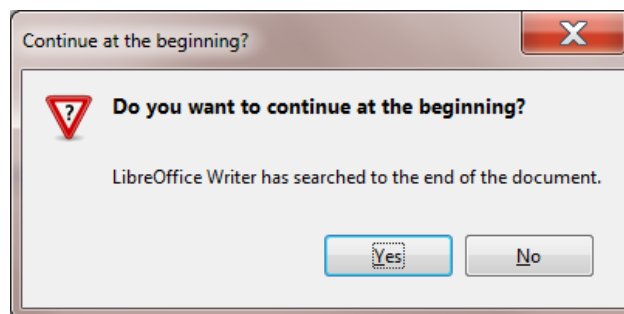


Fig. 2.38 Unsuccessful search

As you can see, once the search is successful, the text you have been looking for is selected (highlighted). You want to insert the new sentence immediately after the sentence that *Writer* has found for you.

Click **after the period** at the **end** of the sentence to put the insertion point cursor after the phrase "...teach in the modern computerized classroom."

Press the space bar to put a space after the period, then type the new sentence: **Teachers cannot be expected to use computer-based learning systems effectively unless they acquire these skills and assimilate these concepts.**

Click anywhere to remove the highlighting, read it over to check for errors, then **Save** the changes you have made

Replacing a multiple occurrence of a text string

Suppose you have just finished typing the Term Paper into *Writer* and saved it on your disk. You print a draft copy so that you can read it over before producing a finished copy. Amongst other edits, you decide to change the phrase "skills and concepts", which is a phrase that occurs throughout the paper, with the words "concepts and skills".

Again, you could use your eyes to visually scan through the text on the screen until you find each occurrence of "skills and concepts" and, each time you find it, change the phrase to "concepts and skills". But this would take some time and, anyway, you will be likely to miss some of the changes.

Alternatively, you can use the Find and Replace option to locate each occurrence of "skills and concepts" and change it to "concepts and skills". Follow these steps to use this function now.

Position the cursor at the **beginning of the Title** at the top of Page 1

Press **Ctrl+h** (or from the **Edit** menu select **Find & Replace...**)

Writer presents the Find and Replace dialog box with the Replace tab selected in the set of index options (Fig. 2.39).

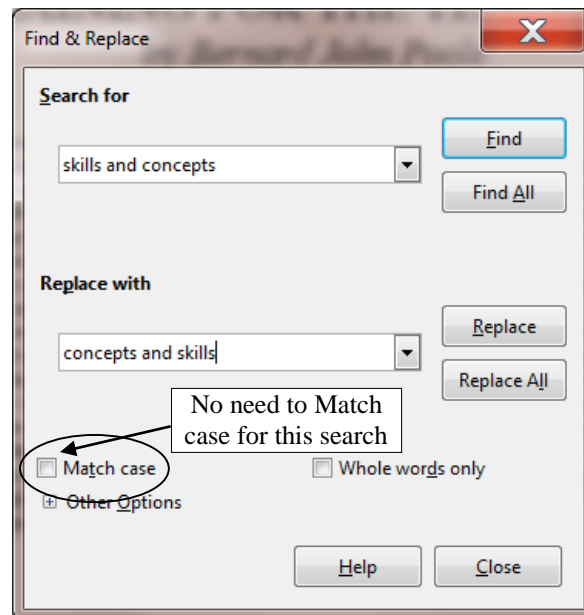


Fig. 2.39 Replace options in the Find and Replace dialog box

Type **skills and concepts** in the **Search for** box, and **concepts and skills** in the **Replace with** box, then click on the **Find** button

Writer goes to work and highlights the first occurrence of "skills and concepts". If you cannot see this highlighted phrase on your screen, it may be because the Find and Replace dialog box is covering it. You can move the window around on the screen by dragging on the light pink Title bar at the top of the Find and Replace dialog box.

The basic options available to you in the Find and Replace dialog box are as follows. You can:

- Click on the button to **Replace All** occurrences of the search text in the entire document;
- click on the button to **Replace** only *the one occurrence* of the search string;
- click on the button to **Find** the next occurrence of the search string without changing anything;
- click on the button to **Find All** occurrences of the search string without changing anything.

As a rule of thumb, you should be wary of telling *Writer* to Replace All occurrences of a piece of text unless you are *absolutely* sure you know what you are doing. It is surprising how easy it is to specify a string of characters that turns out to be not quite what you had in mind. By telling *Writer* to Replace All occurrences of a string of text you might result in your document being peppered with unwanted changes.

So be careful! Suppose, for example, you told *Writer* to correct a misspelling where you spelled receive with the "i" before the "e" ("recieve"). You specify "ie" as the search text, and innocently tell *Writer* to replace all occurrences of "ie" with "ei" (because you want to correct the misspelling of "receive.") Well, as it happens, in the Term Paper document the character sequence "ie" occurs many times (about 50 times!) in all kinds of innocent words (technologies, belief, etc.)!

Should they *all* be replaced with "ei"? Clearly not. Even "cie" occurs 8 times in the Term Paper, and so on. So you have to be careful (1) to specify the search text that will get you right away the result you want, and (2) work your way through the document selecting only the iterations of the string you want to replace. In our hypothetical case you would type the entire incorrectly spelled word "recieve." Then you could safely tell *Writer* to replace all occurrences of it with the correctly spelled word "receive."

Back to our example. As it happens, the search string ("skills and concepts") is sufficiently unique for you to go ahead and Replace All occurrences.

Click on the **Replace All** button

Writer may take a few seconds to make the changes, depending on how fast your Windows computer is. Soon you will see a window telling you how many occurrences of the search string were replaced. So... How many were there? There should have been 10.

Click on **OK**, then **close** the **Find and Replace** dialog box and press **Ctrl+s** to save the changes you have made

In the course of completing this exercise you may have noticed some spelling and typo errors in the text. Later in this lesson you will use the *Spelling and Grammar* feature to clean up the document. The more you use the word processor, the more you will appreciate the power of the simple word processing tools such as the ones you have just learned. The best, however, is yet to come.

2.10 MOVING AND COPYING TEXT WITHIN A DOCUMENT

In Lesson 1 you learned to appreciate the power of a word processor as a tool for writing because of the ease with which you can edit your work. Now you will learn how to move sections of text

from one place to another within a document. You already practiced doing this when you used cut and paste to move all those concepts and skills to a special 2-column section of its own.

The ability to move text is crucial to the process of successful writing. Using a traditional typewriter, you would be lucky if you could get away with doing this by using a pair of scissors and literally cutting and pasting your document onto new sheets of paper in the sequence that you required. More often than not you might have to re-type the whole document before you could submit it for others to read.

The word processor, on the other hand, makes editing tasks such as moving text around simple and fast. You can manipulate the text at will, trying ideas on the fly, and save different versions until you decide on the one best version that makes the desired impact you're looking for.

Very few, if any, writers write without needing to edit their work. Indeed, you might say that bad writers are the ones who can't be bothered to edit at all. The word processor takes much of the sting out of editing. Because of this, it literally helps to make you a better writer by simplifying the essential task of molding your ideas into nuggets of golden thought.

Moving text within a document

As with all the functions of *Writer*, the steps involved in moving text within a document are simple enough. In the Term Paper document you are going to move a paragraph from one place to another within the document. Here are the steps to do this.

Once again, make sure the cursor is positioned **at the top of** the paper

Use the **Find** function (**Ctrl+f**) to locate the phrase: **Training is thus important**

The phrase (in the Abstract on page 1) should be highlighted on your screen. The next step can be tricky for beginners, so don't be surprised if you have to try it a couple of times before you get it right.

Click to position the insertion point cursor **immediately before** the word **"Training"**

Scroll down if necessary so you can see the rest of the paragraph, then hold down the **Shift Key**, and keep it down, while you click at the end of the paragraph

This will highlight the whole paragraph. Another, quicker, way to highlight a paragraph in *LibreOffice* is by triple-clicking on it. Now that the paragraph is selected (highlighted), you need to **cut** it to the **clipboard**.¹

Press **Ctrl+x** to **Cut** the paragraph out of the Term Paper document

Cutting text removes the selected text from the document and transfers it to the *clipboard*. Once it is on the clipboard you can move it anywhere you want, either within the same document, or to some other document altogether.

You are going to move the **"Training is thus..."** paragraph (currently on the clipboard) to page 6 of the document, immediately after the last paragraph in the second column of the two-column section you created earlier in this tutorial.

¹ Recall that if you click on the right mouse button while pointing at an object, *Writer* will bring up a context menu which will allow you to access the cut and paste functions.

Scroll to the end of the document on **page 6** and click to position the **cursor** right at the end of the paragraph that ends “...**professional work with children.**”

Hit the **Enter** key and then hit **Ctrl+v** (or from the **Edit** menu select **Paste**)

With the mouse pointer somewhere on this last paragraph (the one you just pasted), change the **font size to 12 pt**

Writer completes the paste process in no time at all by pasting the section from the clipboard back into the document at the insertion point. Now you have a strong concluding statement before your Bibliography.

When you are satisfied that all is well, press **Ctrl+s** again to save the changes you have made thus far

Copying text within a document

The process of copying text is almost identical to that of moving text. You select the section of text you want to copy, in the same way as you did when you cut text in the previous exercise. But now you will have *Writer* copy the selection without *cutting* it, and then *paste a duplicate* of it somewhere else in the document, leaving the original text where it is.

For example, let us say you want to copy the title lines of the paper so that they occur not only at the top of the first page but also at the top of Page 2. The title lines include the two title lines followed by the author's name—three lines in all. Follow these steps to place a copy of the title lines at the top of Page 2.

Position the **insertion point** at the top of the paper

Hold down the **Shift key** while you click at the end of the author's name (or **drag down** to select all three title lines)

Press **Ctrl+c** to copy the selected text to the clipboard

Notice that the original text is still in place—you haven't *cut* it from the document. All you have done is transfer a copy of the text to the clipboard.

Now scroll to the **top of the second page** of the document and click to **position the cursor** at the **top** of this **second page** (immediately before the section header “**ISTE Foundational skills and concepts**”), press the **Enter/Return** key **once** on the keyboard, and click in the empty line **above the section header** to put the cursor there

Press **Ctrl+v** to paste the **title lines** from the clipboard

Writer instantly makes a copy of the titles where the insertion point cursor is located.

Press the **Enter/Return** key **once** more to space down after these title lines, then **scroll down** to check the effect of the copy operation

Press **Ctrl+s** again to save the changes

2.11 SPELLING AND GRAMMAR CHECKING

Now would be a good time to check the document for spelling errors and other typos. As you already may have noticed, there are a few errors that have been intentionally introduced into the document.. Before you begin checking for errors, though, remember that a spelling checker is

1. only as good as the person using it;
2. unable to pick up grammar or word choice errors (where the word "to" may have been typed, when "too" or "two" was intended);
3. may find a problem when there is none (such as an abbreviation it doesn't recognize).

You may already have had the experience where you have corrected a student's spelling only to have the student retort: "But I ran it through the spelling checker!!" Be sure, of course, that you know how to spell the word in question yourself. Then, assuming you are right, take advantage of the situation to tell your student that a computer is just a dumb machine—it depends on *people* for its *intelligent* use. Since the Spelling Checker is only as good as you are, you would be wise to always have a good dictionary at hand. Get into the habit of looking up words that are new to you when you come across them in your reading.

This will be the case when you are checking the spelling of the Term Paper document. There are quite a few important technical terms in the document that you may not have come across before. Some of them may not be in the *Writer* dictionary. Does this mean you can't check them? Of course not. Look them up in your dictionary so as to extend your word power. Make this a lifelong task.

Time to go ahead and run the document through the Spelling Checker.

Start by running the document through the **AutoSpellcheck**, using the **AutoSpellcheck tool** in the **Standard toolbar**

Don't trust the AutoChecker, though. You should still run the basic Spelling and Grammar checker AND proofread the document by reading it through carefully yourself.

Put the cursor at the **beginning** of the Term Paper document, then in the **Tools** menu click on **Spelling and Grammar...** (or click on the **Spelling and Grammar** button in the **Standard toolbar**)

This brings up the Spelling and Grammar dialog box (Fig. 2.40).

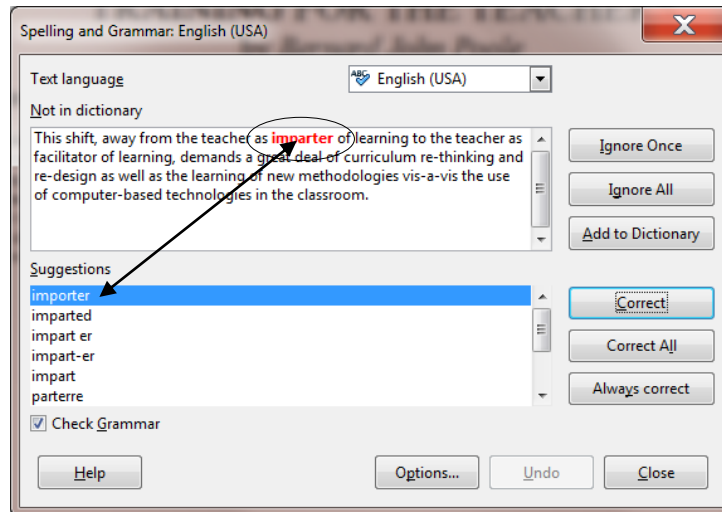


Fig. 2.40 The Spelling and Grammar dialog box

Now... For each word that is highlighted (in red), choose whether to **Ignore** (the suggested error) **Once**, **Ignore All** (further occurrences of the same word), **Add** (the word) **to the dictionary**, **Correct** (the word to a suggested alternative or to one of the suggested correctly spelled versions), or **Correct All** (including further occurrences of the same word)

The first “error” found by the system is actually not an error at all (“imparter” is a perfectly good word in this context), so you will click on the **Ignore once** button because it may be used incorrectly later in the document

As you work your way through the document, notice how often the Spelling and Grammar checker makes sense of what *should* be there and makes recommendations that are really, really useful. You might even be tempted to think the computer has some kind of intelligence. But the fact is that a lot of spelling and grammar is formal and computable. The computer seems intelligent because it has been programmed by intelligent humans, like you, so don’t be afraid to make the computer your friend.

Press **Ctrl+s** to save the corrected document after you have completed the Spelling and Grammar check

2.12 ADDING DROP CAPS

Drops caps are neat, easy to use, tool which helps to set off one section, or one chapter, of a document from another. You have undoubtedly read books where the first letter of any section or chapter is made distinctive like this (Fig. 2.41):

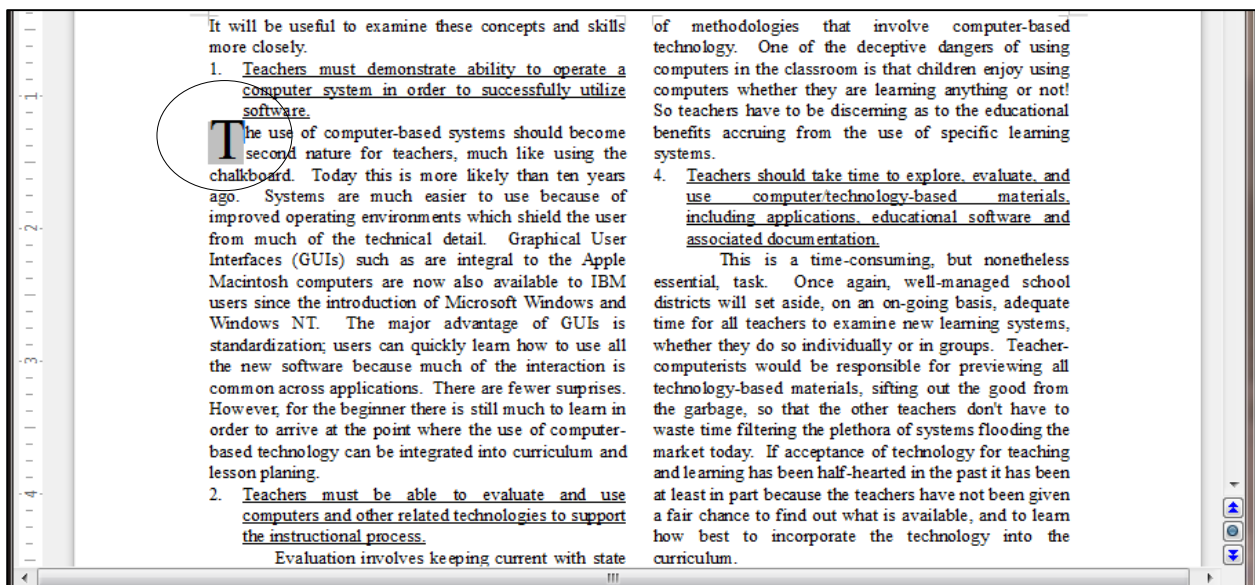


Fig. 2.41 Using Drop Caps to highlight the beginning of a new section of text

You are going to do this for each of the 13 sections which explain the various Concepts and Skills that every teacher should have acquired to be proficient in a modern teaching environment.

First, position the cursor, in **Column 1** towards the top of **page 3**, after the **underlined** title of the **first** Teacher Concept and Skill, and **immediately before** the phrase “**The use of computer-based systems...**” (Fig. 2.42)

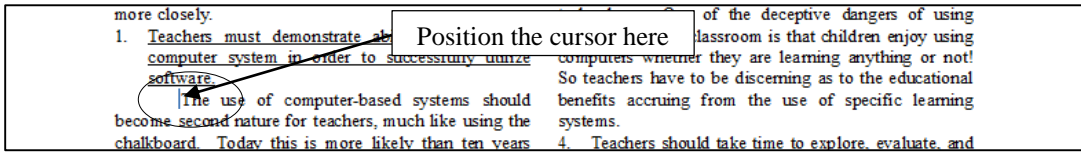


Fig. 2.42 Where to put the first drop cap

In the **Format** menu > **Paragraph...** dialog box (Fig. 2.43) click to put a **check mark** in the **Settings** > **Display drop caps** box and change the **Lines:** item from 3 to 2 to make the **Drop Cap** letter **two lines high**, then click on **OK**

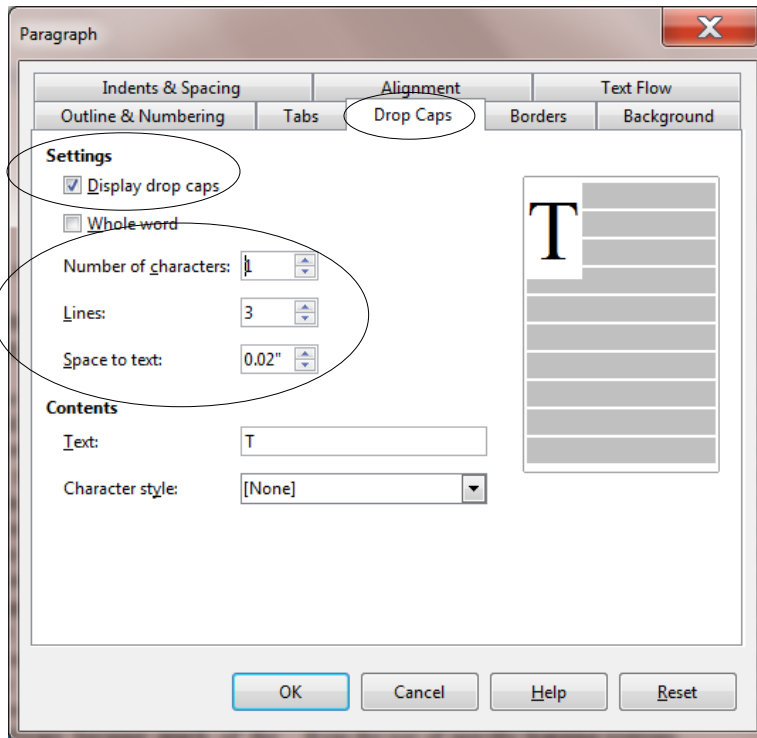


Fig. 2.43 Formatting the drop cap

The drop cap letter for the first Concept or Skill in your Term Paper document on Page 3 should now look like what you see in Fig. 2.44.

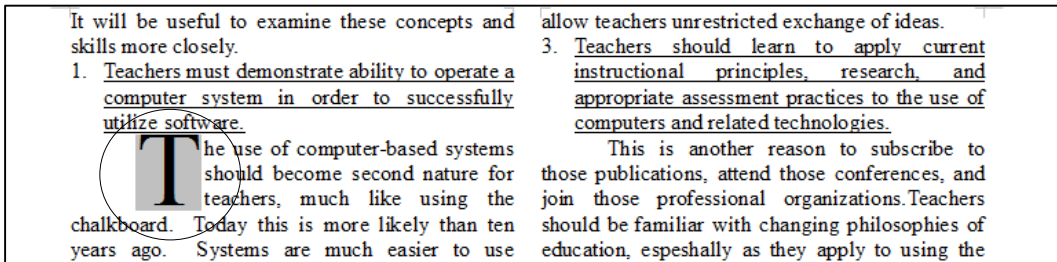


Fig. 2.44 Using Drop Caps

The last thing you need to do is move the Drop Cap letter to the *left edge* of the column. You need to do this for all the Concepts and Skills on pages 3 thru 5 of the document, so before you add a Drop Cap to the first paragraph of the other Concepts and Skills, let's change the First Line Indent for all the first paragraphs to 0".

Position the cursor anywhere in the **first paragraph** of each of the 13 Concepts and Skills sections and, in the **Ruler bar**, each time, slide the **First Line Indent marker** back to the **0" hash mark**

Now, for each of the other 12 sections, position the cursor at the beginning of the first line of the first paragraph, then, in the **Format** menu > **Paragraph...** dialog box (Fig. 2.43 above), click to put a **check mark** in the **Settings** > **Display drop caps** box and change the **Lines:** item from 3 to 2 to make the **Drop Cap** letter **two lines high**, then click on **OK**

The end result for each of the 13 items will look like Fig. 2.45.

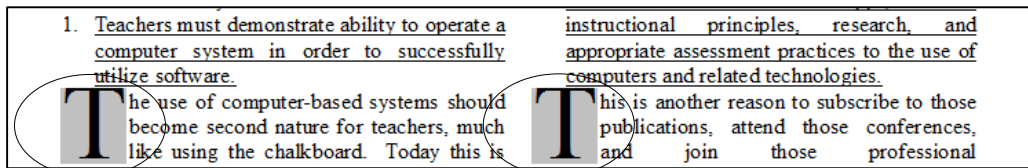


Fig. 2.45 The Drop Cap letter aligned on the left margin of the column

2.13 CREATING A TABLE CONTENTS

You're almost done with the tutorial. It is sometimes useful to put a Table of Contents (TOC) at the beginning of a longer document and there are appropriate ways of doing this. You are going to add a TOC on a page by itself right after the Title page (Page 1). So the TOC will become Page 2 of the Term Paper document.

Fig. 2.46 illustrates how the TOC will look when you have completed this exercise.

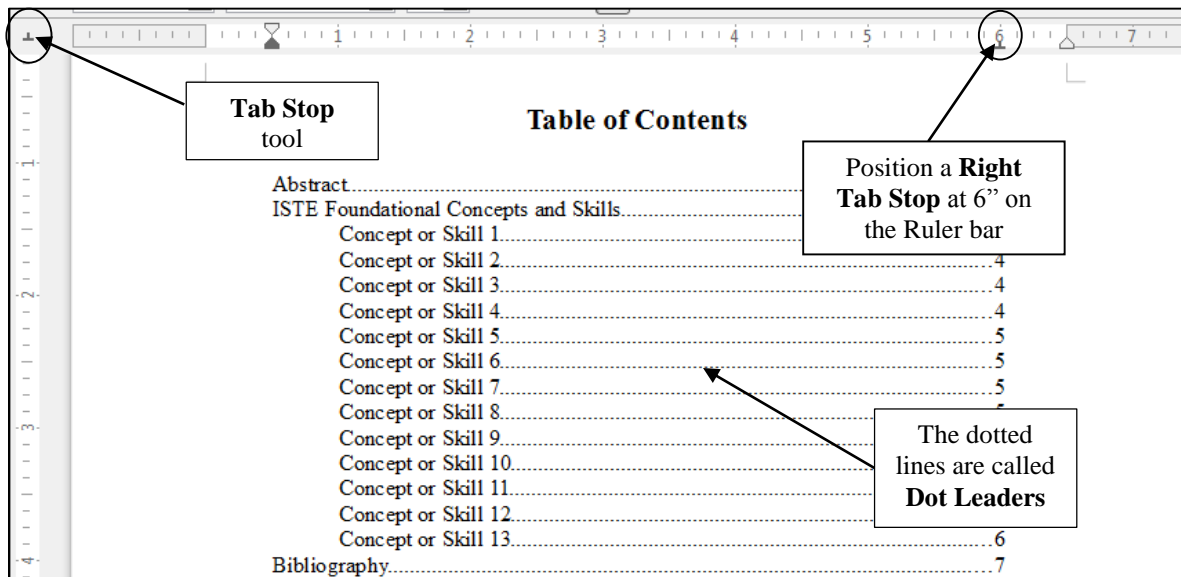


Fig. 2.46 Finished Table of Contents

Click to put the cursor at the **end of the Abstract on Page 1**

In the **Insert menu** select **Manual Break...**, and click on **OK** to accept the default **Page Break**

The cursor should now be waiting at the top of the new page (page 2). Notice that the cursor is indented ½” because that was the indent you set for the Abstract earlier in this tutorial. You need to change that back to 0” on the Ruler bar.

Use the mouse to drag the **First line Indent marker** (the upper of the two markers on the left of the Ruler Bar) back to the **0” hash mark** on the Ruler

As you see in Fig. 2.46 on the previous page, the title **Table of Contents** is **boldface** and **centered** on the page, and it is also a **larger font size** than the rest of the text (**16 pt**), so, in the **Formatting toolbar > Font size** menu, select a font size of **16 pt**, click on the **boldface** icon, then click on the **center** icon and type **Table of Contents**

Hit **Enter** twice, then click on the boldface icon to **turn off boldface**, select **Left justify** for the items that go in the Table of Contents and change the font size to **12 pt**

Move the **Left Indent Marker** (the lower of the two indent markers on the left of the Ruler bar) to the ½” **hash mark** on the ruler, then type **Abstract** for the first item in the TOC (Table of Contents)

Now you need to set a Tab Stop for the *right edge* of the TOC, where you want all the page numbers to line up on the right *and* you want what are called “*dot leaders*” to run across the page to visually connect the TOC item with its page number (see Fig. 2.46 on the previous page).

On the **Tab Stop tool** (over to the far left of the Ruler bar—see Fig. 2.46 above), click **twice** to change the Tab stop to **Right Tab**, then click **once** on the **ruler** at the **6” hash mark** to place the **Right Tab Stop** there (see Fig. 2.46 again)

Now, with the **tip of the mouse pointer** positioned on this **Right Tab Stop** at the **6” hash mark**, **double click** on the **Tab Stop** to bring up the **Paragraph** dialog box, then click on the **Tabs** tab (Fig. 2.47)

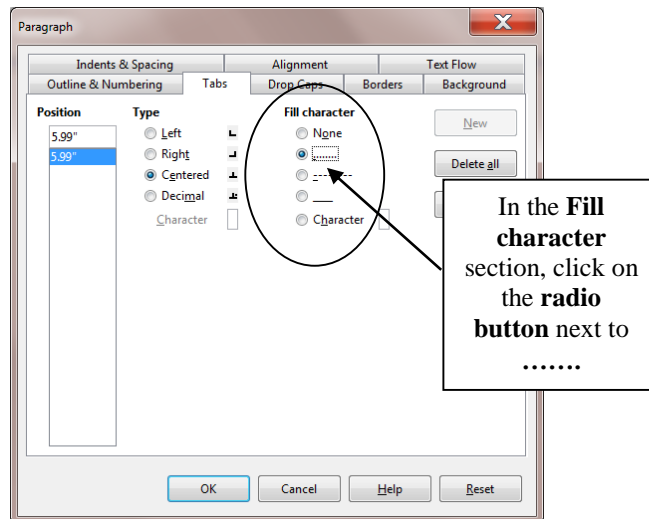


Fig. 2.47 Paragraph/Tabs dialog box

In the **Leader** section of the dialog box, click in the **radio button** next to, which will give you the **dot leaders** in the TOC, then click on the **Set** button, and click on **OK**

Dot leaders will now be applied to every item you subsequently type into the TOC.

Hit the **Tab key** just **once** to put a line of dots all the way across the page as far as the **Right Tab Stop** (these dots are called **dot leaders** and they help the eye flow across the page to the correct page number relative to the item in the Table of Contents to which it refers)

Type the page number **1** and hit **Enter**

Now type up the rest of the TOC as per **Fig. 2.46** on **page 68**, moving the **left indent marker** to the **1” hash mark** for the **13 Concepts or Skills**, and back to the **1/2” hash mark** for the **Bibliography** item

Save the document when you're done creating the TOC

Backing up your Term Paper document

You should know how to do this by now, but if you need a refresher, here are the steps.

Go to **File > Save As > Navigate to your Work Files for LibreOffice folder > Data Files folder > name the document Term Paper Backup > click on Save**

Printing the document

At some convenient time¹, print out a draft copy of the entire Term Paper document. Carefully proofread the printed copy of the paper. Have a dictionary handy. Any words you don't understand, look them up; extend your vocabulary. Use a pen with some color other than black to correct any errors you spot that were not picked up by the spelling checker. Go back to the *Writer* document, correct any errors you find, save the document again, and print a final letter-quality ("Best") version to present to your instructor.

LOOKING BACK

You have practiced using several new features of *Writer*. The Find and Replace, Cut and Copy text functions extend the range of tools at your disposal as you go about the process of creating written documents. You also learned how to format your text, taking advantage of all the features that enhance the appearance of your documents, features that are so easy to implement now that you know how.

The Term Paper document now looks quite professional. The important awareness you should get from this tutorial is that you have a tool in *Writer* which can greatly enhance your ability to produce quality documents of all kinds—flyers, correspondence, papers, newspapers, ditto masters, and on and on.

Think of the effect on your students, too. A major objective for you as a teacher is to create and sustain an environment in which your students will be motivated to learn. Software such as *Writer* can surely help you in this task.

¹ It may not be convenient to run off a copy of the document during a lab session when other students in your class may be waiting in line for the printer. Also, if you are using your own printer at home and it's an inkjet printer, you may want to save ink on the draft copy by using the *Quick Print* option in the Print Preferences.

Many users of word processors are content to use the computer like a glorified typewriter. To some extent this is understandable since, inevitably, there is a learning curve involved in mastering more advanced skills. Now that you have completed this tutorial, however, remember where you learned each of these new functions. Practice them whenever you use the word processor.

Practice makes perfect, and in no time at all you will be able to set these tutorials aside. You can enjoy the thrill of teaching these skills to your students, thus putting into their hands the tools to grow as creative writers. Then, indeed, as in so many other ways, you will "touch their future," because good communication skills are absolutely the key to success in this Information Age.

LOOKING FORWARD

Lesson 6 will give you the opportunity to further practice your word processing skills by integrating them with other *LibreOffice* components. In Lesson 3, however, you will move on to learn more about the *LibreOffice* drawing tools.

You should be starting to feel comfortable using the computer. No doubt you find some of the work tedious, especially that process of backing up all your data. This is because you are learning the computing skills. When you become proficient with the hardware and software, you will find that you can complete your work quickly and be more productive with regard to many of the activities of your profession. You should indeed by now be striking out on your own, already using *Writer* to support your work in the classroom.

As a teacher you have a responsibility to establish the best possible learning environment for your students. The best teachers lead by example. If you have worked your way through the first two of these tutorials you have increased the chances that your students will benefit from an enhanced learning environment, because your increased facility with, and enthusiasm for, the computer as a mind tool will inevitably overflow into your classroom. Well done!

SKILL CONSOLIDATION

Complete as many exercises as you can so as to reinforce what you have learned in Lesson 2.

1. Load the document Term Paper onto the Desktop.
 - Use the Find and Replace function to locate the words "electronic bulletin board"
 - Use the Find and Replace function to replace every occurrence of "conferences" with "meetings"
 - Boldface the title lines at the top of the first page (before the Abstract)
 - Move a complete section of your choice so that it follows the section it currently precedes.
2. Underline the word "computer" wherever it appears in the document Term Paper, then adjust the line spacing to 1½ for the entire Term Paper document.
3. Open up a new word processor document. Call the document "Format Options." Type in a list of at least ten words, and select a different option for each one: normal, italics, boldface, font size of 14, font size of 20, centered, underlined, and any combination of these you want. Proof read it, correct any errors, then print out the document.