

GO!

with Microsoft®

Excel 2016

Comprehensive



GASKIN VARGAS



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**Shelley Gaskin and
Alicia Vargas**

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About the Authors

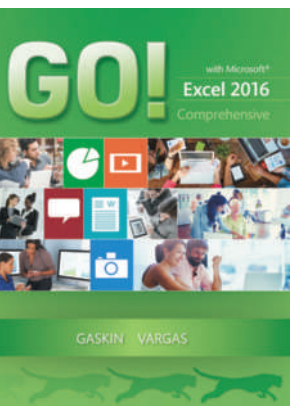
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This book is dedicated to my students, who inspire me every day.

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This book is dedicated with all my love to my husband Vic, who makes everything possible; and to my children Victor, Phil, and Emmy, who are an unending source of inspiration and who make everything worthwhile.

GO! with Office 2016



GO! with Office 2016 is the right approach to learning for today's fast-moving, mobile environment. The GO! Series focuses on the job and *success* skills students need to succeed in the workforce. Using job-related projects that put Microsoft Office into context, students learn the *how* and *why* at the moment they need to know, and because the GO! Series uses Microsoft procedural syntax, students never get lost in the instruction. For Office 2016, the hallmark GO! *guided practice-to-skill mastery pathway* is better than ever. Not only do students have multiple opportunities to work live in Microsoft Office to practice and apply the skills they have learned, but also, the *instructional* projects are now Grader projects, so students can work live in Office and receive auto-graded feedback as they learn!

By combining these new instructional Grader projects with the variety of existing Grader projects and the high-fidelity simulations that match the text, students have an effective pathway for learning, practicing, and assessing their abilities. After completing the instructional projects, students are ready to apply the skills with a wide variety of progressively challenging projects that require them to solve problems, think critically, and create projects on their own. The new *GO! with Google* projects also enable students to apply what they have learned in a different environment, and the integrated MOS objectives make this the one resource needed to learn Office, gain critical productivity skills, and prepare to get MOS certified!

What's New

Coverage of new features of Office 2016 ensures that students are learning the skills they need to work in today's job market.

NEW MyITLab 2016 Grader Projects In addition to the homework and assessment Graders already available, the A and B *instructional* projects are now Graders, enabling students to *learn by doing* live in the application *and* receive the instant feedback they need to ensure understanding.


MyITLab HTML 5 Training & Assessment Simulations for Office 2016 These simulations are rewritten by the authors to match the pedagogical approach of the textbook projects and to provide a direct one-to-one learning experience.

NEW Google Projects For each A and B instructional project in Chapters 1–3, students construct a parallel project using Google productivity tools. This gives students the opportunity to think critically and apply what they are learning about Microsoft Office to *other* productivity tools, which is an essential job skill.

NEW MOS Preparation MOS objectives are integrated into the text for easy review and reference for students who are preparing for a MOS certification exam. A MOS appendix is also included to provide a comprehensive list of the exam objectives.

NEW Lessons on the GO! How do you teach software that is constantly updated and getting new features all the time? This new project type will cover newer Microsoft apps such as Sway and MIX and things yet to come! These lessons are found in MyITLab and the Instructor Resource Center, and come with instructional content, student data files, solutions files, and rubrics for grading.

GO! To Work Page Here, students can review a summary of the chapter items focused on employability, including a MOS Objective summary, Build Your ePortfolio guidelines, and the GO! For Job Success soft skills videos or discussions.

Application Capstone Projects  Capstone projects for each application provide a variety of opportunities for students to ensure they have reached proficiency.

FOUR Types of Videos Students enjoy video learning, and these videos help students learn and gain skills and insight needed to succeed in the workforce.

- **(NEW) GO! Walk Thru:** Give students a quick 30-second preview of what they will do and create—from beginning to end—by completing each of the A and B Instructional Projects. These videos increase the student’s confidence by letting the student see the entire project built quickly.
- **GO! Learn How (formerly Student Training):** Students learn visually by viewing these instructor-led videos that are broken down by Objective for direct guidance. This is the personal instruction students need—especially outside of the classroom—to answer the *How do I?* questions.
- **GO! to Work:** These videos provide short interviews with real business information workers showing how they use Office in the workplace.
- **GO! for Job Success:** These videos or discussions relate to the projects in the chapter and cover important career topics such as *Dressing for Success*, *Time Management*, and *Making Ethical Choices*.

Expanded Project Summary chart This easy-to-use guide outlines all the instructional and end-of-chapter projects by category, including Instruction, Review, Mastery and Transfer of Learning, and Critical Thinking.

In-text boxed content for easy navigation *Another Way*, *Notes*, *More Knowledge*, *Alerts*, and *By Touch* instructions are included in line with the instruction—not in the margins—so students won’t miss this important information and will learn it in context with what is on their screen.

MyITLab 2016 for GO! Let MyITLab do the work by giving students instantaneous feedback and saving hours of grading with GO!’s extensive Grader Project options. And the HTML5 Training and Assessment simulations provide a high-fidelity environment that provide step-by-step summary of student actions and include just-in-time learning aids to assist students: Read, Watch, Practice.

All other end-of-chapter projects, C, D, H, I, J, K, L, M, N, and O, have grading rubrics and solution files for easy hand grading. These are all Content-based, Outcomes-based, Problem-Solving, and Critical Thinking projects that enable you to add a variety of assessments—including authentic assessments—to evaluate a student’s proficiency with the application.

IT Innovation Station Stay current with Office and Windows updates and important Microsoft and office productivity news and trends with help from your Pearson authors! Now that Microsoft Office is in the cloud, automatic updates occur regularly. These can affect how you to teach your course and the resources you are using. To keep you and your students completely up to date on the changes occurring in Office 2016 and Windows 10, we are launching the *IT Innovation Station*. This website will contain monthly updates from our product team and our author-instructors with tips for understanding updates, utilizing new capabilities, implementing new instructional techniques, and optimizing your Office use.

Why the GO! Approach Helps Students Succeed

GO! Provides Personalized Learning

MyITLab from Pearson is an online homework, training, and assessment system that will improve student results by helping students master skills and concepts through immediate feedback and a robust set of tools that allows instructors to easily gauge and address the performance of individuals and classrooms.

MyITLab learning experiences engage students using both realistic, high-fidelity simulations of Microsoft Office as well as auto-graded, live-in-the-application assignments, so they can understand concepts more thoroughly. With the ability to approach projects and problems as they would in real

life—coupled with tutorials that adapt based on performance—students quickly complete skills they know and get help when and where they need it.

For educators, MyITLab establishes a reliable learning environment backed by the Pearson Education 24/7, 99.97 percent uptime service level agreement, and that includes the tools educators need to track and support both individual and class-wide student progress.

GO! Engages Students by Combining a Project-Based Approach with the Teachable Moment

GO!'s project-based approach clusters the learning objectives around the projects rather than around the software features. This tested pedagogical approach teaches students to solve real problems as they practice and learn the features.

GO! instruction is organized around student learning outcomes with numbered objectives and two instructional projects per chapter. Students can engage in a wide variety of end-of-chapter projects where they apply what they have learned in outcomes-based, problem-solving, and critical thinking projects—many of which require students to create the project from scratch.

GO! instruction is based on the teachable moment where students learn important concepts at the exact moment they are practicing the skill. The explanations and concepts are woven into the steps—not presented as paragraphs of text at the beginning of the project before students have even seen the software in action.

Each Project Opening Page clearly outlines Project Activities (what the student will do in this project), Project Files (what starting files are needed and how the student will save the files), and Project Results (what the student's finished project will look like). Additionally, to support this page, the *GO!* Walk Thru video gives students a 30-second overview of how the project will progress and what they will create.

GO! Demonstrates Excellence in Instructional Design

Student Learning Outcomes and Objectives are clearly defined so students understand what they will learn and what they will be able to do when they finish the chapter.

Clear Instruction provided through project steps written following Microsoft® Procedural Syntax to guide students where to go *and then* what to do, so they never get lost!

Teachable moment approach has students learn important concepts when they need to as they work through the instructional projects. No long paragraphs of text.

Clean Design presents textbook pages that are clean and uncluttered, with screenshots that validate the student's actions and that engage visual learners.

Sequential Pagination displays the pages sequentially numbered, like every other textbook a student uses, instead of using letters or abbreviations. Student don't spend time learning a new numbering approach.

Important information is boxed within the text so that students won't miss or skip the Another Way, By Touch, Note, Alert, or More Knowledge details so there are no distracting and "busy-looking" marginal notes.

Color-Coded Steps guide students through the projects with colors coded by project.

End-of-Project Icon helps students know when they have completed the project, which is especially useful in self-paced or online environments. These icons give students a clearly identifiable end point for each project.

GO! Learn How Videos provide step-by-step visual instruction for the A and B instructional projects—delivered by a real instructor! These videos provide the assistance and personal learning students may need when working on their own.

GO! Delivers Easy Course Implementation

The *GO!* series' one-of-a-kind instructional system provides you with everything you need to prepare for class, teach the material, and assess your students.

Prepare

- **Office 2013 to 2016 Transition Guide** provides an easy-to-use reference for updating your course for Office 2016 using GO!
- **Annotated Instructor Tabs** provide clear guidance on how to implement your course.
- **MyITLab Implementation Guide** is provided for course planning and learning outcome alignment.
- **Syllabus templates** outline various plans for covering the content in an 8-, 12-, or 16-week course.
- **List of Chapter Outcomes and Objectives** is provided for course planning and learning outcome alignment.
- **Student Assignment Tracker** for students to track their own work.
- **Assignment Planning Guide** Description of the *GO!* assignments with recommendations based on class size, delivery method, and student needs.
- **Solution Files** Examples of homework submissions to serve as examples for students.
- **Online Study Guide for Students** Interactive objective-style questions based on chapter content.

Teach

- **The Annotated Instructors Edition** includes the entire student text, spiral-bound and wrapped with teaching notes and suggestions for how to implement your course.
- **Scripted Lectures** present a detailed guide for delivering live in-class demonstrations of the A and B Instructional Projects.
- **PowerPoint Presentations** provide a visual walk-through of the chapter with suggested lecture notes included.
- **Audio PowerPoint Presentations** provide a visual walk-through of the chapter with the lecture notes read out loud.
- **Walk Thru Videos** provide a quick 30-second preview of what the student will do and create—from beginning to end—by completing each of the A and B Instructional projects. These videos increase the student's confidence by letting the student see the entire project built quickly.

Assess

- **A scoring checklist, task-specific rubric, or analytic rubric** accompanies every assignment.
- **Prepared Exams** provide cumulative exams for each project, chapter, and application that are easy to score using the provided scoring checklist and point suggestions for each task.
- **Solution Files** are provided in three formats: native file, PDF, and annotated PDF.
- **Rubrics** provide guidelines for grading open-ended projects.
- **Testbank questions** are available for you to create your own objective-based quizzes for review.

Grader Projects

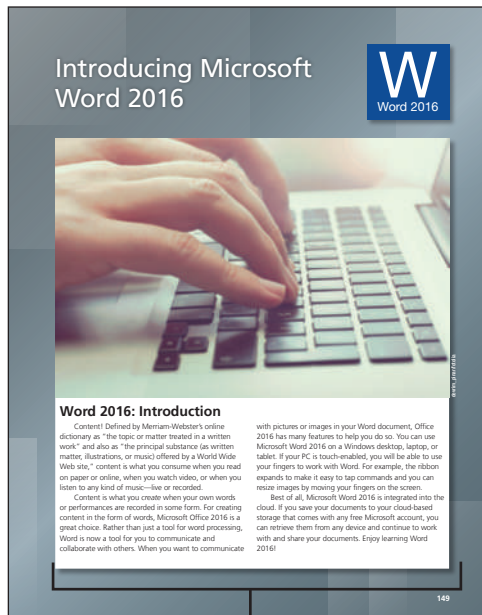
- **Projects A & B** (Guided Instruction)
- **Project E Homework** (Formative) and Assessment (Summative) (Cover Objectives in Project A)
- **Project F Homework** (Formative) and Assessment (Summative) (Cover Objectives in Project B)
- **Project G Homework** (Formative) and Assessment (Summative) (Cover Objectives in Projects A and B)
- **Application Capstone Homework** (Formative review of core objectives covered in application)
- **Application Capstone Exam** (Summative review of core objectives covered in application—generates badge with 90 percent or higher)

GO! Series Hallmarks

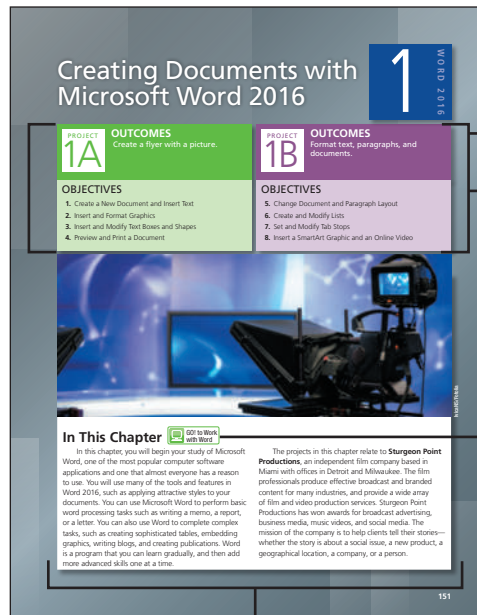
Teach the Course You Want in Less Time

A Microsoft® Office textbook designed for student success!

- **Project-Based** – Students learn by creating projects that they will use in the real world.
- **Teachable Moment** – Expository text is woven into the steps—at the moment students need to know it—not chunked together in a block of text that will go unread.
- **Microsoft Procedural Syntax** – Steps are written to put students in the right place at the right time.
- **Sequential Pagination** – Students have actual page numbers instead of confusing letters and abbreviations.



Application Introductions – Provide an overview of the application to prepare students for the upcoming chapters.



Scenario – Each chapter opens with a job-related scenario that sets the stage for the projects the student will create.

Clearly defined Learning Outcomes and Objectives

Visual Design – Engages students and provides a clear learning pathway.

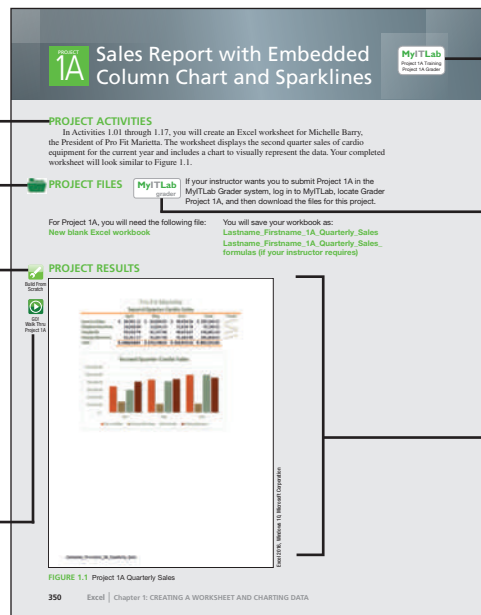
GO! To Work videos – Provide real-work examples of how Office is used in various careers.

Project Activities – A project summary stated clearly and quickly.

Project Files – Clearly shows students which files are needed for the project and the names they will use to save their documents.

Build from Scratch icons – Indicate which projects students build from scratch.

NEW GO! Walk Thru videos – Give students a 30-second overview of what they will create in the project.



Simulation Training and Assessment – Give your students the most realistic Office 2016 experience with realistic, high-fidelity simulations.

NEW MyITLab Grader projects for Instructional A & B projects – Allow students to work live in the application to learn by doing.

Project Results – Shows students what successful completion looks like.

End-of-Chapter

Objective List – Every end-of-chapter project includes a listing of covered Objectives from Projects A and B.

CONTENT-BASED ASSESSMENTS (MASTERY AND TRANSFER OF LEARNING)

Mastering Excel Project 1E Gym Sales

In the following Mastering Excel project, you will create a worksheet comparing the sales of different types of home gym equipment sold in the second quarter. Your completed worksheet will look similar to Figure 1.55.

Apply 16 skills from these Objectives:

- 1 Create, Save, and Navigate an Excel Workbook
- 2 Enter Data in a Worksheet
- 3 Construct and Copy Formulas and Use the SUM Function
- 4 Format Cells with Number & Currency Cell Styles, and Themes
- 5 Chart Data to Create a Column Chart and Insert Sparklines
- 6 Print a Worksheet, Update Formulas, and Close Excel

PROJECT FILES

For Project 1E, you will need the following file:
w01_1E_Gym_Sales
You will save your workbook as:
Lastname_Firstname_1E_Gym_Sales

PROJECT RESULTS

FIGURE 1.55

(Project 1E Gym Sales continues on the next page)

406 Excel | Chapter 1: CREATING A WORKSHEET AND CHARTING DATA

Grader Projects – In addition to the two Grader Projects for the instructional portion of the chapter (Projects A and B), each chapter has six MyITLab Grader projects within the end-of-chapter material—three homework and three assessment—clearly indicated by the MyITLab logo.

CONTENT-BASED ASSESSMENTS (MASTERY AND TRANSFER OF LEARNING)

Mastering Word Project 1F Pitch Festival

In the following Mastering project, you will edit a document with information regarding an event that Stergeon Point Productions is holding for college students. Your printed results will look similar to those in Figure 1.55.

Apply 18 skills from these Objectives:

- 5 Change Document and Paragraph Layout
- 6 Create and Modify Lists
- 7 Set and Modify Tab Stops
- 8 Insert a SmartArt Graphic and an Online Video

PROJECT FILES

For Project 1F, you will need the following file:
w01F_Pitch_Festival
You will save your document as:
Lastname_Firstname_1F_Pitch_Festival

PROJECT RESULTS

FIGURE 1.55

(Project 1F Pitch Festival continues on the next page)

Project 1F: Pitch Festival | Word 207

CONTENT-BASED ASSESSMENTS (CRITICAL THINKING)

Apply a combination of the 16 and 18 skills.

GO! Fix It Project 1H Team Sales MyITLab

GO! Make It Project 1I Agility Sales MyITLab

GO! Solve It Project 1J Kettlebell Sales MyITLab

GO! Solve It Project 1K Commission

PROJECT FILES

For Project 1K, you will need the following file:
c01K_Commission
You will save your workbook as:
Lastname_Firstname_1K_Commission

Open the file c01K_Commission and save it as Lastname_Firstname_1K_Commission. Complete the worksheet by using Auto Fill to complete the month headings, and then calculating the Total Commission for each month and for each region. Insert and format appropriate sparklines in the Trend column. Format the worksheet attractively with a title and subtitle, check spelling, adjust column widths, and apply appropriate financial formatting. Insert a chart that compares the total sales/commission for each region with the months displaying as the categories, and format the chart attractively. Include the file name in the footer, add appropriate properties, and submit as directed.

Performance Object	Performance Level		
	Exemplary: You consistently applied the relevant skills	Proficient: You sometimes, but not always, applied the relevant skills	Developing: You rarely or never applied the relevant skills
Create formulas	All formulas are correct and are efficiently constructed.	Formulas are correct but not always constructed in the most efficient manner.	One or more formulas are missing or incorrect, or only numbers were entered.
Create a chart	Chart created properly.	Chart was created but incorrect data was selected.	No chart was created.
Insert and format sparklines	Sparklines inserted and formatted properly.	Sparklines were inserted but incorrect data was selected or sparklines were not formatted.	No sparklines were inserted.
Format attractively and appropriately	Formatting is attractive and appropriate.	Adequately formatted but difficult to read or unattractive.	Inadequate or no formatting.

END | You have completed Project 1K

412 Excel | Chapter 1: CREATING A WORKSHEET AND CHARTING DATA

Task-Specific Rubric – A matrix specific to the GO! Solve It projects that states the criteria and standards for grading these defined-solution projects.

End-of-Chapter

Outcomes-Based Assessments – Assessments with open-ended solutions.

Outcomes-Based Assessments –
Assessments with open-ended solutions.

Outcomes Rubric – A standards-based analytic rubric specific to the GO! Think projects that states the criteria and standards for grading these open-ended assessments. For these authentic assessments, an analytic rubric enables the instructor to judge and the student to self assess.

Sample Solution – Outcomes-based assessments include a sample solution so the instructor can compare student work with an example of expert work.

OUTCOMES-BASED ASSESSMENTS (CRITICAL THINKING)

RUBRIC

The following outcomes-based assessments are *open-ended assessments*. That is, there is no specific correct result; your result will depend on your approach to the information provided. Make *Professional Quality* your goal. Use the following scoring rubric to guide you in how to approach the problem and then to evaluate how well your approach solves the problem.

The criteria—Software Mastery, Content, Format and Layout, and Process—represent the knowledge and skills you have gained that you can apply to solving the problem. The level of performance—Professional Quality, Approaching Professional Quality, or Needs Quality Improvements—help you and your instructor evaluate your result.

	Your completed project is of Professional Quality if you:	Your completed project is Approaching Professional Quality if you:	Your completed project Needs Quality Improvements if you:
1-Software Mastery	Choose and apply the most appropriate skills, tools, and features, and identify efficient methods to solve the problem.	Choose and apply some appropriate skills, tools, and features, but not in the most efficient manner.	Choose inappropriate skills, tools, or features, or are inefficient in solving the problem.
2-Content	Construct a solution that is clear and well organized, contains content that is accurate, appropriate to the audience and purpose, and is complete. Provide a solution that contains no errors of spelling, grammar, or style.	Construct a solution in which some components are unclear, poorly organized, incomplete, or incomplete. Misjudge the needs of the audience. Have some errors in spelling, grammar, or style, but the errors do not detract from comprehension.	Construct a solution that is unclear, incomplete, or poorly organized, contains some inaccurate or inappropriate content, and contains many errors of spelling, grammar, or style. Do not solve the problem.
3-Format and Layout	Format and arrange all elements to communicate information and ideas, clarify function, illustrate relationships, and indicate relative importance.	Apply appropriate format and layout features to some elements, but not others. Overage features, causing minor distraction.	Apply format and layout that does not communicate information or ideas clearly. Do not use format and layout features to clarify function, illustrate relationships, or indicate relative importance. Use available features excessively, causing distraction.
4-Process	Use an organized approach that integrates planning, development, self-assessment, revision, and reflection.	Demonstrate an organized approach in some areas, but not others, or use an inefficient process of organization throughout.	Do not use an organized approach to solve the problem.

Rubric | Word 213

FPCC Career Center

Student and Alumni Workshops

The FPCC Career Center is committed to helping you improve your job potential. We offer a number of workshops that will help you improve your job skills. The following workshops are available to all students and graduates at no fee.

Workshop	Topics Covered
Word, Part 1	Navigating the Word screen Creating and saving documents Creating and modifying lists Using tab stops
Word, Part 2	Creating and formatting tables Editing text Using proofing tools Using templates
Word, Part 3	Creating a report Creating a newsletter Using mail merge
Excel, Part 1	Navigating the Excel screen Creating a worksheet Using formulas Creating charts
Excel, Part 2	Using functions Formatting cells Editing and moving data Performing a what-if analysis
Excel, Part 3	Creating and using tables Using financial functions Formatting worksheets
Business Communication, Part 1	Writing business letters Writing memos
Business Communication, Part 2	Designing visual presentations Delivering effective presentations
Creating a Resume	Creating effective resumes Formatting resumes for different audiences

Lastname_Firstname_21_Workshops

GO! With Google

Objective Creating an Inventory Valuation Report

ALERT! Working with Web-Based Applications and Services

Complete programs and services on the web receive continuous updates and improvements, so the steps to complete this web-based activity may differ from the ones shown. You can often look at the screens and the information presented to determine how to complete the activity.

If you do not already have a Google account, you will need to create one before you begin this activity. Go to <http://google.com> and in the upper right corner, click Sign In. On the Sign In screen, click Create Account. On the Create your Google Account page, complete the form, read and agree to the Terms of Service and Privacy Policy, and then click Next step. On the Welcome screen, click Get Started.

Activity Creating an Inventory Valuation Report Using Google Sheets

In this Activity, you will use Google Sheets to create an inventory valuation report similar to the one you created in Project 1B.

- From the desktop, open your browser (a browser other than Edge), navigate to <http://google.com> and then click the Google Apps menu . Click Drive, and then if necessary, sign in to your Google account.
- Open your GO! Web Projects folder—or click New to create and then open this folder if necessary.
- In the left pane, click NEW, and then click Google Sheets. From your Windows toolbar, open File Explorer, navigate to your Student Data Files for this chapter, and then in the File list, double-click the Word document 08_1B_Web to complete this project quickly and eliminate extra typing; you will copy the data from a Word document.
- In the displayed Word document, click anywhere in the text, and then in the upper left corner, click to select the Table . In the ribbon, click the Table tab, right-click anywhere over the selection, and then click Copy. Close Word. Close the File Explorer window.
- In your blank Google Sheet, with cell A1 active, point to cell A1, right-click, and then click Paste. In the column heading area, point to the border between column A and column B to display the pointer, and then widen column A slightly so that all of the data in rows 4-10 displays.
- Select the range A1:B1. On the toolbar, click Merge cells . On the toolbar, click the Align arrow , and then click Center . Repeat for the range A2:B2, and then apply Bold to cells A1 and A2.
- Select the range B3:E3, on the menu bar click Format, point to Text wrapping, and then click Wrap. Center these column titles and apply Bold .
- Select the range C4:E9, on the menu bar click Format, point to Number, on the fly-out menu click Number, and then if necessary, on the toolbar, click Decrease decimal places two times.
- Click cell E4, type 4, and then click cell C4. Type 4 and then click cell D4. Press . Click cell E4, point to the fill handle in the lower right corner of the cell, and then drag down to cell E9.
- Select the range E4:E9. On the toolbar, click Functions , click SUM, and then press .
- Select the range D4:E4, hold down , and then select cell E10. On the menu bar, click Format, point to Number, and then in the fly-out menu click Currency .
- Select cell A10, hold down , and then click cell E10. Apply Bold .
- Click cell A1, hold down , and then click cell A2, cell A9, and cell E10. With the four cells selected, on the toolbar, click Fill color , and then in the fourth column, click the third color—Light yellow 3.
- At the top of the worksheet, click the text *Untitled spreadsheet*, and then using your own name, type Lastname, Firstname, EX_1B_Web and press ENTER.

(GO! With Google continues on the next page)

GO! With Google | Excel 393

Google Projects for each A & B instructional project in Chapters 1–3 – Provide students the opportunity to think critically and apply what they are learning about Microsoft Office to other productivity tools—an essential job skill.

Student Materials

Student Data Files – All student data files are available in MyITLab for Office 2016 or at www.pearsonhighered.com/go

FOUR Types of Videos help students learn and gain skills and insight needed to succeed in the workforce.

- **(NEW) GO! Walk Thru** is a brief overview of the A & B instructional projects to give students the context of what they will be doing in the projects
- **GO! Learn How** (formerly *Student Training*) instructor-led videos are broken down by Objective for direct guidance; this personal instruction answers the “how-do-I” questions students ask.
- **GO! to Work** videos provide short interviews with workers showing how they use Office in the workplace.
- **GO! for Job Success** videos or discussions relate to the projects in the chapter and cover important career topics such as *Dressing for Success*, *Time Management*, and *Making Ethical Choices*.

Matching and multiple choice questions provide a variety of review options for content in each chapter.

MOS Objective quiz provides a quick assessment of student understanding of the MOS objectives covered in the chapter. Helpful for courses focused on the pathway to MOS certification.

Available in MyITLab for Office 2016.

GO! with MyITLab

Gives you a completely integrated solution

Instruction ■ Training ■ Assessment

All of the content in the book and MyITLab is written by the authors, who are instructors, so the instruction works seamlessly with the simulation trainings and grader projects—true 1:1. eText, Training & Assessment Simulations, and Grader Projects.

All Instructor Resources found in MyITLab or at pearsonhighered.com/go

Instructor Resources

Annotated Instructor Edition – This instructor tool includes a full copy of the student textbook and a guide to implementing your course depending on the emphasis you want to place on digital engagement. Also included are teaching tips, discussion topics, and other useful pieces for teaching each chapter.

Assignment Sheets – Lists all the assignments for the chapter. Just add the course information, due dates, and points. Providing these to students ensures they will know what is due and when.

Scripted Lectures – A script to guide your classroom lecture of each instructional project.

Annotated Solution Files – Coupled with the scorecards, these create a grading and scoring system that makes grading easy and efficient.

PowerPoint Lectures – PowerPoint presentations for each chapter.

Audio PowerPoints – Audio versions of the PowerPoint presentations for each chapter.

Scoring Rubrics – Can be used either by students to check their work or by you as a quick check-off for the items that need to be corrected.

Syllabus Templates – For 8-week, 12-week, and 16-week courses.

Test Bank – Includes a variety of test questions for each chapter.

Instruction

Instruction: General


Syllabi templates demonstrate different approaches for covering the content in an 8-, 12-, or 16-week course.

Application Intro Videos provide a quick overview of what the application is and its primary function.

GO! to Work Videos put each chapter into context as related to how people use productivity software in their daily lives and work.

GO! For Success videos and discussions provide real-life scenarios exploring the essential soft skills needed to succeed in the workplace and professional settings.

Instruction: Hands-On *using one or more of the following:*

- **Interactive eText** allows students to read the narrative and instruction and also link directly to the various types of videos included.
- **(NEW) Walk Thru Videos** provide a quick 30-second overview of what students will do in the A & B instructional projects.
- **Scripted Lectures** are a detailed guide through the A & B projects from the book for you to use for in-class demonstration.
- **GO! Learn How** (previously Student Training) videos are instructor-led videos that provide guided instruction through each Objective and the related Activities.
- **PowerPoint Presentations** provide a visual walk-through of the chapter with suggested lecture notes included.
- **Audio PowerPoint Presentations** provide the visual walk-through of chapters with the lecture notes read aloud.
- **(NEW) A & B Instruction Projects** assigned to students. Students can complete the Instructional Projects 1A and 1B and submit for instructor review or manual grading. They can also submit as a MyITLab Grader project, which allows the students to work live in the application starting with files downloaded from MyITLab and then submitted for automatic grading and feedback.
- **(NEW) MOS Objectives** are covered throughout the chapter and are indicated with the  icon. Instructors use these to point students to content they would encounter on a MOS exam. If a course is focused on MOS preparation, this content would be emphasized in the instruction.

Practice

MyITLab Skill-based Training Simulation provides students with hands-on practice applying the skills they have learned in a simulated environment where they have access to Learning Aids to assist if needed (READ, WATCH, PRACTICE). All of the student's keystrokes are recorded so that instructors can review and provide support to the students. Instructor can set the number of times the students can complete the simulation.

MyITLab Homework Grader Projects (E, F, or G) provide students with live-in-the-application practice with the skills they learned in Projects A and B. These projects provide students with detailed reports showing them where they made errors and also provide "live comments" explaining the details.

Student Assignment Tracker for students to track their work.

Review

GO! Online activities (multiple choice and matching activities) provide objective-based quizzing to allow students to review how they are doing.

Testbank questions are available for instructors to create their own quizzes for review or assessment.

End-of-chapter online projects H–O provide Content-based, Outcome-based, and Critical Thinking projects that you can assign for additional review, practice, or assessments. These are graded manually by the instructor using the provided Solution Files and Grading Scorecards or Rubrics.

MOS Quizzes provide an objective-based quiz to review the MOS objective-related content covered in the chapter. Provides students with review to help if they plan to take a MOS Certification exam.

Assessment

MyITLab Skill-based Exam Simulation provides students with an assessment of their knowledge and ability to apply the skills they have learned. In the Simulated Exams, students do not have access to the Learning Aids. All of the student’s keystrokes are recorded so that instructors can review and provide support to the students. Instructors can set the number of times the students can complete the simulation exam.

MyITLab Assessment Grader Projects (E, F, or G) provide students with live-in-the-application testing of the skills they learned in Projects A and B. These projects provide students with detailed reports showing the student where they made errors and also provides “live comments” explaining the details.

Prepared Exams are additional projects created specifically for use as exams that the instructor will grade manually. They are available by Project, Chapter, and Unit.

Pre-built Chapter quizzes provide objective-based quizzing to allow students to review how they are doing.

Testbank questions are available for instructors to create their own quizzes for review or assessment.

Reviewers Of The GO! Series

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Chigurupati Rani	Borough of Manhattan Community College / CUNY	George Gabb	Miami Dade College
Ellen Glazer	Broward College	Lennie Alice Cooper	Miami Dade College
Kate LeGrand	Broward College	Richard Mabjish	Miami Dade College
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Dana Smith	Golf Academy of America	Rebecca Futch	South Georgia State College
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		DeAnnia Clements	Wiregrass Georgia Technical College

Introduction to Microsoft Office 2016 Features



PROJECT 1A

OUTCOMES

Create, save, and print a Microsoft Office 2016 document.

OBJECTIVES

1. Explore Microsoft Office 2016
2. Enter, Edit, and Check the Spelling of Text in an Office 2016 Program
3. Perform Commands from a Dialog Box
4. Create a Folder and Name and Save a File
5. Insert a Footer, Add Document Properties, Print a File, and Close a Desktop App

PROJECT 1B

OUTCOMES

Perform commands, apply formatting, and install apps for Office in Microsoft Office 2016

OBJECTIVES

6. Open an Existing File and Save it with a New Name
7. Sign in to Office and Explore Options for a Microsoft Office Desktop App
8. Perform Commands from the Ribbon and Quick Access Toolbar
9. Apply Formatting in Office Programs and Inspect Documents
10. Compress Files and Get Help with Office
11. Install Apps for Office and Create a Microsoft Account



Imagewelt/Fotolia

In This Chapter

In this chapter, you will practice using features in Microsoft Office 2016 that work similarly across Word, Excel, Access, and PowerPoint. These features include managing files, performing commands, adding document properties, signing in to Office, applying formatting to text, and searching for Office commands quickly. You will also practice installing apps from the Office Store and setting up a free Microsoft account so that you can use OneDrive.

The projects in this chapter relate to **Skyline Metro Grill**, which is a chain of 25 casual, full-service restaurants

based in Boston. The Skyline Metro Grill owners are planning an aggressive expansion program. To expand by 15 additional restaurants in Chicago, San Francisco, and Los Angeles by 2020, the company must attract new investors, develop new menus, develop new marketing strategies, and recruit new employees, all while adhering to the company's quality guidelines and maintaining its reputation for excellent service. To succeed, the company plans to build on its past success and maintain its quality elements.

PROJECT ACTIVITIES

In Activities 1.01 through 1.08, you will create a note form using Microsoft Word 2016, save it in a folder that you create by using File Explorer, and then print the note form or submit it electronically as directed by your instructor. Your completed note form will look similar to Figure 1.1.

PROJECT FILES



If your instructor wants you to submit Project 1A in the MyITLab Grader system, log in to MyITLab, locate Grader Project1A, and then download the files for this project.

For Project 1A, you will need the following file:

New blank Word document

You will save your file as:

Lastname_Firstname_1A_Note_Form

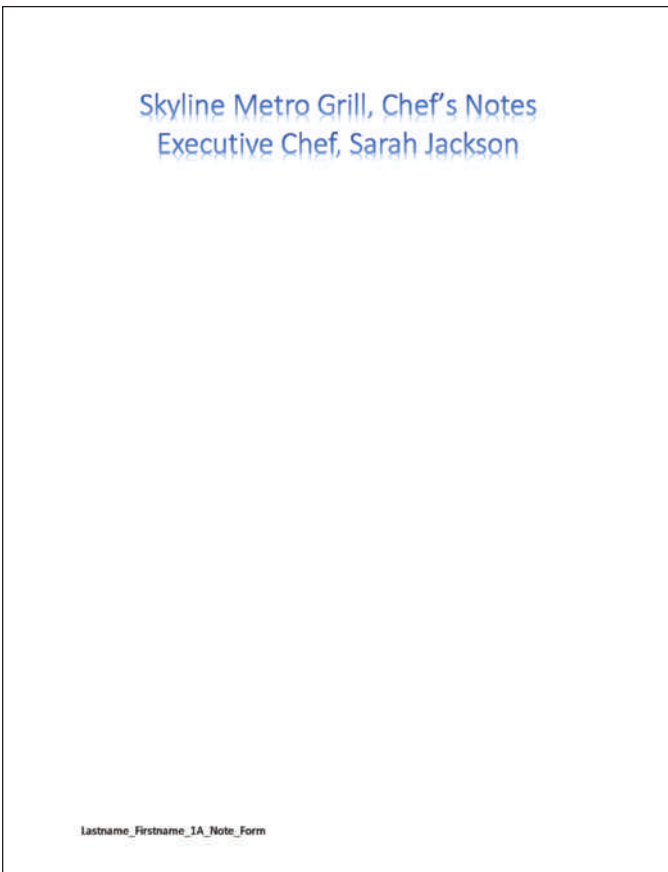


PROJECT RESULTS

Build From Scratch









GO!
Walk Thru
Project 1A



Word 2016, Windows 10, Microsoft Corporation

FIGURE 1.1 Project 1A Note Form

NOTE		If You Are Using a Touchscreen
		Tap an item to click it.
		Press and hold for a few seconds to right-click; release when the information or commands display.
		Touch the screen with two or more fingers and then pinch together to zoom out or stretch your fingers apart to zoom in.
		Slide your finger on the screen to scroll—slide left to scroll right and slide right to scroll left.
		Slide to rearrange—similar to dragging with a mouse.
		Swipe to select—slide an item a short distance with a quick movement—to select an item and bring up commands, if any.

Objective 1 Explore Microsoft Office 2016

NOTE **Creating a Microsoft Account**

Use a free Microsoft account to sign in to Office 2016 so that you can work on different PCs and use your OneDrive. If you already sign in to a Windows PC, tablet, or phone, or you sign in to Xbox Live, Outlook.com, or OneDrive, use that account to sign in to Office. To create a Microsoft account, you can use *any* email address as the user name for your new Microsoft account—including addresses from Outlook.com, Yahoo! or Gmail.



The term **desktop application** or **desktop app** refers to a computer program that is installed on your PC and that requires a computer operating system such as Microsoft Windows. The programs in Microsoft Office 2016 are considered to be desktop apps. A desktop app typically has hundreds of features and takes time to learn.

An **app** refers to a self-contained program usually designed for a single purpose and that runs on smartphones and other mobile devices—for example, looking at sports scores or booking a flight on a particular airline. Microsoft’s Windows 10 operating system supports both desktop apps that run only on PCs and **Windows apps** that run on all Windows device families—including PCs, Windows phones, Windows tablets, and the Xbox gaming system.

ALERT! **Is Your Screen More Colorful and a Different Size Than the Figures in This Textbook?**

Your installation of Microsoft Office 2016 may use the default Colorful theme, where the ribbon in each application is a vibrant color and the ribbon tabs display with white text. In this textbook, figures shown use the White theme, but you can be assured that all the commands are the same. You can keep your Colorful theme, or if you prefer, you can change your theme to White to match the figures here. To do so, open any application and display a new document. On the ribbon, click the File tab, and then on the left, click Options. With General selected on the left, under Personalize your copy of Microsoft Office, click the Office Theme arrow, and then click White.

Additionally, the figures in this book were captured using a screen resolution of 1280 x 768. If that is not your screen resolution, your screen will closely resemble, but not match, the figures shown. To view or change your screen’s resolution on a Windows 10 PC, on the desktop, right-click in a blank area, click Display settings, and then on the right, click Advanced display settings. On a Windows 7 PC, right-click on the desktop, and then click Screen resolution.

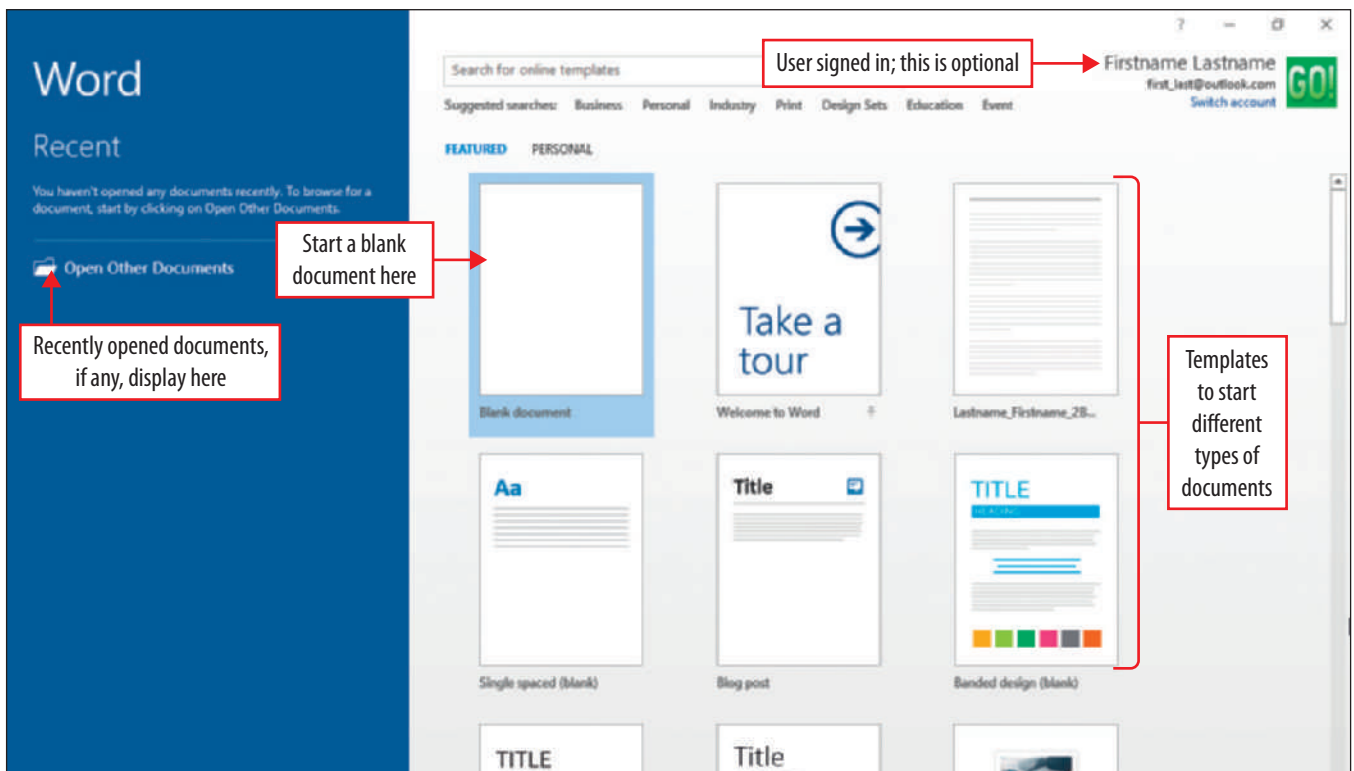
ALERT!

To submit as an autograded project, log into MyITLab, download the files for this project, and then begin with those files instead of a new blank document.

- 1 On the computer you are using, start Microsoft Word 2016, and then compare your screen with Figure 1.2.

Depending on which operating system you are using and how your computer is set up, you might start Word from the taskbar in Windows 7, Windows 8, or Windows 10, or from the Start screen in Windows 8, or from the Start menu in Windows 10. On an Apple Mac computer, the program will display in the dock.

Documents that you have recently opened, if any, display on the left. On the right, you can select either a blank document or a *template*—a preformatted document that you can use as a starting point and then change to suit your needs.




Word 2016, Windows 10, Microsoft Corporation

FIGURE 1.2

- 2 Click **Blank document**. Compare your screen with Figure 1.3, and then take a moment to study the description of these screen elements in the table in Figure 1.4.

NOTE

Displaying the Full Ribbon

If your full ribbon does not display, click any tab, and then at the right end of the ribbon, click  to pin the ribbon to keep it open while you work.

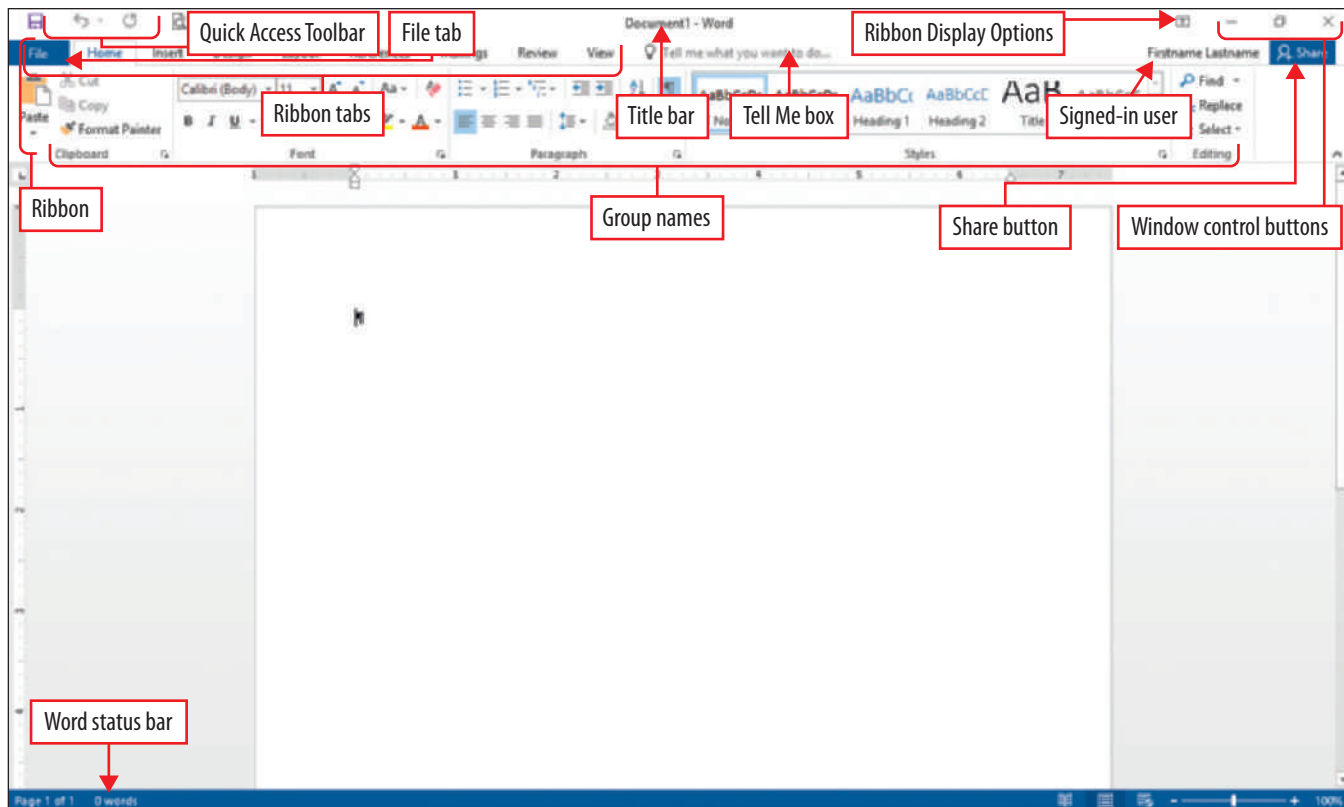


FIGURE 1.3

Word 2016, Windows 10, Microsoft Corporation

SCREEN ELEMENT	DESCRIPTION
File tab	Displays Microsoft Office Backstage view, which is a centralized space for all of your file management tasks such as opening, saving, printing, publishing, or sharing a file—all the things you can do <i>with</i> a file.
Group names	Indicate the name of the groups of related commands on the displayed tab.
Quick Access Toolbar	Displays buttons to perform frequently used commands and resources with a single click. The default commands include Save, Undo, and Redo. You can add and delete buttons to customize the Quick Access Toolbar for your convenience.
Ribbon	Displays a group of task-oriented tabs that contain the commands, styles, and resources you need to work in an Office 2016 desktop app. The look of your ribbon depends on your screen resolution. A high resolution will display more individual items and button names on the ribbon.
Ribbon Display Options	Displays three ways you can display the ribbon: Auto-hide Ribbon, Show Tabs, or Show Tabs and Commands.
Ribbon tabs	Display the names of the task-oriented tabs relevant to the open program.
Share button	Opens the Share pane from which you can save your file to the cloud—your OneDrive—and then share it with others so you can collaborate.
Signed-in user	Identifies the signed-in user.
Status bar	Displays file information on the left; on the right displays buttons for Read Mode, Print Layout, and Web Layout views; on the far right displays Zoom controls.
Tell Me box	Provides a search feature for Microsoft Office commands that you activate by typing what you are looking for in the Tell Me box; as you type, every keystroke refines the results so that you can click the command as soon as it displays.
Title bar	Displays the name of the file and the name of the program; the window control buttons are grouped on the right side of the title bar.
Window control buttons	Displays buttons for commands to change the Ribbon Display Options, Minimize, Restore Down, or Close the window.

Word 2016, Windows 10, Microsoft Corporation

FIGURE 1.4


Objective 2 Enter, Edit, and Check the Spelling of Text in an Office 2016 Program



All of the programs in Office 2016 require some typed text. Your keyboard is still the primary method of entering information into your computer. Techniques to enter text and to *edit*—make changes to—text are similar across all of the Office 2016 programs.



Activity 1.02 | Entering and Editing Text in an Office 2016 Program

- 1 On the ribbon, on the **Home tab**, in the **Paragraph group**, if necessary, click **Show/Hide**  so that it is active—shaded. If necessary, on the **View tab**, in the **Show group**, select the **Ruler** check box so that rulers display below the ribbon and on the left side of your window, and then redisplay the **Home tab**.

The *insertion point*—a blinking vertical line that indicates where text or graphics will be inserted—displays. In Office 2016 programs, the mouse *pointer*—any symbol that displays on your screen in response to moving your mouse device—displays in different shapes depending on the task you are performing and the area of the screen to which you are pointing.


When you press **Enter**, **Spacebar**, or **Tab** on your keyboard, characters display to represent these keystrokes. These screen characters do not print, and are referred to as *formatting marks* or *nonprinting characters*.

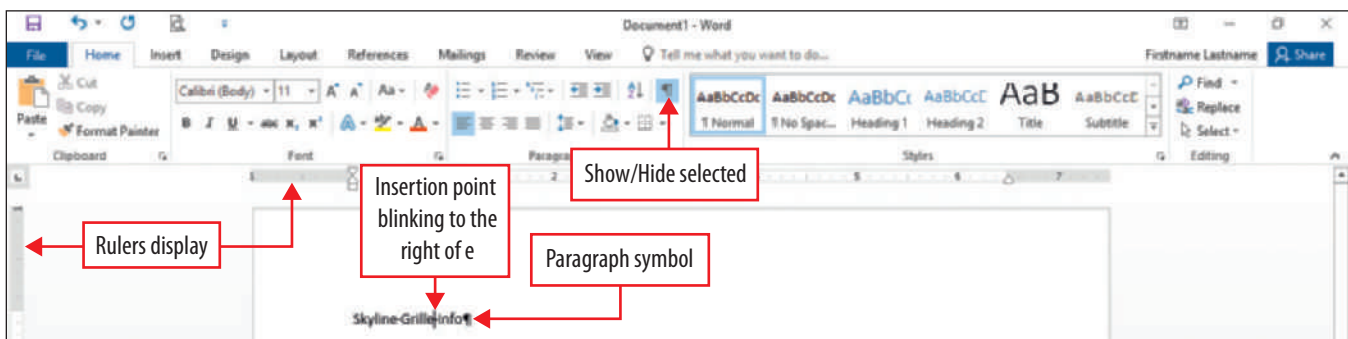
NOTE

Activating Show/Hide in Word Documents

When Show/Hide is active—the button is shaded—formatting marks display. Because formatting marks guide your eye in a document—like a map and road signs guide you along a highway—these marks will display throughout this instruction. Many expert Word users keep these marks displayed while creating documents.

- 2 Type **Skyline Grille Info** and notice how the insertion point moves to the right as you type. Point slightly to the right of the letter *e* in *Grille* and click one time to place the insertion point there. Compare your screen with Figure 1.5.

A *paragraph symbol* () indicates the end of a paragraph and displays each time you press **Enter**. This is a type of formatting mark and does not print.



Word 2016, Windows 10, Microsoft Corporation

FIGURE 1.5

- 3 On your keyboard, locate and then press the **Backspace** key to delete the letter *e*.
Pressing **Backspace** removes a character to the left of the insertion point.
- 4 Press **→** one time to place the insertion point to the left of the *I* in *Info*. Type **Chef's** and then press **Spacebar** one time.

By *default*, when you type text in an Office program, existing text moves to the right to make space for new typing. Default refers to the current selection or setting that is automatically used by a program unless you specify otherwise.

- 5 Press **[Del]** four times to delete *Info* and then type **Notes**

Pressing **[Del]** removes a character to the right of the insertion point.

- 6 With your insertion point blinking after the word *Notes*, on your keyboard, hold down the **[Ctrl]** key. While holding down **[Ctrl]**, press **[←]** three times to move the insertion point to the beginning of the word *Grill*. Release **[Ctrl]**.

This is a **keyboard shortcut**—a key or combination of keys that performs a task that would otherwise require a mouse. This keyboard shortcut moves the insertion point to the beginning of the previous word.

A keyboard shortcut is indicated as **[Ctrl] + [←]** (or some other combination of keys) to indicate that you hold down the first key while pressing the second key. A keyboard shortcut can also include three keys, in which case you hold down the first two and then press the third. For example, **[Ctrl] + [Shift] + [←]** selects one word to the left.

- 7 With the insertion point blinking at the beginning of the word *Grill*, type **Metro** and press **[Spacebar]**.

- 8 Press **[Ctrl] + [End]** to place the insertion point after the letter *s* in *Notes*, and then press **[Enter]** one time. With the insertion point blinking, type the following and include the spelling error:
Exective Chef, Madison Dunham

- 9 With your mouse, point slightly to the left of the *M* in *Madison*, hold down the left mouse button, and then **drag**—hold down the left mouse button while moving your mouse—to the right to select the text *Madison Dunham* but not the paragraph mark following it, and then release the mouse button. Compare your screen with Figure 1.6.

The **mini toolbar** displays commands that are commonly used with the selected object, which places common commands close to your pointer. When you move the pointer away from the mini toolbar, it fades from view.

Selecting refers to highlighting—by dragging or clicking with your mouse—areas of text or data or graphics so that the selection can be edited, formatted, copied, or moved. The action of dragging includes releasing the left mouse button at the end of the area you want to select.

The Office programs recognize a selected area as one unit to which you can make changes. Selecting text may require some practice. If you are not satisfied with your result, click anywhere outside of the selection, and then begin again.

BY TOUCH

Double-tap on *Madison* to display the gripper—a small circle that acts as a handle—directly below the word. This establishes the start gripper. If necessary, with your finger, drag the gripper to the beginning of the word. Then drag the gripper to the end of *Dunham* to select the text and display the end gripper.

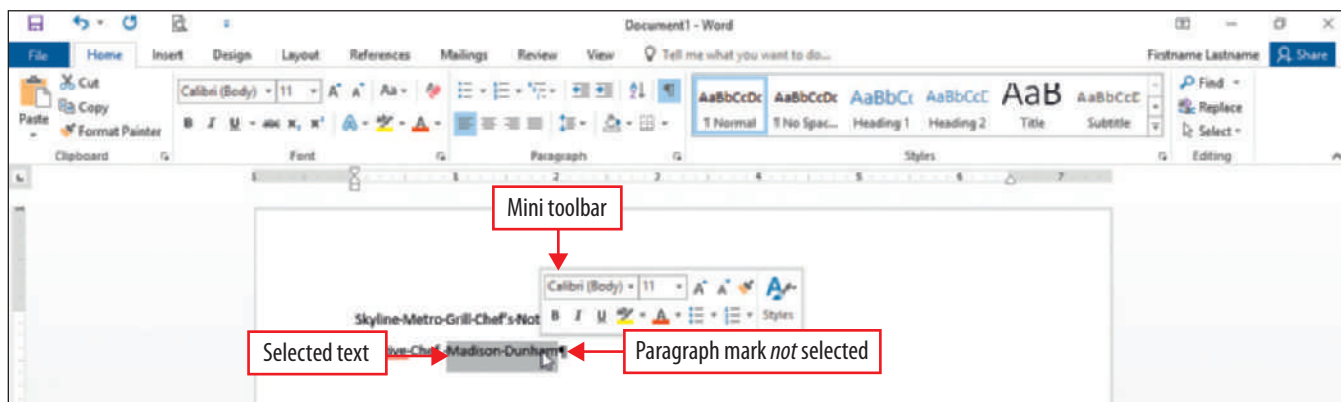


FIGURE 1.6

10 With the text *Madison Dunham* selected, type **Sarah Jackson**

In any Windows-based program, such as the Microsoft Office 2016 programs, selected text is deleted and then replaced when you begin to type new text. You will save time by developing good techniques for selecting and then editing or replacing selected text, which is easier than pressing the **[Del]** key numerous times to delete text.

Activity 1.03 | Checking Spelling

Office 2016 has a dictionary of words against which all entered text is checked. In Word and PowerPoint, words that are not in the dictionary display a wavy red line, indicating a possible misspelled word, a proper name, or an unusual word—none of which are in the Office 2016 dictionary.

In Excel and Access, you can initiate a check of the spelling, but red underlines do not display.


1 Notice that the misspelled word *Exective* displays with a wavy red underline.

2 Point to *Exective* and then **right-click**—click your right mouse button one time.

A **shortcut menu** displays, which displays commands and options relevant to the selected text or object. These are **context-sensitive commands** because they relate to the item you right-clicked. These shortcut menus are also referred to as **context menus**. Here, the shortcut menu displays commands related to the misspelled word.

BY TOUCH

Tap and hold a moment—when a square displays around the misspelled word, release your finger to display the shortcut menu.

3 Press **[Esc]** to cancel the shortcut menu, and then in the lower left corner of your screen, on the status bar, click the **Proofing** icon , which displays an X because some errors are detected. Compare your screen with Figure 1.7.

The Spelling pane displays on the right. Here you have many more options for checking spelling than you have on the shortcut menu. The suggested correct word, *Executive*, is highlighted.

You can click the speaker icon to hear the pronunciation of the selected word. If you have not already installed a dictionary, you can click *Get a Dictionary*—if you are signed in to Office with a Microsoft account—to find and install one from the online Office store; or if you have a dictionary app installed, it will display here and you can search it for more information.

In the Spelling pane, you can ignore the word one time or in all occurrences, change the word to the suggested word, select a different suggestion, or add a word to the dictionary against which Word checks.

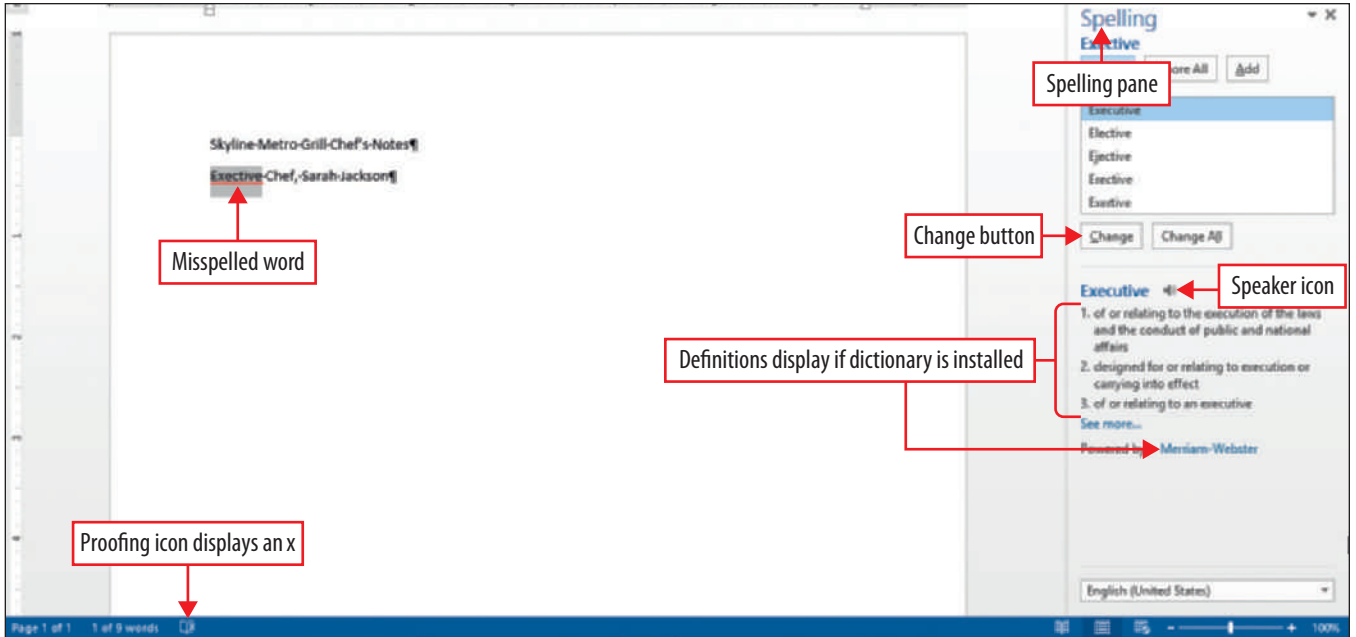


FIGURE 1.7 Word 2016, Windows 10, Microsoft Corporation

ANOTHER WAY Press **[F7]** to display the Spelling pane; or, on the Review tab, in the Proofing group, click Spelling & Grammar.

- 4 In the *Spelling* pane, click **Change** to change the spelling to *Executive*. In the message box that displays, click **OK**.

Objective 3 Perform Commands from a Dialog Box



In a dialog box, you make decisions about an individual object or topic. In some dialog boxes, you can make multiple decisions in one place.

Activity 1.04 | Performing Commands from a Dialog Box



- 1 On the ribbon, click the **Design** tab, and then in the **Page Background** group, click **Page Color**.
- 2 At the bottom of the menu, notice the command *Fill Effects* followed by an **ellipsis (...)**. Compare your screen with Figure 1.8.

An *ellipsis* is a set of three dots indicating incompleteness. An ellipsis following a command name indicates that a dialog box will display when you click the command.

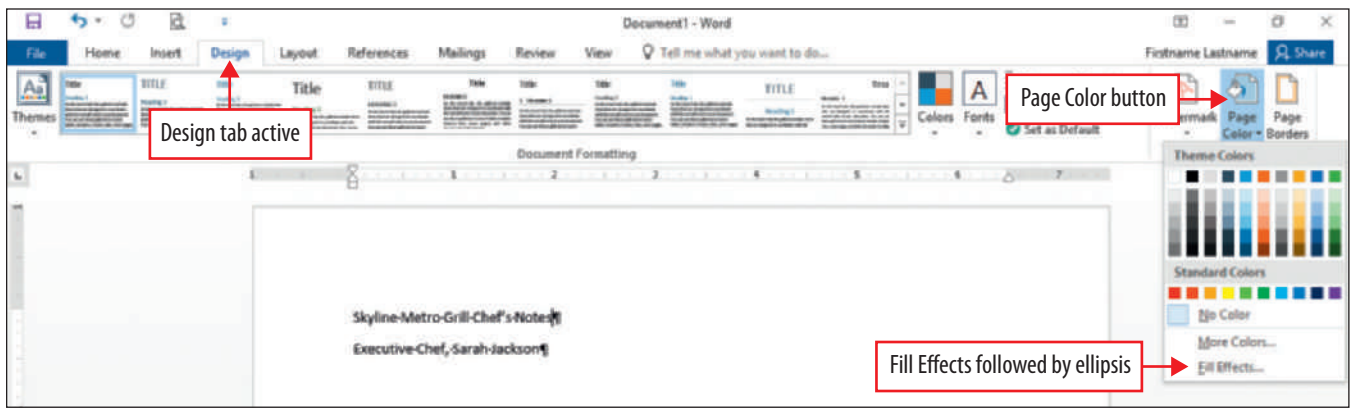


FIGURE 1.08