

Lesson Notes for Microsoft Word

Lesson 8: Reference Creation and Document Collaboration

Slide	Topic/Exercise Heading	Obj	Instructor Notes	Timing (mins)
	The Microsoft Office Specialist Exam Objectives listed at the right are covered in this lesson.	4.1.1 4.1.2 4.1.3 4.1.4 4.2.1 4.2.2 4.2.3 6.1.1 6.1.2 6.1.3 6.1.4 6.2.1 6.2.2 6.2.3 6.2.4	Insert footnotes and endnotes Modify footnote and endnote properties Create and modify bibliography citation sources Insert citations for bibliographies Insert table of contents Customize tables of contents Insert bibliographies Add comments Review and reply to comments Resolve comments Delete comments Track changes Review tracked changes Accept and reject tracked changes Lock and unlock change tracking	
3	Lesson Objectives		Review the objectives on Slide 3 with students so they know what will be covered in the lesson.	5-10
4-5	Why Use References?		<p>It is important that students understand what a copyright protects, and how to avoid any infringement.</p> <ul style="list-style-type: none"> Many people mistakenly assume that all information on the Internet is free from copyright. Remind students what Creative Commons is and how a license to use specific items determines what you can or cannot do with the information. <p>If students use the Internet for research purposes, remind them of the importance of citing where the information was retrieved.</p> <p>It doesn't matter which feature they use in Word to insert the information – as long as the reference source is cited.</p>	10-15
6-9	Using Footnotes and Endnotes	4.1.1 4.1.2	<p>Ensure that students understand that footnotes are not the same as footers, although they appear in approximately the same location on the page.</p> <ul style="list-style-type: none"> If possible, show examples of different footnotes so students can see the type of information that can be entered. <p>Explain that a footnote can contain anything the reader should be made aware of with regard to the</p>	10-15

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			marked text; for example, footnote content is not limited to citations only.	
	Learn to insert a footnote and endnote	4.1.1 4.1.2	Students insert a footnote and endnote.	10-15
10-11	Inserting Citation Sources	4.1.3 4.1.4	<p>Take a moment to review the different citation styles.</p> <ul style="list-style-type: none"> There are some standards that exist based on geographic location or industry. <p>Walk students through the process of inserting each type of citation, including expanding some of the fields when adding a source.</p> <ul style="list-style-type: none"> You may want to have them try choosing a particular source type and then change the source type to see how the information may vary per the selected style. 	10-15
12	– Inserting a Bibliography	4.2.3	Direct students' attention to the different styles you can use to insert a full bibliography.	10-15
13	– Managing Your Sources		<p>Changes can be made to the sources so students don't need to worry about deleting and recreating them.</p> <ul style="list-style-type: none"> Mention they can also right-click the source and click Edit Source to display the Manage Sources dialog box. <p>Ensure students understand that citations are placed in a Master list that is available to all documents, as needed.</p> <ul style="list-style-type: none"> These citations may need to be deleted from each system before each new term or new set of students. If you use a reset the computer option (such as Deep Freeze) at the end of the term, you do not need to concern yourself with this issue. 	5-10
	Learn to use citations and bibliographies	4.1.3 4.1.4 4.2.3	Students add citations and generate a bibliography at the end of the report.	10-15
14-18	Creating a Table of Contents – Updating the Table of Contents	4.2.1 4.2.2	Discuss the importance of having a table of contents (or some type of reference to guide readers to the location of content).	10-15

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			As time permits, introduce the various options that can be turned on or off for the table of contents, such as hyperlinks for online documents, or how to set up a table of contents using your own styles.	
	Learn to generate a table of contents	4.2.1 4.2.2	Students generate a table of contents.	5-10
19-20	Document Collaboration – Working with Comments		Explain that students can use comments to review other people's questions and ideas. They can also use the Track Changes feature to keep track of who changed what, and control which revisions to keep and which revisions to discard.	5-10
21	– Adding Comments	6.1.1	Point out the benefits of using this feature; for example, it's a non-destructive method of collaboration. Use comments to ask questions, propose revisions, or make suggestions.	5-15
22-24	– Reviewing Comments – Replying to Comments	6.1.2	Take a few moments to acquaint students with how to move between comments and specify how they appear in the document. Explain the difference between balloon and inline display.	5-15
25	– Resolving Comments	6.1.3	Ensure students understand the difference between replying to a comment and resolving a comment.	5-10
26	– Deleting Comments	6.1.4	As with other features they apply in a document, remind students to delete items that are no longer in use or applicable for a document.	5-10
	Learn to work with comments	6.1.1 6.1.2 6.1.3 6.1.4	Students add, review, reply to, resolve and delete comments.	5-10
27-28	Using Track Changes	6.2.1	Discuss how track changes can be used when collaborating (sharing documents) with others. You may want to provide some examples of documents that may require tracked changes, such as contracts, documentation, and so on.	10-20

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			<p>If time allows, demonstrate how to activate the Track Changes indicator in the Status bar to quickly turn Track Changes on or off.</p> <ul style="list-style-type: none"> Right-click the Status bar and select Track Changes. <p>Then, click Track Changes on the Status bar to turn it on or off.</p>	
	Learn to use Track Changes	6.2.1	Students use Track Changes in a document.	10-20
29-32	<ul style="list-style-type: none"> Reviewing Tracked Changes Changing how Tracked Changes Display Setting Track Changes Options 	6.2.2	<p>Demonstrate how to see revisions for specific users. Explain the types of changes that can be tracked. Take a moment to point out the different ways tracked changes will appear in a document. Be sure students are familiar with the placement and visual display of each type of change.</p>	10-20
33-34	<ul style="list-style-type: none"> Accepting and Rejecting Tracked Changes 	6.2.3	<p>Ensure you discuss the pros and cons of accepting/rejecting individual changes versus accepting all/rejecting all changes (or by each reviewer (author)).</p> <p>Discuss the benefits of using the Reviewing Pane; for example to view all tracked changes or to select a specific change and jump to that part of the document.</p>	5-15
35-36	<ul style="list-style-type: none"> Locking and Unlocking Change Tracking 	6.2.4	<p>Discuss the purpose of using this feature, which is to prevent others from turning off Track Changes during their review of the document.</p>	5-10
	Learn to review, accept, and reject changes	6.2.2 6.2.3 6.2.4	Students review, accept, and reject tracked changes in a document.	10-20
37	Lesson Summary		<p>Review the objectives with students to remind them of what was covered in the lesson. Provide a short summary of the features and give students a chance to complete exercises if they did not complete them earlier.</p>	5-10
			Total (Hours)	3.0-5.5