# *New Perspectives Microsoft Office 365 and Word 2016 Intermediate 1st edition Shaffer Solutions Manual*

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# LEED for Homes Fact Sheet

Leadership in Energy and Environmental Design (LEED) is a rating system used to evaluate the environmental responsibility and efficiency of buildings and neighborhoods. To achieve LEED certification, a project's design, construction, maintenance, and ongoing operation must conform to strict rules defined by the U.S. Green Building Council (USGBC). Four levels of LEED certification are available, with certification levels awarded based on a point system. This document describes the process of acquiring LEED certification for a residential construction project. A separate document describes the process of acquiring commercial LEED certification.

## Minimum Characteristics

Before you begin the process of applying for LEED for Homes certification, you need to make sure your finished project will have the following required characteristics:

- Meets local ordinances for a dwelling
- Occupies a fixed location
- Complies with LEED size requirements
- Complies with local, state, and federal environmental laws

Note that the LEED program does not allow for partial certification. All subunits in a building (for example, condominiums or apartments) must be included in the certification application. For more information about the minimum required characteristics, please ask your project manager for a complete set of eligibility guidelines.

## Building Type

Each building is considered a separate project. You can choose from the following registration options for your project or projects:

- Single family attached
- Single family detached
- Multifamily
- Batch, for multiple projects that meet the following requirements:
    - Built by one developer
    - Located in one country
    - Pursuing the same LEED certification

When registering your project as a multifamily project, you need to choose a multifamily low-rise building or a multifamily mid-rise building.

## Rating Systems

Since its inception, LEED has evolved to evaluate an increasing array of green building technologies. Today's program includes nine rating systems for new and existing construction. They include LEED for New Construction and LEED for Neighborhood Development. For residential certification, the LEED for Homes rating system is the only option.

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## Certification Levels

A project can achieve up to 100 base points in categories such as site sustainability, water efficiency, energy efficiency, and design innovation. Projects that receive 40-49 points are considered LEED certified. Higher certifications are, in order of difficulty, as follows:

1. Silver Certification: 50-59 points
2. Gold Certification: 60-79 points
3. Platinum Certification: 80 points and above

Other types of green certification programs are available. However, LEED is considered the most credible, in part because the U.S. General Services Administration (GSA) is required by law to reevaluate all LEED rating systems every five years. The GSA also oversees training and certification of LEED evaluators throughout the United States.

## Getting Started

The staff of *Wilson and Page Architecture* is ready to make your LEED dream a reality. Talk to your project manager about the best way to achieve the level of LEED certification appropriate for your project.

Prepared by: Student Name

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Student Name

Professor Delphine Cabot

Music History 201

Current Date

The American Majesty of Louis Armstrong

Louis Armstrong was the greatest jazz musician of all time. He dazzled audiences with his stunning high notes, gorgeous melodies and soul-stirring rhythms. Ground-breaking recordings such as "West End Blues" changed the face of music. But by all accounts, his live performances were even more amazing. Both as a trumpet player and a singer, Armstrong routinely performed musical feats that no other musician could match. His charismatic stage presence and daring improvisations cemented his status as an American master. His recordings with the Hot Fives and Hot Sevens are considered the most important in jazz history.

In this research paper, I attempt to trace the history of Louis Armstrong's musical development, beginning with his early years in New Orleans, on through to his life on the road as a traveling musician, and, finally, to his last years in New York.

Childhood in New Orleans

Louis Armstrong born in New Orleans in 1901. According to historian Philip Brewster, his family was extremely poor, so poor that young Louis had to work from a very early age in order to help put food on the table (123). [Add more about Louis Armstrong's early life in New Orleans.]

First Cornet

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Young Louis was surrounded by music in New Orleans. Dance halls and street parades featured a host of talented musicians, from which he could learn a great deal. However, he might not have become a truly disciplined musician without the guidance of several teachers he encountered at a school for poor boys. At school, he played the cornet seriously for the first time. [Add more about his early years as a cornet player.]

Early Career

After he left school, Armstrong plunged into the world of New Orleans music. Musical scholar Sylvia Cohen describes how he began playing at dance halls and in the city's frequent brass band parades (140). At that time, he met his most important mentor, King Joe Oliver (Feldman). Later in his career, he travelled north to Chicago to play with King Joe Oliver there (Harrison).

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Brewster, Philip. *Louis Armstrong: King of Music, King of Our Hearts*. New York: Jazz Notes Press, 2010. Print.

Cohen, Sylvia. "The New Orleans Louis Armstrong Loved." *North American Journal of Jazz Studies* (2015): 133-155. Web.

Feldman, Jamal. "King Joe Oliver, Music Master." *Jazz International Journal* (2015): 72-89. Web.

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# Maliha Shadid

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## SUMMARY

An experienced registered nurse with 15 years of experience in primary and critical care units.

## EXPERIENCE

### Kansas Hospital: Lawrence, Kansas, Emergency Room Nurse, 2013-2016.

- Managed 20-bed emergency services unit.
- Performed patient intake for trauma cases.
- Supported physicians, surgeons and other trauma treatment specialists.
- Administered first-response care, including pain management.

### Silver Health Center: Lawrence, Kansas, Primary Care Nurse, 2011-2013.

- Supported physicians in providing primary care for children and adults.
- Managed health problems including infectious diseases and traumatic injuries.
- Oversaw routine and preventive care for children and adults.
- Developed clinic health handouts on a wide variety of topics.

### University Clinical Care: Topeka, Kansas, Health Service Nurse, 2005-2011.

- Provided primary care services for university students.
- Managed free vision and vaccination clinics.
- Provided nutrition counseling.
- Performed routine primary and sports physical exams.
- Provided healthcare presentations for student organizations.

## EDUCATION

- Masters of Nursing (MSN), June 2009, Valley View University, Topeka, Kansas.
- Bachelors of Science in Nursing (BSN), May 2004, Valley View University, Topeka, Kansas.

## CERTIFICATIONS AND MEMBERSHIPS

- Certified Emergency Room Nurse (CEN)
- American Red Cross-CPR for the Professional Rescuer
- American Red Cross-Standard First Aid/AED/CPR Instructor
- Emergency Nurses Association

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Student Name

Professor Serena Cho

Architecture 400: History of Ancient Architecture

May 15, 2017

# Titans of Modern Architecture

Modern architecture, or modernist architecture as it is sometimes called, is part of the larger modernist movement that first made itself known around the turn of the twentieth century. Architecture scholars debate the exact starting point for architectural modernism, but they all agree that Louis Sullivan, Frank Lloyd Wright, Otto Wagner, and Antoni Gaudi were some of its early practitioners. The lavish styles of the earlier, Victorian style of architecture prompted these revolutionary thinkers to strip away unnecessary details and focus on a building's essential function.

Driven by social and political changes, as well as innovations in technology and engineering, modernist architecture continues to shape our built environment. In this paper, I hope to describe some trends in modernist architecture, starting with the work of Frank Lloyd Wright in the United States, and moving on through the Bauhus and International Styles, as well as later developments.

## Frank Lloyd Wright

Considered the most important American architect of all time, Frank Lloyd Wright developed a type of design he called organic architecture, in which harmony between humanity and its environment was given the highest priority. As Lincoln Mayfield has demonstrated, the horizontal lines of his mature style have their roots in the Wisconsin landscape of his youth

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(105). He created many types of buildings, including churches, private homes, schools, hotels and museums. He was also known for designing his buildings' interiors, including furniture, stained glass, carpeting, and, in a few cases, the clothing he thought the buildings' inhabitants should wear.

Bauhaus Style

The Bauhaus style was developed in the 1920's at a German art school of the same name. Its signature designs, stripped of ornamentation, eventually led to some of the most important architectural trends of the modernist era. More than anything else, Bauhaus architects focused on establishing harmony between a building's form and function. This was similar to Frank Lloyd Wright's approach. They sought to combine old traditions of European craftsmanship with modern, artistic sensibilities. They argued that building was the ultimate goal of all creative endeavors (Robbins 80).

International Style

The International style of architecture emerged as a major force in the 1920s and 1930s. Perhaps more than its precursors, it emphasized designs for urban life. International style buildings tend to be rectangular, with glass, concrete, and steel surfaces that are completely devoid of ornamentation. In some cases, the use of cantilever construction makes International style buildings look as if they are floating above their foundations (Mayfield). Interiors are typically open and filled with light. Architects working in this style were enthusiastic about the possibilities of machine work in the creative process, and took pains to make a building's structure an important part of the building's overall aesthetic statement.

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Charles-Edouard Jeanneret, who went by the pseudonym Le Corbusier, was a leading proponent of the International style. He devoted much of his professional career to creating livable environments for the urban poor.

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Mayfield, Lincoln. *Very Modern Architecture: A History in Words and Photos*. Cambridge: Boston Pines Press, 2014. Print.

Robbins, Odessa. "Modern Architecture in the Modern World." *Atlantis Architecture Quarterly: Criticism and Comment* 11.2 (2015): 68-91. Web.

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A project can achieve up to 100 base points in categories such as site sustainability, water efficiency, energy efficiency, and design innovation.

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# Nebraska Nursing Foundation Membership Plans

*Prepared by Your Name*

**Past Achievements** From 2013 through 2016, membership efforts have exceeded all expectations. This is especially true in the Southwest Region, where outreach events at local hospitals have generated a great deal of interest.

**Current Expectations** Improving economic conditions lead us to expect a 15% increase in membership fees over the next two years. In addition, volunteer rates seem to be rising substantially.

**Long-term Outlook** Future membership projections are encouraging. As more and more hospital personnel grasp the importance of professional associations, we expect local organizations to increase their annual statewide donations.

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## Suitable Projects

- Schools, including entire college campuses
- Retail facilities, such as banks, restaurants, and apparel outlets
- Warehouses and distribution centers
- Clinics, hospitals, and other healthcare facilities

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Student Name

Professor Serena Cho

Architecture 400: History of Ancient Architecture

April 5, 2017

# A Brief History of Ancient Architecture

Throughout history, wherever people have lived on Earth, they have had to find or create shelter. Thus, the history of architecture is the history of humanity. Starting with the earliest settlements built by Neolithic cultures in 10,000 BCE, humans have sought to create pleasant, useful structures in which to live and work. The more we know about these structures, the more we know about humanity itself.

In this paper, I will present a brief history of ancient architecture from around the world, starting with Neolithic constructions, and continuing on through the ritualistic buildings of the Egyptians, the civic-minded monuments of the Greeks, the engineering marvels of the Romans, and the geometric complexities of the Byzantines. Throughout, I hope to illustrate the ancient world's ingenuity in creating structures that served as homes, government facilities, businesses, and places of worship.

## Neolithic Settlements

According to Alisha Garland, the Neolithic era, the last part of the Stone Age, marks the point when humans began cultivating grains and raising domestic animals (142). Because the rise of agriculture did not occur at the same time everywhere in the populated world, we have no single date for the start of the Neolithic era. However, historians estimate that the first attempts at agriculture occurred in the Near East around 9600 BCE.

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The rise of agriculture introduced major changes in the way humans organized their family and communal life. As it was no longer necessary to move from place to place in search of food, people took more care in the construction of their homes. Because food was more plentiful, populations increased and cities became common. Hierarchical social structures developed. As at least one historian of architecture has observed, people quickly learned that creating magnificent abodes was an excellent way to increase one's social standing (Brower 37). Around the world, societies poured their energies into developing new and increasingly complicated forms of construction.

The Neolithic societies of central Asia mastered the art of creating bricks made of mud (Garland). These vital building materials were generally dried in the sun. In areas where wood was readily available, some were also baked in kilns. Mud bricks were used to construct homes and places of worship, some on a surprisingly vast scale.

The most stunning examples of Neolithic architecture are the tombs and other memorial sites built from large rocks known as megaliths. Stonehenge is probably the most famous example of a megalith structure, but they are found throughout the world, and provided a focus for communal worship and remembrance.

Egyptian Construction

Wood was scarce in ancient Egypt. For this reason, constructions of this era relied on mud bricks, limestone, sandstone, and granite. Houses were generally built of bricks made with mud from the Nile. Brickmakers poured the mud into molds, and then let them to dry in the hot Egyptian sun until they were ready to be used by builders. Because of the periodic flooding of

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the Nile valley, many towns and palaces constructed entirely of mud bricks have disappeared, with the bricks dissolving in the invading flood waters.

Stone was typically reserved for temples and tombs. The interior and exterior walls of these structures were covered in frescoes and hieroglyphs. The pyramids of Giza testify to the masterful engineering techniques developed by the ancient Egyptians. The largest of these, the Great Pyramid of Giza, was completed around 2500 BCE. Rulers built pyramids as a testament to their earthly power, and as a way to make their names famous long after they were dead.

The Civic-Minded Greeks

The two most important types of ancient Greek architecture are temples and open-air theaters. Abundant limestone and marble made stone a popular building material for these structures. Unusually high quality potter's clay, found throughout the Greek islands, was used to create roof tiles and various types of architectural decoration. Builders took pride in creating structures that showed to their best advantage in the brilliant Grecian sun.

The civic-minded Greeks saw humanity as the ultimate expression of the order of the universe. Their elegant architecture reflects their society's focus on order and reason. Temples often included rows of stone columns constructed according to exacting specifications. Ideal proportions were calculated by referring to a complex geometrical progression known as the golden mean.

Ancient Greek architecture is divided into three eras, or orders. The first, the Doric order, is associated with the fluted columns used in the Parthenon. The second, the Ionic order, is typified by columns that are thinner than Doric columns. The third, the Corinthian order, is essentially a later development of the Ionic order, and is marked by elaborate carvings, meant

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to resemble acanthus leaves, at the top of each column. All three orders were employed throughout ancient Greece, and were eventually adopted by Roman architects.

Roman Achievement

The ancient Romans adopted the Greek concept of the agora, or public space, creating public squares that shaped their communal life for centuries. Advances in engineering led to inventions such as arches and concrete, which in turned enabled the construction of ever more complex public spaces, not to mention roads and bridges.

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Garland, Alisha. "The Rise of Human Settlements: Neolithic Culture and Early Agriculture in Central Asia." *Journal of Ancient Architecture and Cultural Studies* 30.5 (2015): 122-145. Web.

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Student Name

Professor Jon Darcy

Film Studies 104

March 15, 2017

# Types of Comedy

Critics and scholars typically divide movie comedies into a number of categories, including comedy of manners, slapstick, screwball and romantic comedy. Historically, the type of comedy that is popular in a particular era has varied, depending on changing social and economic conditions. Comedies have been a staple of the movie house since the beginning of the silent film era. In fact, when asked to name an important silent film actor, most people can only name comedians, with Charlie Chaplin, Buster Keaton, and Harold Lloyd at the top of anyone's list.

In this research paper, I explain some of the more common types of comedy, with examples of each. In addition, I attempt to describe the social and economic conditions contributing to the popularity of each type of comedy

## Comedy of Manners

All through history, audiences have loved stories that satirize the affectations of a social class. The main ingredient of a comedy of manners is usually a scandal, such as a love affair that some of the characters think is inappropriate. As Danyl Taylor has observed, in this type of story the plot is driven by an interloper with a higher or lower social standing than the other characters (135). The contrast between what the two groups consider acceptable behavior is a constant source of humor.

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Slapstick Comedy

The term “slapstick” derives from a noisemaker consisting of two sticks fastened together in a way that allowed them to slap together loudly. Actors dating as far back as the Italian Renaissance used such a device to simulate the sound of two actors slapping each other, to great comic effect (Slapstick Sample). Early filmmakers quickly realized that this very physical style of comedy was perfectly suited to the world of movies. In particular, the extreme gestures and facial expressions required to express emotion in silent films lent itself easily to slapstick.

Romantic Comedy

As the name implies, a romantic comedy centers around a love affair. In a typical romantic comedy, the protagonists meet in some unusual, often awkward situation. At first, they may be wary of each other, or actually dislike each other. Eventually they become fond of each other, but then separate because of an argument or other impediment to love. Ultimately they reunite for the obligatory happy ending (Taylor 65). Typically, external circumstances (for example, an extreme coincidence, or the interference of friends) cause the protagonists to declare their love for each other unexpectedly.

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Golden, Anne. "Slapstick Sample." *Sounds of the Renaissance*. Los Angeles: Foley Studio Productions, 2000. CD.

Taylor, Danyl. *Comedy: The Happy Art*. Chicago: Singleton University Press, 2013. Print.

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# Commercial LEED Fact Sheet

This document describes the process of acquiring LEED certification for commercial building design and construction. Leadership in Energy and Environmental Design (LEED) is a rating system used to evaluate the environmental responsibility and efficiency of buildings and neighborhoods. The staff of *Wilson and Page Architecture* can help you implement sustainability features that will increase the value of your building for many years to come. To achieve LEED certification, a project's design, construction, maintenance, and on-going operation must conform to strict rules defined by the U.S. Green Building Council (USGBC).

## Suitable Projects

The LEED Building Design and Construction certification is appropriate for commercial buildings in many market sectors. For example, any of the following would make excellent candidates for certification:

- Schools, including entire college campuses
- Retail facilities, such as banks, restaurants, and apparel outlets
- Warehouses and distribution centers
- Clinics, hospitals, and other healthcare facilities

It is not possible to apply for partial certification. However, you can apply for certification for existing buildings that are undergoing extensive remodeling. Please ask your project manager for a complete set of eligibility guidelines.

## Special Projects

Commercial buildings vary greatly in size, design, and usage. Special consideration must be paid to the following:

- Mixed use projects, such as a hotel with retail space
- Multitenant complexes
- Multiple structures that meet the following requirements:
    - Part of the same entity, such as an academic campus
    - Pursuing the same LEED certification
    - No larger than 25,000 square feet

For renovations and additions, refer to the minimum program requirements supplied by your project manager.

## Location

LEED Building Design and Construction certification is only appropriate for permanent structures. Buildings are evaluated in the context of their surroundings. Credits will be deducted for projects involving landscaping that will disrupt existing ecosystems.

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## Developing a Certification Plan

Achieving LEED certification is a complicated process. It's important to incorporate LEED goals into your project plan from the very beginning. As you begin your project's discovery phase, *Wilson and Page Architecture* recommends following these steps:

1) Research possible project outcomes
2) Establish target certification level (Certified, Silver, Gold, or Platinum)
3) Establish LEED project goals

The early phases of a LEED project should be iterative, with the team reviewing the project goals and the target certification level regularly. All project managers at *Wilson and Page Architecture* are LEED-certified. They will manage the certification process from start to finish.

## Getting Started

Talk to your project manager about the best way to achieve the level of LEED Building Design and Construction certification appropriate for your project.

Prepared by: Student Name

# Third Grade Field Trip

## Historical Sites of the Tri-State Area

On October 20, the entire fourth grade will tour four area historical sites. This is an unusually long field trip, extending beyond the end of the school day, but students in the past have found it exciting and interesting. We still need some parent chaperones, as well as volunteers to provide healthy snacks. The stop at Clarington Park and Gardens includes an hour for a picnic lunch.

Here is our itinerary:

1. **MONTPELIER HOUSE** 9 a.m. to 11:30 a.m.
2. **CLARINGTON PARK AND GARDENS** 12:15 p.m. to 2 p.m.
3. **AFRICAN MEETING HOUSE** 2:30 p.m. to 4 p.m.
4. **VILLA JUAREZ MUSEUM** 4:30 p.m. to 5:45 p.m.

The State Historical Society has provided a grant to cover the costs associated with the trip. As with all school field trips, we need a signed permission form for each student. In the following week, please do the following:

- *Email me at CrystalMartinez@hilltop.cengage.com if you can join us as a chaperone.*
- *Sign the attached permission form and send it back to school in your child's red folder.*
- *Prepare a healthy bagged lunch for your child to eat during our lunch break.*
- *Ensure that your child arrives on time for school the day of the field trip.*

For more details, contact Student Name at 555-555-5555.

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# Microsoft Word 2016

## Module 2: Navigating and Formatting a Document

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

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

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

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## Module Objectives

Students will have mastered the material in this module when they can:

- Read, reply to, delete, and add comments
- Create bulleted and numbered lists
- Move text using drag and drop
- Cut and paste text
- Copy and paste text
- Navigate through a document using the Navigation pane
- Find and replace text
- Format text with styles
- Apply a theme to a document
- Review the MLA style for research papers
- Indent paragraphs
- Insert and modify page numbers
- Create citations
- Create and update a bibliography
- Modify a source

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## Reviewing the Document

LECTURE NOTES

- Remind students how to save a document with a new name.
- Demonstrate how to review comments in a document.

TEACHER TIP
Explain to students that when they are revising a document, it is a good idea to save that document with a new name.

Remind students that before they begin revising a document, they should familiarize themselves with the overall structure and the revisions that need to be made.

CLASSROOM ACTIVITIES

1. Assign a Project: Have the students open a previously saved Word document. You will ask them to make revisions to this document, but first remind them to save the file with a different name. Once they have done this, have them change the document's font and font size and change the heading so it is italicized and in bold. Remind students to save the document before closing it.
2. Quick Quiz:
   - True/False: It is impossible to save a Word file with a name that is different from the one with which it was originally saved. (Answer: False)
   - A _____ is like an electronic sticky note attached to a word, phrase, or paragraph in a document. (Answer: comment)
   - True/False: To hide the top and bottom margins in a document, as well as the space between pages, you can double-click the shaded space between any two pages. (Answer: True)

## Working with Comments

LECTURE NOTES

- Introduce the tools available in the Comment group on the REVIEW tab.

TEACHER TIP
Explain to students that to display comments in an easy-to-read view, in the Tracking group, click the Display for Review button, and then click Simple Markup.

Remind students to use the Next and Previous buttons to move between comments.

CLASSROOM ACTIVITIES

1. Group Activity: In groups of two, have students write a paragraph on a topic of their choice. Have them add two comments to their file, save it, and then switch with their partner. Each partner will add comments and respond to comments and then return the file to the owner to delete the comments.

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2. Quick Quiz:
   - True/False: You can delete all comments at once. (Answer: True)
   - True/False: The tools used for commenting are located on the HOME tab. (Answer: False. The tools for commenting are located on the REVIEW tab.)

## Creating Bulleted and Numbered Lists

LECTURE NOTES

- Demonstrate how to create bulleted and numbered lists.

TEACHER TIP

Explain to students that if you insert a new paragraph, delete a paragraph, or reorder the paragraphs in a numbered list, Word automatically adjusts the numbers to make sure they remain consecutive.

Point out to students that when you first start Word, the Bullets button applies the default, round bullet style. But after you select a new bullet style, the Bullets button applies the last button style you used.

CLASSROOM ACTIVITIES

1. Group Activity: In small groups, have students browse the available bullet and numbering options and discuss the types of documents in which each type of bullet would be appropriate.
2. Quick Quiz:
   - True/False: You should use bullets for a list when the items in the list need to be in a specific order. (Answer: False. You should use a numbered list.)
   - True/False: To create a numbered list, you can use the Numbering button in the Paragraph group on the HOME tab. (Answer: True)

LAB ACTIVITY

Have students work together in groups of two to create two lists: one bulleted list and one numbered list. Students should create the bulleted list to be used as a checklist for a family who is moving and the numbered list should include step-by-step directions to their new house. Each list should contain at least five items. Have students share their lists with the class.

## Moving Text in a Document

LECTURE NOTES

- Demonstrate how to move text in a document.

TEACHER TIP

Point out to students that Word provides several ways to move text: drag and drop, cut and paste, and copy and paste.

Explain to students that the Office Clipboard is only a temporary storage area on their computer that holds text or graphics, and that if text or graphics are cut from a document; they are automatically put onto the Clipboard.

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CLASSROOM ACTIVITIES

1. Class Discussion: Have students open a previously saved Word document and practice moving text using the drag and drop, cut and paste, and copy and paste methods. Have each student share with the class the method that they prefer and why.
2. Quick Quiz:
   - True/False: The Clipboard task pane displays the contents of the Clipboard. (Answer: True)
   - To _____ means to insert a copy of whatever is on the Clipboard into a document. (Answer: C)
     A. copy
     B. clipboard
     C. paste
     D. format

## Using the Navigation Pane

LECTURE NOTES

- Demonstrate how to display and use the Navigation pane.

TEACHER TIP
Point out to students that the Navigation pane simplifies the process of moving through a document page by page.

Explain to students that you can use the Navigation pane to locate a particular word or phrase.

CLASSROOM ACTIVITIES

1. Class Discussion: Lead a class discussion about the three links in the Navigation page: Headings, Pages, and Results.
2. Quick Quiz:
   - True/False: Click the Find button in the Editing group to open the Navigation pane. (Answer: True)
   - True/False: The Navigation pane opens on the right side of the Word window. (Answer: False. It opens on the left side.)
   - True/False: The Pages link in the Navigation pane displays thumbnail icons of the document's pages. (Answer: True)

## Finding and Replacing Text

LECTURE NOTES

- Demonstrate how to find and replace text.

TEACHER TIP
Remind students that the Navigation Pane can be used to search for particular items in a document.

Point out to students that the Find and Replace dialog box can be used to locate an item in a document and then replace it with something else.

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CLASSROOM ACTIVITIES

1. Class Discussion: Lead a class discussion on different scenarios in which the Find and Replace dialog box might be useful. Why might you need to replace one word with another? Have the class give specific examples.
2. Quick Quiz:
   - True/False: You can search for formatting just as you can search for text. (Answer: True)
   - The _____ provide(s) options for finding a specific word or phrase in the document and replacing it with another word or phrase. (Answer: D)
     A. Search text box
     B. Go To tab
     C. Search results box
     D. Replace tab

## Working with Styles

LECTURE NOTES

- Demonstrate how to apply and work with styles.

TEACHER TIP
Point out to students that style names reflect the use for that particular style.

Explain to students that they can choose between styles that format whole paragraphs and styles that format individual characters.

CLASSROOM ACTIVITIES

1. Quick Quiz:
   - True/False: All the text you type into a document has a style applied to it. (Answer: True)
   - True/False: Character-level formatting is used when formatting only individual characters or words. (Answer: True)
2. Group Activity: Have the class work together in small groups and open a previously saved Word document. Have them format their document by applying Spacing, Heading, and paragraph-level formatting to the entire document. After they do this, have them go back and apply character-level formatting to just a few words.

## Working with Themes

LECTURE NOTES

- Demonstrate how to apply themes.

TEACHER TIP
Point out to students that a variety of themes are installed with Word, with more available online at Office.com.

Remind students that when they open up a blank Word document, the Office theme is applied by default.

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CLASSROOM ACTIVITIES

1. Critical Thinking: In small groups, have students create a simple poster announcing an upcoming event, such as a talent show, circus, or fundraising event. Have them apply an appropriate theme to their document, paying attention to the fonts, colors, and text effects used. Have them share with the class the theme they chose and why.
2. Quick Quiz:
   - A _____ is a coordinated collection of fonts, colors, and other visual effects designed to give a document a cohesive, polished look. (Answer: A)
     A. theme
     B. color palette
     C. style
     D. ScreenTip
   - True/False: In a theme, the same font is never assigned to both the heading and the body of the text. (Answer: False)
   - True/False: Each document theme is designed to convey a specific look and feel. (Answer: True)

LAB ACTIVITY

Have students design their own theme. They will create a one-page document flyer that will be used as an advertisement for guitar lessons that they will provide. Have students include a few paragraphs on their history with the instrument, the style of music they teach, and their years of experiences. Remind them that they can insert graphics and bulleted or numbered lists. Students will choose fonts, font styles, text effects, and colors for their theme. Have them share their flyer with the rest of the class and explain why they chose the various elements.

## Reviewing the MLA Style

LECTURE NOTES

- Explain the MLA style.

TEACHER TIP

Explain to students that people in different fields use different style guides, with each style guide designed to suit the needs of a specific discipline.

Point out that the Modern Language Association (MLA) style is widely used in the humanities field.

CLASSROOM ACTIVITIES

1. Quick Quiz:
   - True/False: A style guide is a set of rules that describe the preferred format and style for a certain type of writing. (Answer: True)
   - True/False: Citations are formal references to the work of others. (Answer: True)
2. Assign a Project: Have students open a blank Word document and format it to match the MLA style, using this module as a reference. They will double space, remove paragraph spacing, and

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increase the font size to 12 points for the entire document. Make sure they save the document so it can be opened at a later time.

3. Class Discussion: Lead a class discussion about students' experience with MLA and APA style. Have they used either of these style guides in any paper they have written? Have they read a paper written in either of these styles? Why are certain style guides better suited to one field than another? Are there other style guides that they have used to write a paper or that were used in a paper they read? What differentiated those styles from these styles? What are the pros and cons of each style? Which style guide do they prefer to use and why?

## Indenting a Paragraph

LECTURE NOTES

- Discuss how to indent paragraphs.

TEACHER TIP
Explain to students that Word offers a number of options for indenting a paragraph, including indenting an entire paragraph or just indenting one line of the paragraph.

Point out to students that when indenting a paragraph using the Increase Indent button, the paragraph indents in increments of .5 inches.

CLASSROOM ACTIVITIES

1. Quick Quiz:
   - True/False: A Hanging indent is where all lines except the first line of the paragraph are indented from the right margin. (Answer: False. It is when all lines except the first line of the paragraph are indented from the left margin.)
   - True/False: When using the Increase Indent or Decrease Indent buttons, the paragraph will increase or decrease in increments of 0.5 inches. (Answer: True)
2. Assign a Project: Have students open the Word document they formatted using MLA style. Have them continue formatting the document in the MLA style by indenting the first line of each paragraph .5 inches from the left margin. Make sure they save the document with the changes they just made.

## Inserting and Modifying Page Numbers

LECTURE NOTES

- Demonstrate how to insert and modify page numbers.

TEACHER TIP
Explain to students that, in order to number their pages, they do not have to type a page number on each page. Instead they can insert a page number field that instructs Word to do it for them.

Point out to students that MLA style requires a page number preceded by the person's last name in the upper-right corner of each page.

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CLASSROOM ACTIVITIES

1. Quick Quiz:
   - The _____ is the blank area above the top margin. (Answer: header)
   - True/False: The page number field is an instruction that tells Word to insert a page number on each page. (Answer: True)
2. Assign a Project: Have students open their MLA-style Word document. Now have them add the page number (preceded by their last name) in the upper-right corner of each page. If they prefer, they can omit this from the first page. Have students refer back to the text to make sure that they have formatted their document correctly.

## Creating Citations and a Bibliography

LECTURE NOTES

- Demonstrate how to create citations and generate a bibliography.
- Demonstrate how to update and finalize a bibliography or works cited list.

TEACHER TIP
Explain to students that for every citation inserted in a document, there is a corresponding entry in the list of works cited or bibliography. Point out to students that, although some style guides are very rigid about the form and location of citations, the MLA style is quite a bit more flexible.

CLASSROOM ACTIVITIES

1. Quick Quiz:
   - An alphabetical list of all books, magazine articles, websites, movies, and other works referred to in a research paper is called the _____. (Answer: bibliography or works cited list)
   - True/False: Within a research paper, you include a parenthetical reference, or citation, every time you quote or refer to a source. (Answer: True)
   - True/False: A bibliography is a field that can be updated. (Answer: True)
   - True/False: A manual page break can only be inserted at the bottom of a full page of text. (Answer: False. A manual page break is one you insert at a specific location; it doesn't matter if the previous page is full or not.)
2. Class Discussion: Lead a class discussion about documents students have written. What was the purpose of the document? For what field of business was the document written? What style guide was used? What were some of the sources cited in the bibliography?
3. Critical Thinking: What are content controls? How are they useful? How can they be modified and updated? What other content controls does Word use? Have students conduct a search using Word Help to learn more about content controls. Have each student share a fact with the class.

LAB ACTIVITY

Have students open the document they formatted in MLA style. Have them insert parenthetical references or citations throughout their document, using a specified style of their choosing. (They can create sources and quotes for the purpose of this exercise.) Have them create a bibliography at the end referencing those citations, using the style of their choosing. When they have finished, have

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students compare their citations and bibliographies and their style choices. Have students refer to the text to finalize their bibliographies to match MLA guidelines for a works cited list.

## End of Module Material

- **Review Assignments:** Review Assignments provide students with additional practice of the skills they learned in the module using the same module case, with which they are already familiar. These assignments are designed as straight practice and do not include anything of an exploratory nature.
- **Case Problems:** A typical NP module has four Case Problems following the Review Assignments. Short modules can have fewer Case Problems (or none at all); other modules may have five Case Problems. The Case Problems provide further hands-on assessment of the skills and topics presented in the module, but with new case scenarios. There are five types of Case Problems:
  - **Apply**. In this type of Case Problem, students apply the skills that they have learned in the module to solve a new problem.
  - **Create**. In a Create Case Problem, students are either shown the end result (such as a finished Word document) and asked to create the document based on the figure provided, or, students are asked to create something from scratch in a more free-form manner.
  - **Challenge**. A Challenge Case Problem involves one or more Explore steps. These steps challenge students by having them go beyond what was covered in the module, either with guidance in the step or by using online Help as directed.
  - **Research**. A Research Case Problem requires students to find information on the Internet to help solve a problem or to include in the file they are creating.
  - **Troubleshoot**. In this type of Case Problem, certain steps of the exercise require students to identify and correct errors that are intentionally placed in the files. Completing these steps helps to promote problem solving and critical thinking.

Top of Document

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"Ancient" file opened, saved as "Ancient

1st paragraph, student name

Font size, line/paragraph spacing, paragraph indents match MLA style

First lines of the body paragraphs indented .5 inch from left margin

Student Name

Professor Serena Cho

Architecture 400: History of Ancient Architecture

April 5, 2017

A Brief History of Ancient Architecture

Throughout history, wherever people have lived on Earth, they have had to find or create shelter. Thus, the history of architecture is the history of humanity. Starting with the earliest settlements built by Neolithic cultures in 10,000 BCE, humans have sought to create pleasant, useful structures in which to live and work. The more we know about these structures, the more we know about humanity itself.

In this paper, I will present a brief history of ancient architecture from around the world, starting with Neolithic constructions, and continuing on through the ritualistic buildings of the Egyptians, the civic-minded monuments of the Greeks, the engineering marvels of the Romans, and the geometric complexities of the Byzantines. Throughout, I hope to illustrate the ancient world's ingenuity in creating structures that served as homes, government facilities, businesses, and places of worship.

New citation: last para page 1 (Garland) with page 142

Neolithic Settlements

According to Alisha Garland, the Neolithic era, the last part of the Stone Age, marks the point when humans began cultivating grains and raising domestic animals (142). Because the rise of agriculture did not occur at the same time everywhere in the populated world, we have no single date for the start of the Neolithic era. However, historians estimate that the first attempts at agriculture occurred in the Near East around 9600 BCE.

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Header: Last name and page number in 12 pt font in upper-right corner with different first page (no text); Page number inserted upper-right corner of page using Plain Number 3 style



T way humans organized their family and communal life. As it was no longer necessary to move from place to place in search of food, people took more care in the construction of their homes. Because food was more plentiful, populations increased and cities became common. Hierarchical social structures developed. As at least one historian of architecture has observed, people quickly learned that creating magnificent abodes was an excellent way to increase one's social standing (Brower 37). Around the world, societies poured their energies into developing new and increasingly complicated forms of construction.

New citation: page 2, after …mud. (Garland) – no page number

The Neolithic societies of central Asia mastered the art of creating bricks made of mud (Garland). These vital building materials were generally dried in the sun. In areas where wood was readily available, some were also baked in kilns. Mud bricks were used to construct homes and places of worship, some on a surprisingly vast scale.

The most stunning examples of Neolithic architecture are the tombs and other memorial sites built from large rocks known as megaliths. Stonehenge is probably the most famous example of a megalith structure, but they are found throughout the world, and provided a focus for communal worship and remembrance.

Egyptian Construction

Wood was scarce in ancient Egypt. For this reason, constructions of this era relied on mud bricks, limestone, sandstone, and granite. Houses were generally built of bricks made with mud from the Nile. Brickmakers poured the mud into molds, and then let them to dry in the hot Egyptian sun until they were ready to be used by builders. Because of the periodic flooding of

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the Nile valley, many towns and palaces constructed entirely of mud bricks have disappeared, with the bricks dissolving in the invading flood waters.

Stone was typically reserved for temples and tombs. The interior and exterior walls of these structures were covered in frescoes and hieroglyphs. The pyramids of Giza testify to the masterful engineering techniques developed by the ancient Egyptians. The largest of these, the Great Pyramid of Giza, was completed around 2500 BCE. Rulers built pyramids as a testament to their earthly power, and as a way to make their names famous long after they were dead.

The Civic-Minded Greeks

The two most important types of ancient Greek architecture are temples and open-air theaters. Abundant limestone and marble made stone a popular building material for these structures. Unusually high quality potter's clay, found throughout the Greek islands, was used to create roof tiles and various types of architectural decoration. Builders took pride in creating structures that showed to their best advantage in the brilliant Grecian sun.

The civic-minded Greeks saw humanity as the ultimate expression of the order of the universe. Their elegant architecture reflects their society's focus on order and reason. Temples often included rows of stone columns constructed according to exacting specifications. Ideal proportions were calculated by referring to a complex geometrical progression known as the golden mean.

Ancient Greek architecture is divided into three eras, or orders. The first, the Doric order, is associated with the fluted columns used in the Parthenon. The second, the Ionic order, is typified by columns that are thinner than Doric columns. The third, the Corinthian order, is essentially a later development of the Ionic order, and is marked by elaborate carvings, meant

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to resemble acanthus leaves, at the top of each column. All three orders were employed throughout ancient Greece, and were eventually adopted by Roman architects.

Roman Achievement

The ancient Romans adopted the Greek concept of the agora, or public space, creating public squares that shaped their communal life for centuries. Advances in engineering led to inventions such as arches and concrete, which in turned enabled the construction of ever more complex public spaces, not to mention roads and bridges.

Page break inserted after last page of document and generate a Works Cited

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Works Cited

Brower, Roy. *Settlements and Monuments in Neolithic Architecture*. New York: Brookstone and Colescott Academy Press, 2010. Print.

Garland, Alisha. "The Rise of Human Settlements: Neolithic Culture and Early Agriculture in Central Asia." *Journal of Ancient Architecture and Cultural Studies* 30.5 (2015): 122-145. Web.

Citations and bibliography style: MLA 7th Edition

Add a new source as shown in Figure 2-32

Source modified: Edit Brauer citation to read: Brower, Roy

Format Works Cited: Normal style, centered, 12 pt font, 2.0 line spacing, after spacing removed

MLA style works cited list

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"Comedy" file opened, saved as "Comedy Paper"

"Liam Shelton" replaced with name; font size, line spacing, paragraph spacing, paragraph indents match MLA style

Student Name

Professor Jon Darcy

Film Studies 104

March 15, 2017

MLA Seventh Edition selected as citations and bibliography style

Types of Comedy

Critics and scholars typically divide movie comedies into a number of categories, including comedy of manners, slapstick, screwball and romantic comedy. Historically, the type of comedy that is popular in a particular era has varied, depending on changing social and economic conditions. Comedies have been a staple of the movie house since the beginning of the silent film era. In fact, when asked to name an important silent film actor, most people can only name comedians, with Charlie Chaplin, Buster Keaton, and Harold Lloyd at the top of anyone's list.

In this research paper, I explain some of the more common types of comedy, with examples of each. In addition, I attempt to describe the social and economic conditions contributing to the popularity of each type of comedy

Comedy of Manners

All through history, audiences have loved stories that satirize the affectations of a social class. Th y of manners is usually a scandal, such as a love affair that some of opriate. As Danyl Taylor has observed, in this type of story the plot is dri y an interloper with a higher or lower social standing than the other characters (135). The contrast between what the two groups consider acceptable behavior is a constant source of humor.

1st instance of "CITATION" and space before it deleted, source created

Citation edited to add "135" as the page number

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Last name and page number inserted in the upper-right corner of every page except 1st page

Slapstick Comedy

2nd instance of "CITATION" and space before it deleted, source created

s from a noisemaker consisting of two sticks fastened toge m to slap together loudly. Actors dating as far back as the Italian Renaissance used a device to simulate the sound of two actors slapping each other, to great comic effect (Slapstick Sample). Early filmmakers quickly realized that this very physical style of comedy was perfe ited to the world of movies. In particular, the extreme gestures and faci ress emotion in silent films lent itself easily to slapstick.

Citation displays only the title

Romantic Comedy

As the name implies, a romantic comedy centers around a love affair. In a typical romantic comedy, the protagonists awkward situation. At first, they may be wary of each other, or ventually they become fond of each other, but then separate because of a gument or other impediment to love. Ultimately they reunite for the obligatory happy ending (Taylor 65). Typically, external circumstances (for example, an extreme coincidence, or the interferen friends) cause the protagonists to declare their love for each other unexpectedly

3rd instance of "CITATION" and space before it deleted, 2nd reference to the book by Danyl Taylor inserted

Citation edited to add "65" as the page number

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Works Cited

Golden, Anne. "Slapstick Sample." *Sounds of the Renaissance*. Los Angeles: Foley Studio Productions, 2000. CD.

Taylor, Danyl. *Comedy: The Happy Art*. Chicago: Singleton University Press, 2013. Print.

At the end of the document, new page started, bibliography inserted with preformatted heading "Works Cited"

1st source: Last name is Golden

Bibliography shows the revised date "2000"

Bibliography matches MLA style

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"Commercial" file opened, saved as "Commercial LEED"

Title uses Title style. 5 headings formatted with the Heading 1 style

Task described in 2nd comment performed, two comments deleted

# Commercial LEED Fact Sheet

This document describes the process of acquiring LEED certification for commercial building design and construction. Leadership in Energy and Environmental Design (LEED) is a rating system used to evaluate the environmental responsibility and efficiency of buildings and neighborhoods. The staff of *Wilson and Page Architecture* can help you implement sustainability features that will increase the value of your building for many years to come. To achieve LEED certification, a project's design, construction, maintenance, and on-going operation must conform to strict rules defined by the U.S. Green Building Council (USGBC).

2st instance of "Design" replaced with "design," case matches

## Suitable Projects

The LEED Building Design and Construction certification is appropriate for commercial buildings in many market sectors. For example, any of the following would make excellent candidates for certification:

- Schools, including entire college campuses
- Retail facilities, such as banks, restaurants, and apparel outlets
- Warehouses and distribution centers
- Clinics, hospitals, and other healthcare facilities

Page 1: List of 4 suitable projects formatted as bulleted list, square bullets. Same for list of special projects, 3 requirements for multiple structures indented, formatted with open circle bullet

It is not possible to apply for partial certification. However, you can apply for certification for existing buildings that are undergoing extensive remodeling. your project manager for a complete set of eligibility guidelines.

## Special Projects

Commercial buildings vary greatly in size, design, and usage. Special consideration must be paid to the following:

- Mixed use projects, such as a hotel with retail space
- Multitenant complexes
- Multiple structures that meet the following requirements:
  - Part of the same entity, such as an academic campus
  - Pursuing the same LEED certification
  - No larger than 25,000 square feet

"Special Projects" has only the 1st letter of each word capitalized. Comment explains the change

For renovations and additions, refer to the minimum program requirements supplied by your project manager.

## Location

LEED Building Design and Construction certification is only appropriate for permanent structures. Buildings are evaluated in the context of their surroundings. Credits will be deducted for projects involving landscaping that will disrupt existing ecosystems.

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In the numbered list, paragraph 3 ("Establish target certification…") became paragraph 2

Top of page 2: List of 3 steps formatted as a numbered list, using the "1), 2), 3)" numbering style

## Developing a Certification Plan

Achieving LEED certification is a complicated process. It's important to incorporate LEED goals into your project plan from the very beginning. As you begin your project's discovery phase, *Wilson and Page Architecture* recommends following these steps:

1) Research possible project outcomes
2) Establish target certification level (Certified, Silver, Gold, or Platinum)
3) Establish LEED project goals

The early phases of a LEED project should be iterative, with the team revie project goals and the target certification level regularly. All project manag *and Page Architecture* are LEED-certified. They will manage the certificati from start to finish.

Page 2: "Getting Started" heading positioned before paragraph that begins "Talk to your project manager…."

## Getting Started

Talk to your project manager about the best way to achieve the level of LEED Building Design and Construction certification appropriate for your project.

Prepared by: Student Name

Ion theme

"Commercial LEED" document: Clipboard task pane contents cleared, pane closed

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"Field Trip" file opened, saved as "Field Trip Flyer"

Slice theme. Comment attached to the title listing the heading and body fonts applied by the Slice theme

# Third Grade Field Trip

## Historical Sites of the Tri-State Area

On October 20, the entire fourth grade will tour four area historical sites. This is an unusually long field trip, extending beyond the end of the school day, but students in the past have found it exciting and interesting. We still need some parent chaperones, as well as volunteers to provide healthy snacks. The stop at Clarington Park and Gardens includes an hour for a picnic lunch.

Here is our itinerary:

1. **Montpelier House** 9 a.m. to 11:30 a.m.
2. **Clarington Park and Gardens** 12:15 p.m. to 2 p.m.
3. **African Meeting House** 2:30 p.m. to 4 p.m.
4. **Villa Juarez Museum** 4:30 p.m. to 5:45 p.m.

"Email me at..." is the 1st bulleted item in the list

The State Historical Society has provided a grant to cover the costs associated with the trip. As with all school field trips, we need a signed permission form for each student. In the following week, please do the following:

- *Email me at CrystalMartinez@hilltop.cengage.com if you can join us as a chaperone.*
- *Sign the attached permission form and send it back to school in your child's red folder.*
- *Prepare a healthy bagged lunch for your child to eat during our lunch break.*
- *Ensure that your child arrives on time for school the day of the field trip.*

For more details, contact Student Name at 555-555-5555.

Document formatted as directed in the comments. Comments deleted. Response to the question about the correct number of years: "Yes". The comment with the question and the comment with your reply are the only comments

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Home" file opened, saved as "Home LEED"

Title style applied to first paragraph: "LEED for Home Fact Sheet" and title centered

# LEED for Homes Fact Sheet

Leadership in Energy and Environmental Design (LEED) is a rating system used to evaluate the environmental responsibility and efficiency of buildings and neighborhoods. To achieve LEED certification, a project's design, construction, maintenance, and ongoing operation must conform to strict rules defined by the U.S. Green Building Council (USGBC). Four levels of LEED certification are available, with certification levels awarded based on a point system. This document describes the process of acquiring LEED certification for a residential construction project. A separate document describes the process of acquiring commercial LEED certification.

## Minimum Characteristics

All instances of "leed" replaced with "LEED"

Reply to 2nd comment: 105

efore you begin the process of applying for LEED for Homes certification, you need to mak re your finished project will have the following required characteristics:

- Meets local ordinances for a dwelling
- Occupies a fixed location
- Complies with LEED size requirements
- Complies with local, state, and federal environmental laws

List of minimum characteristics: bulleted list with black square as bullet icon

Note that the LEED program does not allow for partial certification. All subunits in a building (for example, condominiums or apartments) must be included in the certification application. For more information about the minimum required characteristics, please ask your project manager for a complete set of eligibility guidelines.

## Building Type

Each building is considered a separate project. You can choose from the following registration options for your project or projects:

- Single family attached
- Single family detached
- Multifamily
- Batch, for multiple projects that meet the following requirements:
  - Built by one developer
  - Located in one country
  - Pursuing the same LEED certification

List of building types: bulleted list with black square as bullet icon

List of building types: last three bullets indented and with open circle bullets

When registering your project as a multifamily project, you need to choose a multifamily low-rise building or a multifamily mid-rise building.

## Rating Systems

Since its inception, LEED has evolved to evaluate an increasing array of green bu technologies. Today's program includes nine rating systems for new and existing They include LEED for New Construction and LEED for Neighborhood Developmen residential certification, the LEED for Homes rating system is the only option.

Heading 1 style applied to "Minimum Characteristics", "Building Type", "Rating Systems", "Certification Levels", and "Getting Started"

Sentence "A project can achieve up to 100…" moved in the document

List of certification levels: numbered list

List of certification levels: Silver Certification listed first in list

## ification Levels

A project can achieve up to 100 base points in categories such as site susta
efficiency, energy efficiency, and design innovation. Projects that receive 40-49 points are considered LEED certified. Higher certifications are, in order of difficulty, as f

1. Silver Certification: 50-59 points
2. Gold Certification: 60-79 points
3. Platinum Certification: 80 points and above

Comment attached to Gold Certification: I assumed you didn't want this in all uppercase, so I changed it.

Page 2, 4th para: GOLD CERTIFICATION changed to Gold Certification

er types of green certification programs are available. However, LEED is considered the
t credible, in part because the U.S. General Services Administration (GSA) is required by
to reevaluate all LEED rating systems every five years. The GSA also oversees training and
ification of LEED evaluators throughout the United States.

## Getting Started

The staff of *Wilson and Page Architecture* is ready to make your LEED dream a reality. Talk to your project manager about the best way to achieve the level of LEED certification appropriate for your project.

Prepared by: Student Name

Student name inserted after Prepared by:

Berlin theme applied to document

Sentence "Wilson and Page Architecture…" moved to page 2, beginning of 2nd to last para, just before "Talk to your project manager…"

"Louis" file opened, saved as "Louis Armstrong Paper"

Paper matches MLA style, 7th edition. Own name, current date used

Student Name

Professor Delphine Cabot

Music History 201

Current Date

The American Majesty of Louis Armstrong

Louis Armstrong was the greatest jazz musician of all time. He dazzled audiences with his stunning high notes, gorgeous melodies and soul-stirring rhythms. Ground-breaking recordings such as "West End Blues" changed the face of music. But by all accounts, his live performances were even more amazing. Both as a trumpet player and a singer, Armstrong routinely performed musical feats that no other musician could match. His charismatic stage presence and daring improvisations cemented his status as an American master. His recordings with the Hot Fives and Hot Sevens are considered the most important in jazz history.

In this research paper, I attempt to trace the history of Louis Armstrong's musical development, beginning with his early years in New Orleans, on through to his life on the road as a traveling musician, and, finally, to his last years in New York.

Citations for page 123 in book and for page 140 in journal article

Childhood in New Orleans

Louis Armstrong born in New Orleans in 1901. According to historian Philip Brewster, his family was extremely poor, so poor that young Louis had to work from a very early age in order to help put food on the table (123). [Add more about Louis Armstrong's early life in New Orleans.]

First Cornet

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Young Louis was surrounded by music in New Orleans. Dance halls and street parades featured a host of talented musicians, from which he could learn a great deal. However, he might not have become a truly disciplined musician without the guidance of several teachers he encountered at a school for poor boys. At school, he played the cornet seriously for the first time. [Add more about his early years as a cornet player.]

Early Career

After he left school, Armstrong plunged into the world of New Orleans music. Musical scholar Sylvia Cohen describes how he began playing at dance halls and in the city's frequent brass band parades (140). At that time, he met his most important mentor, King Joe Oliver (Feldman). Later in his career, he travelled north to Chicago to play with King Joe Oliver there (Harrison).

Placeholder citation, "Feldman". Placeholder citation, "Harrison"

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Works Cited

Brewster, Philip. *Louis Armstrong: King of Music, King of Our Hearts*. New York: Jazz Notes Press, 2010. Print.

Cohen, Sylvia. "The New Orleans Louis Armstrong Loved." *North American Journal of Jazz Studies* (2015): 133-155. Web.

Feldman, Jamal. "King Joe Oliver, Music Master." *Jazz International Journal* (2015): 72-89. Web.

Philip Brewster citation title begins "Louis Armstrong: King of Music…" Source updated in Master/Current Lists. All sources redisplay in both lists

Feldman placeholder source includes information about journal article

Bibliography updated

Document contains a true works cited list, as specified by the MLA style, and not a works consulted list

Bibliography matches the MLA style

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# Maliha Shadid

47 Thomson Creek Lane
Lincoln, NE 68516
555-555-5555
Student_Name@nursing.cengage.com

"Maliha" file opened, saved as "Maliha Resume"

Task specified in the document has been performed

## SUMMARY

An experienced registered nurse with 15 years of experience in prim
care units.

"I think that's a good choice for the theme" response to comment. Sarah's comment marked as done

## EXPERIENCE

Kansas Hospital: Lawrence, Kansas, Emergency Room Nurse, 2013-2016.

- Managed 20-bed emergency services unit.
- Performed patient intake for trauma cases.
- Supported physicians, surgeons and other trauma treatment specialists.
- Administered first-response care, including pain management.

Silver Health Center: Lawrence, Kansas, Primary Care Nurse, 2011-2013.

- Supported physicians in providing primary care for children and adults.
- Managed health problems including infectious diseases and traumatic injuries.
- Oversaw routine and preventive care for children and adults.
- Developed clinic health handouts on a wide variety of topics.

University Clinical Care: Topeka, Kansas, Health Service Nurse, 2005-2011.

- Provided primary care services for university students.
- Managed free vision and vaccination clinics.
- Provided nutrition counseling.
- Performed routine primary and sports physical exams.
- Provided healthcare presentations for student organizations.

Occurrences of "Lawrencekansas" replaced with "Lawrence, Kansas"

## EDUCATION

- Masters of Nursing (MSN), June 2009, Valley View University, Topeka, Kansas.
- Bachelors of Science in Nursing (BSN), May 2004, Valley View University, Topeka, Kansas.

## CERTIFICATIONS AND MEMBERSHIPS

- Certified Emergency Room Nurse (CEN)
- American Red Cross-CPR for the Professional Rescuer
- American Red Cross-Standard First Aid/AED/CPR Instructor
- Emergency Nurses Association

Resume formatted as in Fig 2-38. Resume fits on one page

Email address: "Maliha Shadid" replaced with your first/last names

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"Modern" file opened, saved as "Modern Architecture"

Student Name

1st paragraph, shows your name

Professor Serena Cho

Architecture 400: History of Ancient Architecture

May 15, 2017

Font size, line spacing, paragraph spacing, paragraph indents match MLA style

Titans of Modern Architecture

Modern architecture, or modernist architecture as it is sometimes called, is part of the larger modernist movement that first made itself known around the turn of the twentieth century. Architecture scholars debate the exact starting point for architectural modernism, but they all agree that Louis Sullivan, Frank Lloyd Wright, Otto Wagner, and Antoni Gaudi were some of its early practitioners. The lavish styles of the earlier, Victorian style of architecture prompted these revolutionary thinkers to strip away unnecessary details and focus on a building's essential function.

Driven by social and political changes, as well as innovations in technology and engineering, modernist architecture continues to shape our built environment. In this paper, I hope to describe some trends in modernist architecture, starting with the work of Frank Lloyd Wright in the United States, and moving on through the Bauhus and International Styles, as well as later developments.

Frank Lloyd Wright

Considered the most important American architect of all time, Frank Lloyd Wright developed a type of design he called organic architecture, in which harmony between humanity and its environment was given the highest priority. As Lincoln Mayfield has demonstrated, the horizontal lines of his mature style have their roots in the Wisconsin landscape of his youth

Last name and page number on all pages except the 1st

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1st instance of "CITATION" and space before it deleted, new "Book" source created

Only the page number ("105") displays in the citation

(105). He created many types of buildings, including churches, private homes, schools, hotels and museums. He was also known for designing his buildings' interiors, including furniture, stained glass, carpeting, and, in a few cases, the clothing he thought the buildings' inhabitants should wear.

Bauhaus Style

The Bauhaus style was developed in the 1920's at a German art school of the same name. Its signature designs, stripped of ornamentation, eventually led to some of the most important architectural trends of the modernist era. More than anything else, Bauhaus architects focused on establishing harmony between a building's form and function. This was similar to Frank Lloyd Wright's approach. They sought t

2nd instance of "CITATION" and space before it deleted, new "Journal Article" source created

craftsmanship with modern, artistic sensibilities. They argued that building was the ultimate goal of all creative endeavors (Robbins 80).

"80" added as the page number

International Style

The International style of architecture emerged as a major force in the 1920s and 1930s. Perhaps more than its precursors, it emphasized designs for urba

3rd instance of "CITATION" and space before it deleted, citation for the book by Lincoln Mayfield

buildings tend to be rectangular, with glass, concrete, and steel su

devoid of ornamentation. In some cases, the use of cantilever cor

style buildings look as if they are floating above their foundations (Mayfield). Interiors are typically open and filled with light. Architects working in this style were enthusiastic about the possibilities of machine work in the creative process, and took pains to make a building's structure an important part of the building's overall aesthetic statement.

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Charles-Edouard Jeanneret, who went by the pseudonym Le Corbusier, was a leading proponent of the International style. He devoted much of his professional career to creating livable environments for the urban poor.

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Works Cited

Mayfield, Lincoln. *Very Modern Architecture: A History in Words and Photos*. Cambridge: Boston Pines Press, 2014. Print.

Robbins, Odessa. "Modern Architecture in the Modern World." *Atlantis Architecture Quarterly: Criticism and Comment* 11.2 (2015): 68-91. Web.

Citations and bibliography style: MLA 7th Edition

End of the document: New page, bibliography in a content control with heading "Works Cited

2nd source created, changes last name "Robinson" to "Robbins," bibliography updated

MLA-style Works Cited list

The staff of Wilson and Page Architecture is ready to make your LEED dream a reality.

A project can achieve up to 100 base points in categories such as site sustainability, water efficiency, energy efficiency, and design innovation.

New blank document saved as New Handout: copy the sentence from the Clipboard "The staff of Wilson and Page Architecture is ready …";

italic removed from Wilson and Page Architecture

"Nursing" file opened, saved as "Nursing Campaign". 1st/last name entered

# Nebraska Nursing Foundation Membership Plans

*Prepared by Your Name*

**Past Achievements** From 2013 through 2016, membership efforts have exceeded all expectations. This is especially true in the Southwest Region, where outreach events at local hospitals have generated a great deal of interest.

**Current Expectations** Improving economic conditions lead us to expect a 15% increase in membership fees over the next two years. In addition, volunteer rates seem to be rising substantially.

**Long-term Outlook** Future membership projections are encouraging. As more and more hospital personnel grasp the importance of professional associations, we expect local organizations to increase their annual statewide donations.

Paragraphs align at the left margin: .5-inch hanging indent

Document theme Facet, comment added to the 1st word in the document

Bold formatting removed from the 4th bold element; comment added

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## Session 2.1 Quick Check Answers

1. if you are logged into your Microsoft account, the name associated with your Microsoft account; if you are not logged in, the name currently entered in the User name box on the General tab of the Word Options dialog box
2. Use a numbered list when your list contains items that are arranged by priority in a specific order.
3. Click the Search for more things button in the Navigation pane, click Options to open the Find Options dialog box, click the Match case checkbox to select it, and then click OK to close the Find Options dialog box.
4. Normal style
5. Office theme

## Session 2.2 Quick Check Answers

1. Double-space the entire document; remove extra paragraph space from the entire document; increase the font size to 12 points; indent the first line of each body paragraph .5 inch from the left margin; insert a page number (preceded by your last name) in the upper-right corner of every page (except the first, if you prefer).
2. Click the Repeat button in the Quick Access toolbar.
3. On the Header & Footer Tools Design tab, select the Different First Page checkbox in the Options group to insert a check.

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4. the author's name in parentheses

5. Click the citation to display the content control, click the Citations Options button, click Edit Citation, type the page number in the Pages box, select the Author and Title check boxes to suppress this information, and then click the OK button.

6. Click the References tab; in the Citations & Bibliography group, click the Bibliography button; click Works Cited.

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# Grading Rubric – Word 2016
# Module 2, Review Assignment

**Class:**
**Professor:**
**Notes:**
***Solution Filename:*** *Commercial LEED.docx, Suitable Projects.docx, Modern Architecture.docx*

| **Description** | **Pts** | **Your Score** |
|---|---|---|
| "Commercial" file opened, saved as "Commercial LEED" | **2** | |
| Task described in 2nd comment performed, two comments deleted | **2** | |
| "Special Projects" has only the 1st letter of each word capitalized. Comment explains the change. | **2** | |
| Page 2: "Getting Started" heading positioned before paragraph that begins "Talk to your project manager…." | **1** | |
| 2st instance of "Design" replaced with "design," case matches | **1** | |
| Page 1: List of 4 suitable projects formatted as bulleted list, square bullets. Same for list of special projects, 3 requirements for multiple structures indented, formatted with open circle bullet | **2** | |
| Top of page 2: List of 3 steps formatted as a numbered list, using the "1), 2), 3)" numbering style | **2** | |
| In the numbered list, paragraph 3 ("Establish target certification…") became paragraph 2 | **1** | |
| Title uses Title style. 5 headings formatted with the Heading 1 style | **2** | |
| Ion theme | **2** | |
| Bulleted list of suitable projects copied to Clipboard, heading "Suitable Projects" copied also | **2** | |
| New document opened, saved as "Suitable Projects". Heading "Suitable Projects" pasted, list of suitable projects pasted below | **2** | |
| Paragraph: "Prepared by:" 1st/last names | **2** | |
| "Commercial LEED" document: Clipboard task pane contents cleared, pane closed | **2** | |
| "Modern" file opened, saved as "Modern Architecture" | **2** | |
| 1st paragraph, shows your name | **1** | |
| Font size, line spacing, paragraph spacing, paragraph indents match MLA style | **3** | |
| Last name and page number on all pages except the 1st | **2** | |
| Citations and bibliography style: MLA 7th Edition | **2** | |
| 1st instance of "CITATION" and space before it deleted, new "Book" source created | **2** | |

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| | | |
|---|---|---|
| Only the page number ("105") displays in the citation | **2** | |
| 2nd instance of "CITATION" and space before it deleted, new "Journal Article" source created | **2** | |
| "80" added as the page number | **2** | |
| 3rd instance of "CITATION" and space before it deleted, citation for the book by Lincoln Mayfield | **2** | |
| End of the document: New page, bibliography in a content control with heading "Works Cited" | **2** | |
| 2nd source created, changes last name "Robinson" to "Robbins," bibliography updated | **1** | |
| MLA-style Works Cited list | **2** | |
| **TOTAL POSSIBLE POINTS:** | **50** | **0** |

**YOUR SCORE: _____**

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# Grading Rubric – Word 2016
# Module 2, Module Case

**Class:**
**Professor:**
**Notes:**
***Solution Filename:*** *Ancient Architecture.docx, Home LEED.docx, New Handout.docx*

| **Description** | **Pts** | **Your Score** |
|---|---|---|
| "Home" file opened, saved as "Home LEED" | **1** | |
| Reply to 2nd comment: 105 | **1** | |
| Student name inserted after Prepared by: as directed in 3rd comment | **1** | |
| Page 2, 4th para: GOLD CERTIFICATION changed to Gold Certification | **1** | |
| Comment attached to Gold Certification: I assumed you didn't want this in all uppercase, so I changed it. | **1** | |
| List of minimum characteristics: bulleted list with black square as bullet icon | **2** | |
| List of building types: bulleted list with black square as bullet icon | **2** | |
| List of building types: last three bullets indented and with open circle bullets | **2** | |
| List of certification levels: numbered list | **1** | |
| List of certification levels: Silver Certification listed first in list | **1** | |
| Sentence "Wilson and Page Architecture…" moved to page 2, beginning of 2nd to last para, just before "Talk to your project manager…" | **1** | |
| Sentence "A project can achieve up to 100…" moved in the document | **1** | |
| New blank document saved as New Handout: copy the sentence from the Clipboard "The staff of Wilson and Page Architecture is ready …"; italic removed from Wilson and Page Architecture | **2** | |
| All instances of "leed" replaced with "LEED" | **2** | |
| Title style applied to first paragraph: "LEED for Homes Fact Sheet" and title centered | **2** | |
| Heading 1 style applied to "Minimum Characteristics", "Building Type", "Rating Systems", "Certification Levels", and "Getting Started" | **2** | |
| Berlin theme applied to document | **1** | |
| "Ancient" file opened, saved as "Ancient Architecture" | **1** | |
| Line and Paragraph spacing for entire document set to 2.0; line spacing after removed; font size changed to 12 pt | **3** | |
| Paragraph 1: Carolina's name replaced with Student's name | **1** | |
| First line of each paragraph indented to .5-inch mark on the ruler | **2** | |

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| | | |
|---|---|---|
| Page number inserted upper-right corner of page using Plain Number 3 style | **1** | |
| Header: Last name and page number in 12 pt font in upper-right corner with different first page (no text) | **2** | |
| Citation and Bibliography group: Style set to MLA Seventh Edition | **1** | |
| Citation: add a new source as shown in Figure 2-29 | **2** | |
| Edit Brauer citation, page number 37 | **1** | |
| New citation: last para page 1 (Garland) with page 142 | **1** | |
| Citation: Add a new source as shown in Figure 2-32 | **2** | |
| New citation: page 2, after …mud. (Garland) – no page number | **1** | |
| Page break inserted after last page of document and generate a Works Cited | **3** | |
| Edit Brauer citation to read: Brower, Roy | **1** | |
| Updating the Works Cited page | **1** | |
| Format Works Cited: Normal style, centered, 12 pt font, 2.0 line spacing, after spacing removed | **3** | |
| **TOTAL POSSIBLE POINTS:** | **50** | **0** |

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Bulleted list of suitable projects copied to Clipboard, heading "Suitable Projects" copied also

## Suitable Projects

- Schools, including entire college campuses
- Retail facilities, such as banks, restaurants, and apparel outlets
- Warehouses and distribution centers
- Clinics, hospitals, and other healthcare facilities

Prepared by: Student Name

Paragraph: "Prepared by:" 1st/last names

New document opened, saved as "Suitable Projects". Heading "Suitable Projects" pasted, list of suitable projects pasted below

# Grading Rubric – Word 2016
# Module 2, Case Problem 1

**Class:**
**Professor:**
**Notes:**
***Solution Filename:*** *Field Trip Flyer.docx*

| **Description** | **Pts** | **Your Score** |
|---|---|---|
| "Field Trip" opened, saved as "Field Trip Flyer" | **1** | |
| Document formatted as directed in the comments. Comments deleted. Response to the question about the correct number of years: "Yes". The comment with the question and the comment with your reply are the only comments | **4** | |
| "Email me at..." is the 1st bulleted item in the list | **2** | |
| Slice theme. Comment attached to the title listing the heading and body fonts applied by the Slice theme | **3** | |
| **TOTAL POSSIBLE POINTS:** | **10** | **0** |

**YOUR SCORE: _____**

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# Grading Rubric – Word 2016
# Module 2, Case Problem 2

**Class:**
**Professor:**
**Notes:**
***Solution Filename:*** *Comedy.docx*

| Description | Pts | Your Score |
|---|---|---|
| "Comedy" file opened, saved as "Comedy Paper" | **2** | |
| "Liam Shelton" replaced with name; font size, line spacing, paragraph spacing, paragraph indents match MLA style | **2** | |
| Last name and page number inserted in the upper-right corner of every page except 1st page | **2** | |
| MLA Seventh Edition selected as citations and bibliography style | **2** | |
| 1st instance of "CITATION" and space before it deleted, source created | **2** | |
| Citation edited to add "135" as the page number | **2** | |
| 2nd instance of "CITATION" and space before it deleted, source created | **2** | |
| Citation displays only the title | **2** | |
| 3rd instance of "CITATION" and space before it deleted, 2nd reference to the book by Danyl Taylor inserted | **2** | |
| Citation edited to add "65" as the page number | **2** | |
| At the end of the document, new page started, bibliography inserted with preformatted heading "Works Cited" | **2** | |
| 1st source: Last name is Golden | **1** | |
| Bibliography shows the revised date "2000" | **1** | |
| Bibliography matches MLA style | **1** | |
| **TOTAL POSSIBLE POINTS:** | **25** | **0** |

**YOUR SCORE: _____**

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# Grading Rubric – Word 2016
# Module 2, Case Problem 3

**Class:**
**Professor:**
**Notes:**
***Solution Filename:*** *Maliha Resume.docx, Nursing Foundation.docx*

| **Description** | **Pts** | **Your Score** |
|---|---|---|
| "Maliha" file opened, saved as "Maliha Resume" | **2** | |
| Task specified in the document has been performed | **2** | |
| "I think that's a good choice for the theme" response to comment. Sarah's comment marked as done | **3** | |
| Occurrences of "Lawrencekansas" replaced with "Lawrence, Kansas" | **2** | |
| Resume formatted as in Fig 2-38. Resume fits on one page | **3** | |
| Email address: "Maliha Shadid" replaced with your first/last names | **2** | |
| "Nursing" file opened, saved as "Nursing Foundation". 1st/last name entered | **2** | |
| Paragraphs align at the left margin: .5-inch hanging indent | **3** | |
| Document theme Facet, comment added to the 1st word in the document | **3** | |
| Bold formatting removed from the 4th bold element; comment added | **3** | |
| **TOTAL POSSIBLE POINTS:** | **25** | **0** |

**YOUR SCORE: _____**

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# Grading Rubric – Word 2016
# Module 2, Case Problem 4

**Class:**
**Professor:**
**Notes:**
***Solution Filename:*** *Louis Armstrong Paper.docx*

| **Description** | **Pts** | **Your Score** |
|---|---|---|
| "Louis" file opened, saved as "Louis  Armstrong Paper" | **2** | |
| Paper matches MLA style, 7th edition. Own name, current date used | **2** | |
| Citations for page 123 in book and for page 140 in journal article | **3** | |
| Placeholder citation, "Feldman". Placeholder citation, "Harrison" | **3** | |
| Philip Brewster citation title begins "Louis Armstrong: King of Music…" Source updated in Master/Current Lists. All sources redisplay in both lists | **3** | |
| Feldman placeholder source includes information about journal article | **3** | |
| Bibliography updated | **3** | |
| Document contains a true works cited list, as specified by the MLA style, and not a works consulted list | **3** | |
| Bibliography matches the MLA style | **3** | |
| **TOTAL POSSIBLE POINTS:** | **25** | **0** |

**YOUR SCORE: _____**

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