

Course
CMP-5067-1
Word Processing: Styles and Layout

Computer Science



INTRODUCTION

The goal of the *Word Processing: Styles and Layout* course is to provide adult learners with work methods that will enable them to produce structured text documents in a satisfactory manner. Its focus is on advanced formatting tools.

In this course, adult learners deal with various learning situations that help them acquire practical knowledge about a word processing program. By creating and modifying documents using styles and formatting functions, adult learners discover what computers can do. Throughout the learning process, they evaluate their work by making sure they have met the standards that have been set.

By the end of this course, adult learners will be able to analyze text documents, understand their structure and plan their formatting. They will be able to edit and format texts more efficiently by using character and paragraph styles. They will be able to define character and paragraph styles as well as the main predefined styles and will understand the advantages and disadvantages of using formatting styles. They will also know how to plan the formatting of a document, clear the formatting from a text, and manage styles.

SUBJECT-SPECIFIC COMPETENCIES

This course targets the following subject-specific competencies:

- *Interacts in a computer environment*
- *Produces computerized documents*

Thus, it is by activating and integrating these two subject-specific competencies and by using other resources that adults are able to effectively structure their learning.

During the learning situations, adult learners use the resources of a software program and a computer network. They carefully plan their work and adapt their plan as they work. As they carry out a project and upon its completion, they evaluate their efficiency and make any necessary adjustments to their approach.

PROCESSES AND STRATEGIES

As they learn about computers, adult learners are called upon to use various processes and strategies. These processes and strategies represent the way in which adults go about solving problems, meeting challenges and, in general, carrying out their learning activities.

For the *Word Processing: Styles and Layout* course, the suggested approach is the production process.

Production process	
<ul style="list-style-type: none"> • This process consists of two steps: planning and production. Four values are associated with it: communicate clearly; validate the production on a regular basis; maintain ongoing feedback and collaboration; accept the change. • During the planning stage, adult learners must define the work to be done as precisely as possible. Planning must be flexible and allow adjustments throughout the project. • During the production stage, adult learners must complete the project according to the planning established; maintain ongoing feedback and collaboration; accept change, even at the end of the production stage, and respond to change rather than following the initial plan. 	
Examples of strategies	<ul style="list-style-type: none"> - Comparing the current situation with the desired situation - Determining the steps involved in carrying out the work - Drawing up a work schedule - Choosing a work method - Making adjustments to the plan as they work - Analyzing their results

To meet the requirements of the production process, the initial plan must be flexible enough to allow for adjustments throughout the project. Through discussions with the teacher or with their peers, adults learn to reflect on each step in their process and arrive at a result that will differ from their original plan. By applying the above process, they learn to cooperate with others and to accept changes during the course of a project.

CROSS-CURRICULAR COMPETENCIES

The cross-curricular competencies are not developed in a vacuum; they are rooted in learning situations and contribute, to varying degrees, to the development of the subject-specific competencies, and vice versa.

Several cross-curricular competencies can be useful in dealing with the learning situations in the *Word Processing: Styles and Layout* course. Two are considered particularly relevant to this course: *Solves problems* and *Adopts effective work methods*.

- **Intellectual Competency**

When adult learners produce a text using formatting styles, they demonstrate the competency *Solves problems*. They analyze the document in order to identify its structural elements and propose and experiment with styles that will provide the greatest flexibility in terms of formatting.

- **Methodological Competency**

Adult learners develop the competency *Adopts effective work methods* when formatting a document. They determine where it is useful to use styles and clear the formatting from a text in order to format it.

SUBJECT-SPECIFIC CONTENT

The subject-specific content consists of knowledge and cultural references. The prescribed content for this course is outlined below. However, depending on the context (e.g. if certain tools or functions are not available in a given software program), other equivalent content may be substituted for that outlined below.

KNOWLEDGE

- ***Typographical conventions***
 - Spacing
 - Between words
 - Between sentences
 - Before and after punctuation marks
 - Between paragraphs (hard returns)
 - Apostrophe
 - Quotation marks
 - Abbreviations
 - Bibliography

- ***Formatting elements***
 - Line spacing
 - Indentation
 - Spacing before and after paragraphs
 - List bullets and numbered lists
 - Header and footer
 - Page numbering
 - Footnote and references

- ***Styles***
 - Advantages of using styles
 - Types of styles
 - Character

- Paragraph
- Linked
- List
- Table

- Text elements that can be altered by styles
 - Character attributes
 - Paragraph attributes
 - Tabs
 - Borders and shading
 - Bullets and numbering
 - Tables

- Built-in styles
- User-defined styles
- Style sets and themes

- Applying styles to text elements
 - Titles
 - Paragraphs
 - Tables
 - Bulleted or numbered lists
 - Header and footer
 - Table of contents
 - Bibliography
 - Footnote
 - Index

- Replacing a text element style
- Modifying predefined styles
- Creating new styles

- **Techniques of removing text formatting**
 - Save in a file format that does not include formatting attributes (.TXT)
 - Using "Find and replace" function
 - Using the "Format painter" tool
 - Using the "Reveal formatting" task pane to see the attributes of a text
 - Using "Show/hide" button to show paragraph marks and other hidden formatting symbols

CULTURAL REFERENCES

The following cultural references will help adults understand some of the factors that influenced the development of computer science. These references give a cultural dimension to instruction, expand the adult learners' knowledge and make their learning meaningful. The teacher, with input from adult learners, may choose other references that are more appropriate to the task at hand.

- ***Events and chronology***
 - Table showing the development of word processors over time
 - Evolution of calligraphy throughout the world and through the ages
 - History of printing and typography

- ***Heritage objects***
 - Different models of typewriters
 - Printing presses and cast metal sorts
 - Magazines and newspapers of the past

- ***Regional or national references***
 - Employers, publishers, printers
 - Anecdotes
 - School-related elements

FAMILIES OF LEARNING SITUATIONS

The goal of the *Word Processing: Styles and Layout* course is to help adult learners acquire work methods that will enable them to produce structured text documents in a satisfactory manner. This course gives adult learners the opportunity to perform actions that will enable them to interact in a computer environment and produce quality computerized documents.

The shaded cells in the following table provide specifics about the contexts in which the prescribed families of learning situations are applied in this course.

Subject-specific competencies	Families of learning situations related to . . .		
	Information	Creation	Critical thinking
Interacts in a computer environment	Interacts by interpreting signals he/she receives and using input and output peripherals	Discovers what computers can do by consulting documentation and by experimenting	Critically examines computerized communication tools by applying evaluation criteria
Produces computerized documents	Communicates by using computerized services	Creates by correctly using the appropriate functions	Evaluates his/her work by setting quality standards
Adopts behaviours that reflect a concern for ethics, safety and critical thinking	Communicates respectfully, using the conventions of a given medium	Acts prudently by adopting safe behaviours	Validates information by using validation criteria

First, adult learners discover what computers can do by consulting documentation and experimenting with different software and tools. For instance, they may determine what is feasible for a given tool or program, or choose the right tool to perform a task or carry out a project.

Then, they create documents by correctly using the appropriate functions and thus work more efficiently. They take the time to evaluate their work by setting quality standards, or by taking into account standards that have been set for them, in order to get an accurate sense of the results of their efforts.

BROAD AREAS OF LEARNING

The broad areas of learning deal with major contemporary issues. Ideally, the situations to be studied should be selected in keeping with the educational aims of the broad areas of learning, since these areas of learning provide a broader context for the learning situations and thus serve to make learning more meaningful. Two broad areas of learning are considered particularly relevant to this course: Career Planning and Entrepreneurship and Media Literacy.

- **Career Planning and Entrepreneurship**

By developing computer competencies, adult learners increase their overall employability. A learning situation that aims to improve the visual impact of various types of documents and increases efficiency in document production meets the educational aim of the BAL Career Planning and Entrepreneurship.

▪ Media Literacy

Being able to better understand how media information is processed is one of the aims of the Computer Science program. A learning activity that requires that adult learners identify types of formatting that are conducive to the use of styles in newspapers, magazines and other print media meets the educational aim of the BAL Media Literacy.

EXAMPLE OF A LEARNING SITUATION

All learning situations, no matter what broad area of learning is targeted, place adult learners at the heart of the action. Learning situations promote the development of subject-specific and cross-curricular competencies, the acquisition of computer knowledge and skills and the mobilization of various resources that are useful in carrying out the tasks at hand.

The table below shows the elements that need to be considered when developing a learning situation and highlights those selected for the learning activity described on the following page.

ELEMENTS REQUIRED IN LEARNING SITUATIONS	
Broad area of learning (targeted) - Contextualizes learning to make learning more meaningful	<ul style="list-style-type: none"> • Career Planning and Entrepreneurship
Subject-specific competencies (prescribed) - Are developed in action and require the active participation of adult learners	<ul style="list-style-type: none"> • Interacts in a computer environment • Produces computerized documents
Families of learning situations (prescribed) - Group together situations appropriate to the course, based on issues drawn from reality - Promote the acquisition of computer knowledge and skills	<ul style="list-style-type: none"> ▪ Creation <ul style="list-style-type: none"> ○ Discovers what computers can do ○ Creates by correctly using the appropriate functions • Critical thinking <ul style="list-style-type: none"> ○ Evaluates his/her work by setting quality standards
Cross-curricular competencies (targeted) - Are developed in context together with the subject-specific competencies	<ul style="list-style-type: none"> • Adopts effective work methods
Knowledge (prescribed) - Includes computer knowledge and skills that adult learners must acquire in the course	<ul style="list-style-type: none"> • Planning how to format a document by determining where to use styles • Clearing formatting before formatting a text with styles • Formatting using character and paragraph styles

This section provides an example of a learning activity. It includes a context that can be used as a common thread throughout the activity; however, it is not formally spelled out. Although they may not be explicit, the learning situation includes the elements identified in the previous table: the broad area of learning, the subject-specific competencies, the families of learning situations, the cross-curricular competencies and the prescribed knowledge. To promote learning, these elements must be structured in a coherent and meaningful way.

Teachers can target any element as a focus of learning, be it actions related to the subject-specific or the cross-curricular competencies or the prescribed knowledge that adults must acquire.

EXAMPLE OF A LEARNING SITUATION

Minutes of the student committee meeting

Task: Review the layout of the student committee minutes and propose a format that is effective and suitable for this type of document.

To start off the activity, the teacher hands out a copy of minutes that are properly formatted and a copy of the minutes of a student committee meeting. Adult learners are then asked to compare the two documents, indicate what corrections they think should be made to the students' minutes and explain the approach they intend to follow to improve the format.

To carry out the activity, adult learners use the file provided by the teacher. They clear all the formatting in the document and use the appropriate formatting commands and functions to create the styles they planned. They validate their work on a regular basis with the teacher or their peers, consult help resources as needed, and make adjustments to their approach.

At the end of the activity, the adults and the teacher go over the approach and the tools used and evaluate the results obtained in order to determine the effectiveness and limitations of the approach and identify other contexts in which it could be applied.

END-OF-COURSE OUTCOMES

To deal with situations related to the use of styles and formatting in a word processing program, adult learners identify and use the required formatting commands and functions. To do this, they use the following subject-specific competencies: *Interacts in a computer environment* and *Produces computerized documents*.

Thus, when adult learners *discover what computers can do*, they consult the documentation provided and experiment in order to define the context, draw parallels with prior learning and identify the resources available. They determine what is feasible and choose the right tools to perform the task.

When adult learners *create*, they plan their work by familiarizing themselves with the objective of the task at hand and evaluating its complexity. As they carry out the task, they choose a solution, mobilize the necessary resources and make adjustments, if necessary. At this stage, adult learners correctly use the appropriate commands and functions and thus work more efficiently.

When adult learners *evaluate their work*, they check whether they have attained the quality standards that have been set and go over the steps they followed. This helps them determine the effectiveness and limitations of their approach and identify other contexts in which their approach could be applied.

Throughout the learning process, adult learners develop competence in the following computer knowledge and skills: they plan how to format a document; clear the formatting before formatting a text; manage character and paragraph styles; and format a document using character and paragraph styles. In addition, adult learners do not hesitate to consult various resources to obtain help when difficulties arise.

EVALUATION CRITERIA

Interacts in a computer environment

- Use of appropriate strategies to interact and to troubleshoot

Produces computerized documents

- Thorough planning of the work
- Appropriate formatting based on document type
- Application of appropriate tools and functions
- Rigorous compliance with the constraints identified