Practice Senteces

1. The quick brown fox jumps over the lazy dog.
2. Now is the time for all good men to come to the aid of their country.
3. Whenever the black fox jumped the squirrel gazed suspiciously.
4. A mad boxer shot a quick, gloved jab to the jaw of his dizzy opponent.
5. The public was amazed to view the quickness and dexterity of the juggler.
6. Ebenezer unexpectedly bagged two tranquil aardvarks with his jiffy vacuum cleaner.

Every time we forget about Google's creepy side it goes and does something to remind us again. This week's reminder comes from Google's lawyers: in their battle against California's Consumer Watchdog over privacy, they said that anyone sending emails to Gmail users should have "no legitimate expectation of privacy." The publicity over this has been somewhat overblown, because Google has to scan the contents of emails: that's how it serves the ads, filters spam, enables you to search your archive and so on. And the bit everybody's getting annoyed about refers to third parties, not Gmail customers: of course if you send email to a Gmail user then Google's going to process it. But the brouhaha is a timely reminder that our expectations of online privacy are probably dramatically different from the reality.

The Road Not Taken

Two roads diverged in a yellow wood,

And sorry I could not travel both

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

Then took the other, as just as fair,

And having perhaps the better claim,

Because it was grassy and wanted wear;

Though as for that the passing there

Had worn them really about the same,

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads on to way,

I doubted if I should ever come back.

I shall be telling this with a sigh

Somewhere ages and ages hence:

Two roads diverged in a wood, and I—

I took the one less traveled by,

And that has made all the difference.

All The World's A Stage

All the world's a stage,

And all the men and women merely players;

They have their exits and their entrances,

And one man in his time plays many parts,

His acts being seven ages. At first, the infant,

Mewling and puking in the nurse's arms.

Then the whining schoolboy, with his satchel

And shining morning face, creeping like snail

Unwillingly to school. And then the lover,

Sighing like furnace, with a woeful ballad

Made to his mistress' eyebrow. Then a soldier,

Full of strange oaths and bearded like the pard,

Jealous in honor, sudden and quick in quarrel,

Seeking the bubble reputation

Even in the cannon's mouth. And then the justice,

In fair round belly with good capon lined,

With eyes severe and beard of formal cut,

Full of wise saws and modern instances;

And so he plays his part. The sixth age shifts

Into the lean and slippered pantaloon,

With spectacles on nose and pouch on side;

His youthful hose, well saved, a world too wide

For his shrunk shank, and his big manly voice,

Turning again toward childish treble, pipes

And whistles in his sound. Last scene of all,

That ends this strange eventful history,

Is second childishness and mere oblivion,

Sans teeth, sans eyes, sans taste, sans everything.

Type the text below in Word

--Use Times New Roman as the font
--Font size will be 12
--Double Spaced
--Italicize all "*Antiochus*"
--Bold all instances of "**God**"
--Name & save your file as "00—Collier--1 Page—10.14.14" Substitute your student number and name with "00—Collier"

      With a grim smile and a grip on his existence's crutch, he obliviously began to breathe a few of his last breaths.

      "Mock all you want, great Antiochus; your days were numbered the moment you received that rod. Such power, greatness, and wealth it brings you, yet with it comes your destruction. Please do recall, Antiochus, that those precious scrolls you just burned prophesy of your death. Shall I read them to you, dear Antiochus, or would you rather be surprised?"

      Ignoring the irritating voice in his head, Antiochus shook off this odd occurrence. It could be reckoned that hearing voices in his head was something he was accustomed to.

      "Will you remain this proud of your evil deeds when you face the great Throne of Judgment? What entertainment I will find in watching you shrivel and shrink as you attempt to reiterate the great speech you have prepared for the Living God you have so blasphemed! Shall I speak for you as you may not have the courage? Should you bid me to not say a word so you can attempt to lie before the glorious, omniscient God you on earth called lower than you? Or should you try to tell the truth to see if your one show of honesty will cause Him to alleviate your sentence a little? Of course, I have read the prophecies of your experience at Judgment Day. May I tell you of the pride that should consume you even before the Throne of God? Let me tell you of God's reaction to the evil deeds of the great 'manifestation of Zeus'?"

October 6, 2015

Dear Ms. Property:

Angela Property
220 Corporation Way
Somewhereville, VA 22590

I hope that you are doing well. My name is Lydia Lease, and I am an attorney at Sell Your House, Inc. I am writing in regards to a parcel of land located at 225 Parcel St., Richmond, VA. My client, Mrs. Tabitha Land, is running into some difficulties in selling her property that is apparently still under lease by your organization.

This parcel of land (100 ft by 300 ft) is located at the back of my client's property. According to the city records, the lease was initiated in September, 2010, and never terminated. After calling your lease office, it appears that you no longer make use of this property. In order for my client to be able to sell her property, the lease must be cleared. This parcel of land is still under your organization's name. I have attached the documents describing the lease and ask that you clear your name from this property as soon as possible.

My client is wishing to put her property on the market by January, 2016. In order to do so, this parcel of land must be cleared from your organization's hold. I have enclosed the city's documents concerning the ownership of this land as well as termination documents for your use. If you have any additional questions or concerns, please feel free to contact me at (123) 456-7890. I look forward to working with you to resolve this matter.

Sincerely,
Lydia Lease

LOLA REIN

The only ones left to tell first-hand accounts of the Holocaust are those who were children when it occurred. Many children were more fortunate than others, for many were hidden before being taken to concentration camps. However, often times, being in hiding was just as traumatic as being in a concentration camp. Such was the case for Lola Rein.

Lola Rein was born in Poland in 1934, putting her around the age of seven when the Holocaust began to affect her community. Promptly after taking control of her region, the German soldiers placed the Jews of her community in a ghetto. It was in the ghetto that her mother sewed Lola what would be her only possession for most of the Holocaust: an embroidered dress. Early in the Holocaust, Lola's father was beaten to death by the Germans; and after barely surviving the first deportation, her mother was unlawfully killed by a German soldier while on her way to work. Lola was left only with her grandmother who made plans for Lola's escape to a hiding place. Lola obeyed her grandmother's directions and found herself in the care of a Ukrainian woman. Unfortunately, the woman's son-in-law believed taking Lola in was a bad idea and threatened to denounce the two of them. The woman was forced to send Lola to her sister in a nearby village. Since her older son had close connections with the Germans, conditions at this woman's house were bound to be worse than ever. In order to keep suspicions as low as possible, the sister had dug a four by six foot hole in her barn to hide Lola, a Jewish woman, and the Jewish woman's two children. Lola's presence was unwelcomed by the other Jews because she took up some of their limited space and food. Life in the hole consisted of fighting intense hunger, battling head lice, and using a bucket as a bathroom. In order to alleviate the problems with head lice, the Jewish woman had to cut Lola's hair which caused immense emotional trauma for Lola since the Jewish woman's son mocked her relentlessly. After seven months of battling hunger, head lice, and other terrible conditions, Lola and the Jewish family were released from the hole, for the Soviets had liberated their region. Unfortunately, Lola was an orphan, having the dress her mother

made as her only possession. She spent about a year wandering around battling homelessness until she finally met a Jewish family who, having lost their child in the Holocaust, decided to help her. They were able to find a surviving relative: her uncle. Her uncle readily took her in and raised her as his own.

In *Night* by Elie Wiesel, one reads about a young boy's experience in a concentration camp. Lola's experience in the hole is close in comparison to Elie's experience in the camp. Both Elie and Lola had to fight starvation. Also, both had to deal with fellow victims who embraced the idea that they should fight for their individual survival rather than help their whole group. Another similarity is that both children were orphaned when they were finally liberated. However, Elie had more violent encounters with the German army. Also, Lola dealt with different ailments, such as head lice. Lola spent her time in a tiny hole; whereas Elie had a huge camp. Despite the minor differences between the two stories, Elie's and Lola's experiences were all about methods of survival and attempting to return to normalcy.

How to Write a Business Email (Updated for 2018)

Business emails are a pillar of modern communication. On any given day, the average office worker receives [over 80 emails](#).

That's a lot of communication.

While we send a lot of emails, many of them are not effective. Everyone's inbox holds those difficult to read or process emails, hanging around because the recipient is unclear on how to reply or act. Don't let that happen to your business emails. Etiquette, style, and format are essential to writing emails that get results.

This article will highlight best practices and walk you through an effective business email, step-by-step. By integrating these methods into your email preparation, you will write better emails and improve overall communication.

Four Key Questions:

There are four questions that you must consider as you begin to draft a business email:

1. Who is My Audience?

In all business writing, the audience is the top consideration. *Who* you are writing for will determine *how* you write your email. The reader will determine the tone, formality, and content of the communication.

Your email's reader may be your colleague, client, or supervisor. Each reader will have a different background, project knowledge, and priorities. You can use project acronyms with a colleague who has the same deep project knowledge as you do. Those same acronyms will be confusing to an executive who needs an update for budget forecasting.

With your audience at the forefront, you will always write a more effective email.

The audience includes all the people included in the sender fields. This includes the To:, CC:. and BCC: fields but main focus should be on those in the To field. Writing for the audience also means using these fields correctly.

New Message

To   **Main Recipients**

Cc   **Secondary Recipients**

Bcc   **Audience Who Only Needs to See the First Email**

The 'To:' field is for the direct audience who needs to reply or take action from the email content. The 'CC:' field is for readers who need to receive the email conversation for reference or clarity, but do not need to take action nor reply. The 'BCC:' field is for the audience who only needs to see the initial email and none of the later chain of replies.

Incorrect usage of the sender fields is a common business email mistake. It occurs when the audience and their roles are not thoughtfully considered.

Use the Bcc field very judiciously. Often it's best to forward an email separately, with a brief statement on why you're sending this information.

2. What is the Purpose?

An email must have a purpose. And it must have only one purpose.

This email practice is called the 'one thing rule'.

> ## Each email should cover only one specific item, task, or request.

Each email should cover only one specific item, task, or request. Covering multiple actions in one email can cause confusion and inefficiency. One email should not include both client report revision notes and a scheduling question for the quarterly meeting. This scenario calls for two separate emails.

By limiting emails to one thing, the email is easier for the recipient to understand, process and act upon. This clarity increases understanding and productivity.

In practice, we sometimes have to ask for several pieces of information related to the same topic. In this case, use a numbered list to clarify for your reader that the request has components. This will help your reader respond easily and ensure you receive all the specifics you need.

I need you to review these three items before we release the sketch to the production team:

1. *Content*
2. *Design*
3. *Color choice*

3. Is This Email Necessary?

There is a tendency to over-communicate by email. While email is efficient and provides an electronic paper-trail, not all communication should occur over email.

Ask yourself: "Is this email really necessary?" Perhaps a quick phone call or a ping on the company messenger is more appropriate. If you're expecting a lot of back-and-forth on the topic, a short conversation can eliminate a lengthy email chain.

Choose the right channel to send information. Email is great, but it's one channel.

4. Is Email Appropriate?

Email can be used in many scenarios but is not always appropriate.

If you are delivering bad news, do so in person or buffer the email thoughtfully. An email is impersonal and is difficult to convey empathy or compassion. If you must write a business apology email follow these rules.

Sensitive information sent by email runs the risk of being accidentally shared. There are plenty of cases of email mishaps, ranging from funny to serious. Whether the information is personal contact or personal opinion, consider whether it's appropriate for an email. If you wouldn't want it accidentally shared, be very thoughtful about how it is sent in the first place.

If you are unsure if an email is appropriate, ask yourself if you'd be comfortable with that email being projected in a meeting. Attending the meeting are your boss, all your future bosses, and your mother. If it passes this test, then send it. If not, there is likely something that is not appropriate.

Email Style

Business emails have a very specific style. They are professional but brief. They should be written to be skimmed, but with enough information to allow a complete response.

If you like this article you may be interested in our online email writing course.

Tone

Finding the correct tone can be the biggest headache in drafting an email. The tone changes based on your audience. It can range to formal to friendly but is always professional and should always be matched to your audience.

Wordy politeness can often be overlooked in efforts to be brief in emails. However, please and thank you should be included anytime it is appropriate.

Avoid ALL CAPS because it SOUNDS LIKE YOU'RE YELLING (and could route your email to the spam folder). If you wouldn't shout the statement in person, don't shout it in an email. Instead, use *italics,* underlining or **bold** to emphasize important points.

Example: Vacation requests must be submitted **at least two weeks in advance**.

Notice the harsh tone if the bold text is swapped for caps: Vacation requests must be submitted AT LEAST TWO WEEKS IN ADVANCE.

One exception: Do use all caps in email headings when writing to any organization that strips html formatting from email. The military, military academies, and some financial institutions with strict security protocols often strip html formatting.

Headings are very helpful to readers. They allow a reader to skim and find information easily. They're a business writer's best weapon against information overload.

Avoid excessive use of punctuation or emojis. Exclamation points should be used sparingly! Emojis continue to have a larger role in digital communication and several style guides have approved their **judicious** use in business writing. I follow the rule of only using them after the other party has

sent one. They should never be used in formal business emails.

Format

Emails are meant to be skimmed, so they should have plenty of white-space to assist the reader. Use shorter paragraphs, lists and bullet points to streamline the information. And, use headings to break up concepts and allow a reader to skim.

In addition, awkward formatting copied from other documents or emails can be distracting. To have seamless formatting for your email, strip the text formatting of the new content by using your email client's Remove or Formatting function.

Here are the most common formatting features and how to use them.
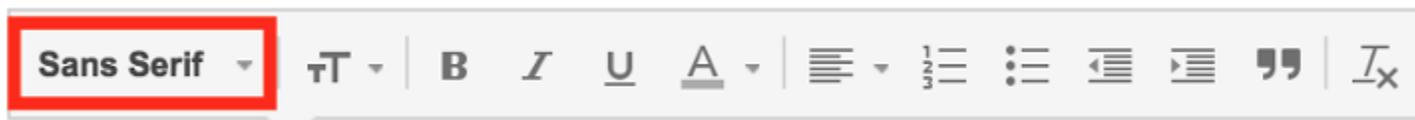
Font: The font is the typeface that you should choose for your email. It is best to choose a sans serif (a typeface without decorative strokes at the end) as they are more modern and simple and easy to read onscreen. They are also easier to read at a small size. Gmail uses Sans Serif as the default. You could also use Arial, Helvetica, Tahoma, Terbuchet MS, or Verdana.
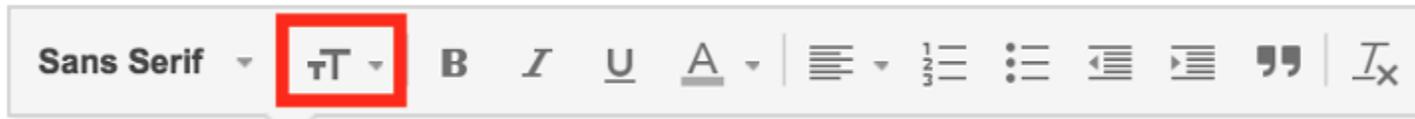
Text Size: You should try to keep your email in the normal size. This is between 10–12pt.
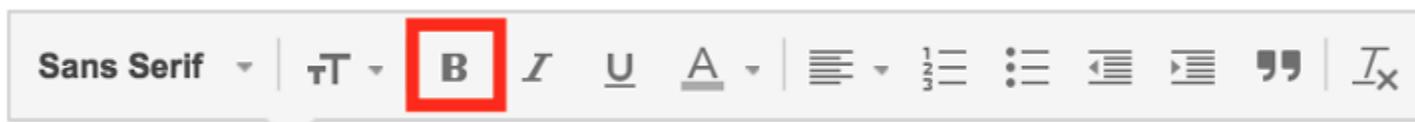
Bold: You can use bold for headings and to emphasise important text. Bold text catches the eye of readers as they scan the email.
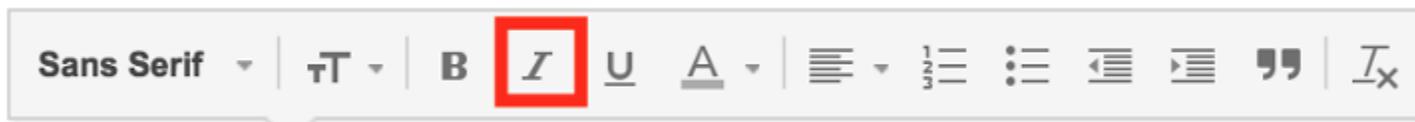
Italics: Italics are a softer way to draw attention to an area of text. They are used to bring emphasis to an area of a sentence. They do not make words stand out when the user is scanning a page the way bold text does. Italics should also be used for titles of full works.

Underline: Underlined text can easily be confused for a link. When writing an email, it's best not to use underlined text to draw attention to an area of an email. It is better to use bold or italics.

Text Color: You should avoid using multiple text colors in an email as it draws the eye in to multiple locations and looks unprofessional. It is likely that your email program makes your hyperlinks blue.
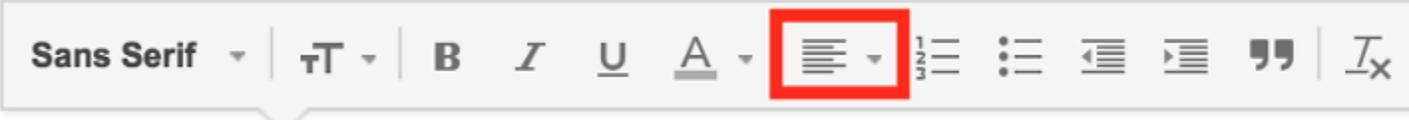
Alignment: Business writing uses text that is fully aligned left. Academic writing indents the first sentence of a paragraph five spaces. In business email, you will never need to indent the start of a paragraph.

Users scan pages in a F-shapped pattern. By changing the alignment it makes it more difficult for the reader to skim.

Numbers: Using a numbered list can help organize content where the sequence is important. For example if you were describing steps you would want to use a numbered list.
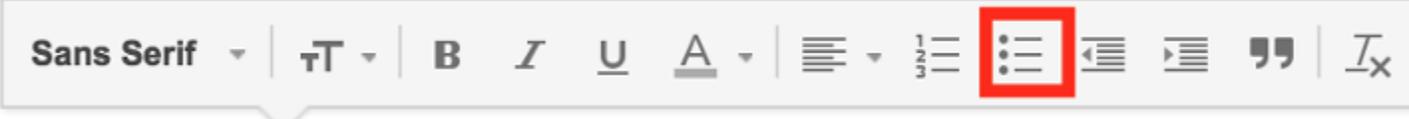
Bullet Points: Bullet points are a great way to create white space on your page and draw attention to related items. Bullet points work best for unordered lists.
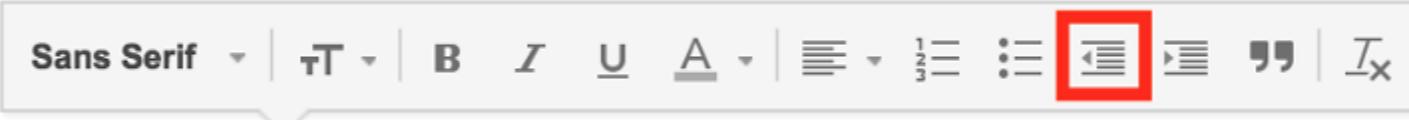
Indent More: In business emails you should not indent the first sentence of a new paragraph. A line break represents the start of a new paragraph. The indent more button allows you to add an indent to text. This is useful on rare occasions when you want to indicate that some information is a subset of what preceded it. It creates a visual indication that the indented information is less important.
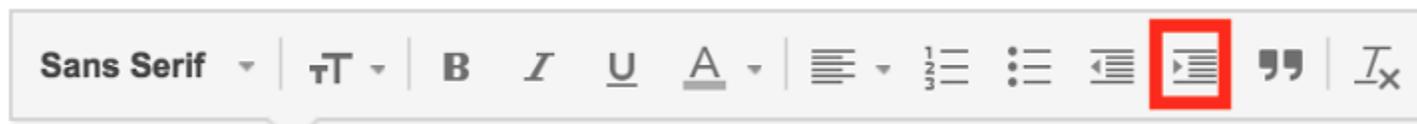
Indent Less: This allows you to move your content to the left
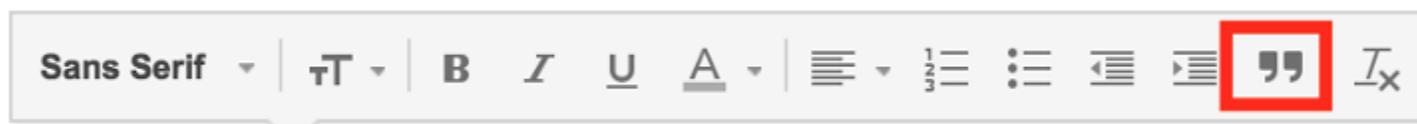
Quote Text: If you are referring to quoted text you should use the quote text function. It provides a slight indent to your content and a grey vertical line to the left. This shows readers that you are quoting text.
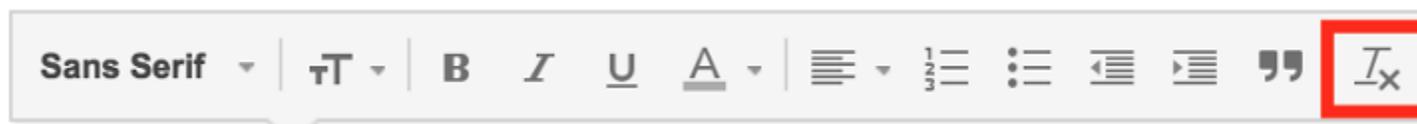
Remove Formatting: If you are pasting text into your email it is vital you use the remove formatting function. Otherwise you will paste the text styles and it will be obvious to your reader that you copy and pasted that text. To use this function select the text you want to remove formatting. Then click the remove formatting button.

Email Overview

Let's dissect each section of a business email to highlight best practices for you to implement in your writing.

Subject Line

The subject line is the mini-summary of your email. It provides the biggest opportunity to ensure your email gets read. The goal of a subject line is to get your reader to open the email without tricking them. It is also the place where mistakes are most commonly made.

Think of it as your email's headline. It should be a 3- to 8-word overview of the content.

Subject lines that are too brief or too lengthy cause confusion. If it makes the email seem difficult or confusing to reply to, the recipient may not open it immediately or at all.

Bad Examples:

'Important!'

'For Your Review'

'Questions About Expansion Performance Target Report Deadline Extension Request" For Client Meeting'

Good Examples:

'Your BookShop Order Delivery Dec 2'

'Client Report Revisions: Please Review by 4 PM'

'Expansion Report Extension Requested until Friday'

Email clients will also review the subject line for signs of spam. This is especially important for sales teams who may be cold-emailing clients. Certain terms are [flags for spam algorithms](#) and may be filtered to a Junk folder. Avoid using words such as 'Sales', 'Please read' or 'Profits', or having one-word subjects.

Greeting

Your greeting should be professional and concise. It is always preferable to address the recipient using their name, but it may not always be possible.

Good afternoon,

Greetings,

Dear Ms. Jones:

Hi Jeff, (salutation format)

Hi, Jeff. (sentence format)

Brief Pleasantry

If you're emailing someone for the first time, your opening line could be a short pleasantry connecting you and the recipient. One sentence should be enough. Indicate how you connected. This reminder will give the reader context for the following information.

"It was great to meet you at last night's networking event."

If you've received something from the recipient, offer your thanks. It could be a thank you for an offer of assistance, for an interesting piece of content they shared or even for simply reading the email.

"Thank you for sharing your article on management strategies. The findings are valuable.'

'I appreciate you taking the time to help me with this project.'

If you want to keep it general, warm well-wishes will do.

'I hope you're well!'

Omit a pleasant greeting if you've recently or frequently communicated with each other.

Be very careful of overspinning pleasantries at the start of the email. The purpose of your email should be the overt start. Remember the acronmy B.L.O.T — bottom line on top. What do you want your reader to know or do? That's the most important opening.

Purpose

As previously noted, each email should address just one thing, one purpose. This task, request or information should be presented clearly and directly after the pleasantry. This is the B.L.O.T— bottom line on top.

Be concise and direct. Don't hide your request or it can easily be overlooked or ignored.

'Please provide your feedback on the budget.'

'Can you participate in the project kick-off meeting next Thursday?

'Did you have any revisions to the final report?'

Remember the acronym B.L.O.T. — Bottom Line On Top

Additional Information

Some business emails may require additional information for the reader. It could be clarification on the task, a link to resources or examples, or other helpful information. This information should be included thoughtfully. Only directly relevant content should be added.

Call to Action

Near the end of the email, include a specific call to action. The email is being sent to accomplish one task. The call to action should leave no confusion as to your request. Do not assume the reader understands the desired result from prior information. Emails can easily be misinterpreted if there is any grey area.

This statement should include the specific action and the timeline. If you are sending the email to multiple people, clarify task responsibility by directly naming the intended person.

Clarification of tasks and expectations allows for the recipient to respond more effectively.

Bad examples: "Can you take care of this?"

"Let me know what you think."

Good examples: "Sarah: can you forward the survey to all staff by Friday at noon, please?"

"I'd appreciate your feedback on the draft agenda. If you have any edits, please send them by tomorrow, Tuesday, at 10 AM."

If you would like a confirmation, you can phrase the call to action as a question. If the call to action is a notification that does not necessarily require a reply, you can structure the call to action as a statement.

Closing Message

The closing message simply indicates that the email is complete. While it is not a requirement in modern email writing, a brief, polite phrase will nicely round out your email.

'Thank you for your time,'

'I look forward to your response,'

'Kind regards,'

Sign-off & Signature

The end of the email includes a sign-off of your name. The phrasing should match the formality of the email.

Most formal: Dr. John Smith

Dr. Smith

John Smith

Least formal and most common: John

Your email signature is a type of electronic business card that is appended to your email. It should include the most important context and contact details for your reader. This is the place to help your reader with relevant contact or contextual information, not brag or insert philosophical quotes. Images and logos can be useful, but be aware of the sizing and how they will appear on mobile devices.

Attachments and Links

Any referenced attachments or links must be included in the email. Either name the file so that it is clearly identified or include the document title in parenthesis immediately after you mention it in the email.

Don't make the reader go hunting for the information they need.

If an attachment was sent to the recipient previously, attach it again anyway. This way, they can easily access the information rather than searching through their inbox. Of course, double-check that the file is attached and correct. Forgetting to include an attachment requires an unnecessary (and embarrassing!) reply requesting it, which can delay the work.

Links can be directing the reader either to websites or to intranet directories. These hyperlinks can be lengthy and distracting in email text. Instead, integrate the hyperlink into the existing sentence.

Bad example: You may find this resource useful in preparing the report: http://www.instructionalsolutions.com/blog/technical-writing-engineers

Good example: You may find this technical writing resource useful in preparing the report.

You should also test the link to ensure that it opens the correct site.

Review

Once your email is composed, do not click send. Yet.

Take a moment to review your email. Check for grammatical or spelling errors (Grammarly has a helpful free tool). Typos suggest carelessness and can even convey incorrect information.

Double-check dates, times, names, links, attachments and other specific details.

Triple-check that the correct recipients are in the sender fields.

From: **Dakota McKenzie** <xxx@yesware.com>
Date: Wed, Oct 22, 2014 at 12:54 PM
Subject: Looks like we have plenty of things in common...
To: craig@topohq.com

Hey Craig,

Here are some commonalities between Yesware and TOPO :

- Twilio is a customer (and also an integration partner now powering our click-to-call feature)
- We are a Salesforce.com ISV partner, and it looks like Salesforce.com is a client of yours
- Our Director of Sales, Mike Haylon is on the speakers list at the Saleshacker conference. He also used to work at Netsuite, another client of yours
- **Most importantly, we're focused on driving results.** Customers like Twitter, Acquia, and The Financial Times have seen a 25% growth in new business using our product. Customers choose our sales technology to accelerate their sales efforts.

Let's explore how we can work together to help your customers share the same experience our customers have had since using Yesware. I can also share with you some more customer success stores and why our market-leading product is chosen by high-growth sales teams.

When is the best time for you to connect? I would be more than happy to facilitate an introduction to Mike Haylon if that's preferred by you.

Cheers,
Dakota

P.S.: It looks like your session title is "TBD." If there is any data/information I can help provide you to strengthen your presentation, please let me know.

Dakota McKenzie

From: **Emerald Maravilla** <***@twilio.com>
Date: Fri, Feb 28, 2014 at 9:56 AM
Subject: 5 Ideas for Starbucks using Twilio
To: ***@starbucks.com

Hi Howard,

After sending my last email, I got really excited and wanted to share some ideas I had on how Starbucks could leverage Twilio:

- Mobile app distribution - reduce friction by allowing your website visitors to download your mobile app by texting the download link to their phone. Our technology intelligently detects whether a phone is on iOS or Android OS and sends them to the right app store.
- Picture message a coupon to your customers on their birthday. Why tell them how good a frap will be when you can show them the gooey ribbons of caramel?
- New VIP service: text your order in to your local Starbucks. Get your favorite thirst quencher sooner.
- Picture message Starbucks coupons w/QR codes to your friends on special occasions.
- Leverage geo-location services to MMS special deals to customers when they are in close vicinity to a Starbucks.

The possibilities are really endless.

I'd love to chat with you further about how other companies are using us, as well as chat more about how we can help foster Starbucks' future innovative ventures.

What's the best way for me to get 15 minutes on your calendar?

Thanks,
Emerald

From: **Teddy Tehrani** <XX@kapost.com>
Date: Thu, Oct 30, 2014 at 2:15 PM
Subject: YES! Millennials can sell.
To: craig.l.rosenberg@gmail.com

Hi Craig,

Thank you for signing up to Test Drive Kapost. I recently read your blog post
"Can Millennials Sell?"

As a millennial myself, this specific line really resonated with me, "Juxtapose this
against your average Gen X salesperson who still speaks lovingly of the
Blackberry's tactile keyboard, who maintains maybe just 1-2 social properties,
and who prefers the face-to-face meeting to the digital one." My dad is a
successful salesmen, who is still using a Blackberry and scheduling in person
meetings, ha!

My role here at Kapost is to see if I can answer any questions for you about
Kapost, or clarify anything about our platform after taking a Test Drive.

Please let me know if I can provide you with any additional resources.

Best,

Take a 5 minute video tour of the Kapost platform!

Teddy Tehrani

Organization & File Management Project

This quarter you'll create more than 40 files for the projects you'll accomplish for Mr. Collier and Mrs. Snow. Additionally, you'll turn in each file electronically to Mr. Collier. Therefore, you'll need to keep your files organized and easy to find. To keep your files organized you'll need to follow three main procedures to keep files organized.

1) Name the file so it is easy to tell what the file is and when you created the work. For this class you'll name the files using your student number, your last name (or first name), the name of the project and finally the date that you last worked on it. Example: 03—Henry—Letter—10.09.17
2) Create folders to keep related items together. In our class we'll organize our folders by the week an item is due.
3) Keep backup copies both on the computer hard drive and on your USB drive. Additionally, if you worked on a project yesterday and will work more on it today, rename the file you worked on yesterday by Renaming with the current date. For example, we used 03—Henry—Letter—10.09.17 yesterday, we'd rename it 03—Henry—Letter—10.10.17. Once you finish a project, copy it to the USB Drive.

Create the following folders in your Document folder AND your USB Drive

Name	Date modified	Type	Size
Research Report	5/9/17 17:12	File folder	
Week 1	5/9/17 17:12	File folder	
Week 2	5/9/17 17:12	File folder	
Week 3	5/9/17 17:12	File folder	
Week 4	5/9/17 17:12	File folder	
Week 5	6/24/17 13:54	File folder	
Week 6	5/9/17 17:12	File folder	
Week 7	6/24/17 13:54	File folder	
Week 8	5/9/17 17:12	File folder	

1) Right click on Start
2) Select Explore
3) Click on the Documents folder
4) At the top of the Ribbon, select the File tab and then New, then Folder
5) Name the folder as listed above (Start with "Research Report")
6) Continue step 4 through 5 until you've created the required files.

<center>Works Cited</center>

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"Motion." <u>Encyclopedia Americana</u>. Volume 19. Danbury, Connecticut: Groliers, 1994.

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      Todd Cothran, Jason Graham, Mike Sligh, and Paul Ryle. *Understanding the Times*. 4th
      ed. Faridabad: Thomson Press LTD, 2011.

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      (3/1/98): Atlantic Region, Section 2, p. 34.

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      www.secularhumanism.org/index.php?page=what&section=main (accessed 2 December
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Churchill Still Stands Alone
By **BORIS JOHNSON**

When I was growing up, there was no doubt about it: Winston Churchill was the greatest statesman Britain had ever produced.

My brother and I pored over Sir Martin Gilbert 's biographical "Life in Pictures" enough to memorize the captions. I knew that Churchill had led my country to victory against one of history's most disgusting tyrannies. I knew that he had a mastery of the art of speechmaking, and I knew, even then, that this art was dying out. I knew that he was funny, irreverent and (even by the standards of his time) politically incorrect.

At suppertime, we were told the apocryphal stories: the one where Churchill is on the lavatory, is informed that the Lord Privy Seal wants to see him and says that he is sealed in the privy. We knew the one where Labour member of Parliament Elizabeth Braddock allegedly tells him that he's drunk, and he shoots back, with astonishing rudeness, that she's ugly, while in the morning, he'd be sober.

I knew that he had been amazingly brave as a young man, that he had killed men with his own hand and that he had been fired at on four continents. I knew that he had been a bit of a runt at Harrow, his famous boarding school near London; that he was only about 5 feet 7 inches with a 31-inch chest; and that he had overcome his stammer and his depression and his appalling father to become the greatest living Englishman.

I gathered that there was something holy and magical about him because my grandparents kept the front page of the Daily Express from the day he died in 1965, at the age of 90. I was pleased to have been born a year before his death: The more I read about him, the more proud I was to have been alive when he was too.

Most Americans, when they think of Churchill at all, seem to retain that pride and reverence. So it seems all the more sad and strange that today—nearly 50 years after his death—he seems in some danger of being shoved aside in the memory of the nation he saved. British students who pay attention in class are under the impression that he was the guy who fought Hitler to rescue the Jews. But a June 2012 survey of about 1,000 British secondary school students aged 11 to 18 showed that while 92% of them could identify a picture of a dog named Churchill from a popular British insurance advertisement, "only 62% correctly identified a photo of Sir Winston Churchill."

That fading memory is a particular shame, since Churchill is so obviously a character who should appeal to young people today. He was eccentric, over-the-top, even camp, with his own trademark clothes and genius.

Of course, a hundred books a year are published on him—and yet we cannot take his reputation for granted. The soldiers of World War II are gradually fading away. We are losing those who can remember the sound of his voice. But we should never forget the scale of his deeds.

These days, we dimly believe that World War II was won with Soviet blood and U.S. money; and though that it is in some ways true, it is also true that, without Churchill, Hitler would almost certainly have won, and Nazi gains in Europe might well have been irreversible.

RONALD NATHAN, JR.

777 Ashe Drive ~ Boston, Massachusetts 01095

413-555-1212   support@resumeedge.com

QUALIFICATIONS

Academically-gifted Student who excels at math and physics. Recently received 1600 on the SAT, with additional honors as the Class of 2002 Valedictorian. Consistently displays leadership abilities as President of the National Honor Society and Student Council President. Believes any obstacle can be overcome to achieve all dreams.

ACADEMICS

WILBRAHAM MONSON ACADEMY, Wilbraham, Massachusetts
High School Diploma, expected June 2002

- *Student Council President, 2001- 2002*
- *Valedictorian, 2002*
- *President, National Honor Society, 1998-2002*
- *National Merit Scholar Finalist, 2001*

- *Captain, Tennis Team, 2001*
- *Member, Spanish Honor Society, 2000*
- *Member, Peer Leadership Club, 1999*

- SAT: 1600 • SATII Writing - 760, Physics - 800, Math IIC - 780
- Advanced Placement Scores: Calculus - 5, US History - 5, Physics - 5

GOVERNOR'S SCHOOL IN THE SCIENCES, Madison, New Jersey
Coursework, Summer 1995

- Studied Molecular Orbital Theory and Cognitive Psychology.
- Conducted research to calculate the cosmological constant by tracking Pluto's orbit.

JOHNS HOPKINS UNIVERSITY, Baltimore, Maryland
Coursework, Summer 1994

- Studied Number Theory through the Center for Talented Youth Program.

PROFESSIONAL EXPERIENCE

CREST HILLS COUNTRY CLUB, Boston, Massachusetts   2000 and 2001
Assistant Tennis Pro (Summers)

- Gave individual and group tennis lessons to country club patrons.
- Assisted in selling tennis products from the pro shop, including sun visors, rackets, and shoes.
- Maintained equipment.

Jane Doe

138 Main Street
Anytown, KY 40000
home #'s 000-000-0000 or 000-000-0001
janedoe@resume.com

Personal

Listed on National Honors Society, high school honor roll, listed in Who's Who for Cheerleading and Academics. Enjoy cheerleading.

Education

1997-2000   Hill County Central High School; Anytown, KY
            Grades: 9th - 12th

1996-1988   Hill Elementary School; Anytown, KY
            Grades: Kindergarten - 8th

Special Training

1998   Hill County Central High School; Anytown, KY
              Keyboarding
              Intro to Computers

Extra-Curricular Activity

Cheerleader (1992-1999)

References

John Doe	Teacher at Hill County High School	000-000-0003
Judy Charles	Employment Interviewer	000-000-0004
Mary Poppins	Retired Teacher	000-000-0005

John Doe

Full Address ▪ City, State, ZIP ▪ Phone Number ▪ E-mail

OBJECTIVE: Design apparel print for an innovative retail company

EDUCATION:

UNIVERSITY OF MINNESOTA City, State
College of Design May 2011
- Bachelor of Science in Graphic Design
- Cumulative GPA 3.93, Dean's List
- Twin cities Iron Range Scholarship

WORK EXPERIENCE:

AMERICAN EAGLE City, State
Sales Associate July 2009 - present
- Collaborated with the store merchandiser creating displays to attract clientele
- Use my trend awareness to assist customers in their shopping experience
- Thoroughly scan every piece of merchandise for inventory control
- Process shipment to increase my product knowledge

PLANET BEACH City, State
Spa Consultant Aug. 2008 - present
- Sell retail and memberships to meet company sales goals
- Build organizational skills by single handedly running all operating procedures
- Communicate with clients to fulfill their wants and needs
- Attend promotional events to market our services
- Handle cash and deposits during opening and closing
- Received employee of the month award twice

HEARTBREAKER City, State
Sales Associate May 2008 – Aug. 2008
- Stocked sales floor with fast fashion inventory
- Marked down items allowing me to see unsuccessful merchandise in a retail market
- Offered advice and assistance to each guest

VICTORIA'S SECRET City, State
Fashion Representative Jan. 2006 – Feb. 2009
- Applied my leadership skills by assisting in the training of coworkers
- Set up mannequins and displays in order to entice future customers
- Provided superior customer service by helping with consumer decisions
- Took seasonal inventory

VOLUNTEER EXPERIENCE:

TARGET CORPORATION City, State
Brand Ambassador August 2009
- Represented Periscope Marketing and Target Inc. at a college event
- Engaged University of Minnesota freshman in the Target brand experience

Project Instructions

Tab Project

- o Font: Arial
- o Set Page Orientation to Landscape
- o Set Margins to 1 inch
- o Bold title (Products), center justify and use font size 24
- o Set Left Tabs at 3 inches and 5.25 inches
- o Set a Decimal Tab at 8 inches
- o Underline column headings set font size to 20 inches
- o Use font size of 16 for individual items in the columns

Table Project

- o Font: Calibri Body, font size 18
- o Set 1 inch margins
- o Insert a table with 3 columns and 18 rows
- o Set the width of the 1st column to 3.25 inches
- o Set the width of the 2nd column to 1.5 inches
- o Set the width of the 3rd column to 1.25 inches
- o Add borders to the outside and inside of the table
- o Shade the appropriate cells

Products

Product Name	Category	Release Date	Price
Settlers of Catan	Toys & Games	July 15, 2011	$29.95
DVD Player	Electronics	July 18, 2011	$82.95
Red Shirt	Clothes	July 25, 2011	$12.49
Black Leather Couch	Furniture	July 27, 2011	$399.99
Oak Coffee Table	Furniture	July 28, 2011	$223.99
Technodrome	Toys & Games	July 28, 2011	$27.99
Oh's Cereal	Foods	July 29, 2011	$3.95
Game Console	Toys & Games	August 2, 2011	$299.95
Video Game	Toys & Games	August 5, 2011	$29.95
Lawn Chair	Furniture	August 5, 2011	$34.99
Dog Toy Bones	Toys & Games	August 8, 2011	$2.99
Heated Blanket	Furniture	August 9, 2011	$27.95
Flux Capacitor	Electronics	August 12, 2011	$19.55
Chocolate Pie	Foods	March 14, 2011	$3.14

Note: Do NOT include this line or the following lines (for your information only)
Category tab is a Left Tab set at 3"
Release Date tab is a Left Tab set at 5.25"
Price tab is a Decimal Tab set at 8"
Note that document Orientation is set to Landscape

Category	Percentage	
Gross Income (per month)		
1. Tithe	10%	
2. Taxes	27.65%	
NET Spendable		
3. Housing	35%	
4. Food	7%	
5. Transportation	15%	
6. Insurance	8%	
7. Debts	5%	
8. Entertainment/Recreation	5%	
9. Clothing	3%	
10. Savings	5%	
11. Medical/Dental	8%	
12. Miscellaneous	5%	
13. School/College Classes	4%	
14. Investments		
15. Charitable Giving		

MACBETH

Among the many interesting themes Shakespeare explores in his *Macbeth,* his exploration of the cause and effect of supernatural intervention is quite fascinating. The role of the supernatural in this play is quite important, for the supernatural works as a catalyst for Macbeth's tragic fall. Through the symbol of sleep, the symbol of hallucinations, nightmares, and other forms of restlessness, and Macbeth's and Lady Macbeth's insanity, the supernatural and natural play a great part in the plot of *Macbeth*.

In *Macbeth*, sleep symbolizes a necessity in life and is portrayed as something natural. Macbeth says about sleep, "Balm of hurt minds, great nature's second course, /Chief nourisher in life's feast" (*Macbeth* 2:2). Sleep is necessary for humans to function and to stay psychologically together. When Macbeth murders sleep" (*Macbeth* 2:2). If Macbeth does not sleep, he is quite vulnerable to hallucinations and psychological problems.

In this play, hallucinations nightmares, and any forms of unrest are symbols of the supernatural.

Macbeth does not destroy anything natural in his life when he kills Duncan; for he officially embraces a supernatural, undead state of living when he makes the decision to kill Duncan. Once he makes this decision, Macbeth has his first hallucination. During this time, he says, "Nature seems dead, and wick instead of sleep", he and his wife will have nightmares or sleep-walk and sleep-talk, but they will not rest. Without rest, they are made vulnerable to insanity; and the more of the supernatural they encounter, the more insane they grow.

Because Macbeth has killed the necessary for living naturally, he and his wife have no choice but to live unnaturally as ghosts do. For example, they continually encounter supernatural things such as Lady Macbeth's sleep-talking and hallucinations and Macbeth's encounters with Banquo's ghost. Also, he and his wife cannot die by natural causes because that is a form of sleep according to Lady Macbeth: "The sleeping and the dead/ Are but as pictures" (*Macbeth* 2.2). They instead will be forced to live in a restless state with their minds slowly deteriorating until they die in some terrible way.

Sleep, sleeplessness, and insanity are all connected in *Macbeth* by supernatural and natural elements. Shakespeare's use of the supernatural is quite effective in this work; for, through the supernatural, the story of Macbeth really comes alive while the poor character of Macbeth must embrace a death of natural things. "Had I but died an hour before thus chance,/ I had lived a blessed time; for from this instant / There's nothing serious in mortality" (Macbeth, 2:3).

IMA STUDENT
OCTOBER 26, 2017
MR. COLLIER
COMPUTER

THE FARM IN TENNESSEE

Thesis: The Farm is a bad example of a Utopian community.

I.   Introduction
       A. Imaginary place with perfect political and social system
       B. Location and duration
            1. Summertown, Tennessee, USA
            2. 1971 to present day

II.   Stephen Gaskin
       A. Life
            1. Married twice
            2. College
       B. Founder
III.   Principles

       A. Nondenominational
            1. Earth sacred
            2. Child care holy
            3. Humanity change to survive
            4. Inner peace equals world peace

       B. Rules
            1. Compassionate
            2. No violence
            3. Resolve conflicts peaceably

iii

THE FARM IN TENNESSEE

The Farm is a Utopian community. A Utopian community is a place with a perfect political and

social system. The Farm is an example of such a community. The Farm is located in

Summertown, Tennessee, and has been around since its establishment in 1971. The Farm is a

bad example of a Utopian community.

Stephen Gaskin was the founder of this community. He established this after he was married

twice, out of college, and became a hippy dissatisfied with the government. The humorous

thing about him is that although he founded the Farm, he never considered himself the leader

of the community.

The Farm claims to be "nondenominational," but, in truth, everyone in the community is a

hippy. They believe the earth is sacred and consider child care to be holy. It is their belief that

humanity must make changes to survive, and inner peace equals world peace. The rules are

also ridiculous; they address no real problems in the society. According to the law, everyone

must be compassionate and polite. There will be no violence within the community, and they

1

will resolve conflicts calmly and peacefully. By law, there can be no weapons of any kind within their domain. Also, no animals of any kind will be kept with the intention to kill and eat them. Above all, one will assume responsibility for any action one commits.

They admit that everyone in the Farm is an individual with different ideas about spiritual beliefs. For fun, the Farm has a Youth Center and takes those interested on nature walks through the surrounding forests. The parents of children also have responsibilities regarding family livelihood. The mother is to stay home, raise the children, and keep the house in order. The father is to provide for the family's needs and is required to help with the children. This community is somewhat a success. The Farm undoubtedly has a very healthy ecosystem nearby.

In conclusion, the Farm is rather unique in its own way. It is a nondenominational community where people can learn to care for one another. Unfortunately, this community has a rather large problem. The Farm relies solely on human strength. In my opinion, this makes the Farm a waste of valuable time and money. Although the Farm has been "up and running" for over thirty years, it will eventually fail, for Stephen Gaskin missed a very important thing when he founded the Farm in 1971: God

Sample Title Page

2 inches

TITLE_____13th line

Instructions:

1. Center everything on the page.
2. Maintain a 2-inch margin at the top and bottom of the page and a 1-inch margin at the sides.
3. Type the entire title in uppercase letters on the thirteenth line from the top edge of the page.
4. If the title is longer than 48 spaces, type it in two or more double-spaced lines in inverted pyramid style.
5. Follow your teacher's instructions for the placement of your name, the date, and other information.
6. Although this page is counted in the pagination of the front matter (page i), the page number is *not typed* on the page.

YOUR NAME_____51st line
DATE
TEACHER'S NAME
CLASS

2 inches

39

Typing Your Paper

Sample Pledge Page

In this paper, every OPINION from someone else has been acknowledged in a parenthetical citation. I realize that the mere presence of a parenthetical citation does not avoid plagiarism. If I have used the exact words, phrases, clauses, or sentences of someone else, I have enclosed that information in quotation marks. If I have summarized the opinions of someone else, I have not enclosed the summary in quotation marks; but I have stated those opinions in my own words. I have also introduced the summary and used a parenthetical citation to acknowledge the source.

1 inch → ALL FACTUAL INFORMATION (common knowledge or uncontested knowledge), though not credited with a parenthetical citation, has been stated ← 1 inch in my sentence structure. I have not used anyone else's organization of the factual information.

Signed: _____

Instructions:

1. A blank page is sometimes included to prevent the text of the following page from showing through the title page.
2. This page is counted in the pagination of the front matter (page ii), but the page number does not appear.
3. Your teacher may wish to have you sign a pledge stating that you have avoided plagiarism in your paper. Center this pledge on your blank page as shown above.

Sample Outline Page

2 inches

TITLE

} 2 blank lines

1 inch

Thesis:

◄ double-space before each main point

◄ single-space within each major division

I.

4 spaces   A.

1.

a.

(1)

(a)
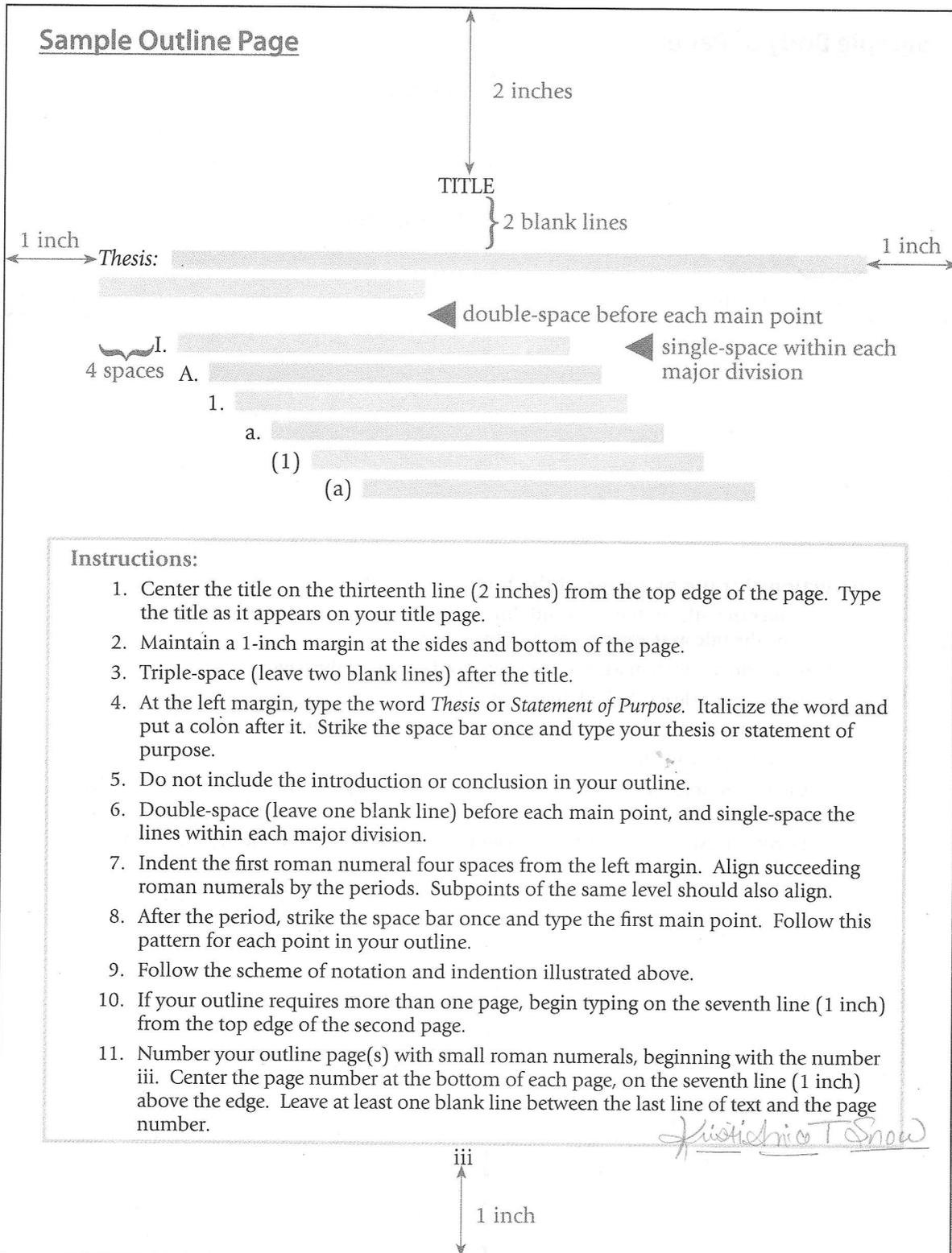
1 inch

Instructions:

1. Center the title on the thirteenth line (2 inches) from the top edge of the page. Type the title as it appears on your title page.

2. Maintain a 1-inch margin at the sides and bottom of the page.

3. Triple-space (leave two blank lines) after the title.

4. At the left margin, type the word *Thesis* or *Statement of Purpose*. Italicize the word and put a colon after it. Strike the space bar once and type your thesis or statement of purpose.

5. Do not include the introduction or conclusion in your outline.

6. Double-space (leave one blank line) before each main point, and single-space the lines within each major division.

7. Indent the first roman numeral four spaces from the left margin. Align succeeding roman numerals by the periods. Subpoints of the same level should also align.

8. After the period, strike the space bar once and type the first main point. Follow this pattern for each point in your outline.

9. Follow the scheme of notation and indention illustrated above.

10. If your outline requires more than one page, begin typing on the seventh line (1 inch) from the top edge of the second page.

11. Number your outline page(s) with small roman numerals, beginning with the number iii. Center the page number at the bottom of each page, on the seventh line (1 inch) above the edge. Leave at least one blank line between the last line of text and the page number.

iii

1 inch

Typing Your Paper

Sample Body of Paper

2 inches

TITLE
} 2 blank lines

1 inch   .5-inch indention   1 inch

Instructions for the first page of the body:

1. Center the title on the thirteenth line (2 inches) from the top edge of the page. Type the title as it appears on your title page.
2. Maintain a 1-inch margin at the sides and bottom of the page.
3. Triple-space (leave 2 blank lines) after the title.
4. Indent the first line of each paragraph five spaces (.5 inch).
5. Double-space the text.
6. Center the arabic numeral 1 at the bottom of the page on the seventh line (1 inch) from the edge.
7. Leave at least one blank line between the last line of text and the page number.

1

1 inch

1 inch

2
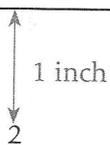
Instructions for succeeding pages of the body:

1. Center the arabic numeral (2, 3, 4, etc.) at the top of the page on the seventh line (1 inch) from the top edge.

2. Leave one blank line between the page number and the first line of the text.

3. All other instructions are the same as for the first page of the body.

Typing Your Paper

Sample Works Cited Page

2 inches

WORKS CITED

} 2 blank lines

.5-inch indention

1 inch   1 inch

Instructions:

1. The WORKS CITED page contains an alphabetical list of all the sources you cited in your paper.

2. Arrange the bibliography cards for these sources in alphabetical order according to the first word that appears on the card. (This is usually the author's last name or the first word of a title.) When alphabetizing your cards, ignore *a, an,* or *the* at the beginning of a title.

3. If you prepared your bibliography cards correctly, you can now simply type your list directly from the cards. If you are not sure of any of the information on a card, you must go back to the source and check it.

4. Center the heading WORKS CITED on the thirteenth line (2 inches) from the top edge of the page.

5. Triple-space after the heading.

6. Single-space each entry, but double-space between entries.

7. Begin the first line of each entry at the left margin; indent runover lines five spaces (.5 inch).

8. Center the page number (an arabic numeral) on the seventh line (1 inch) above the bottom edge of the page. The numbering continues from the preceding pages of the paper.

9. For any succeeding pages, center the page number on the seventh line (1 inch) from the top edge of the page. Leave one blank line between the page number and the first line of the text.

3

1 inch

Step 8 Prepare a list of the works cited in your paper.

   a. Your bibliography cards should be alphabetized by the author's last name or the first word of the title if no author is given.

   b. Set aside any sources that you did not cite in your paper.

   c. From the cards that remain, prepare an alphabetized list of works cited. Refer to the example given below and to the Appendix.

WORKS CITED

"Elizabeth Gaskell." http://www.spartacus.schoolnet.co.uk/Jgaskell.htm (accessed April 26, 2011).

Gaskell, Elizabeth. *Mary Barton*. London: J. M. Dent & Sons, 1932.

Hughes, Linda K., and Michael Lund. *Victorian Publishing and Mrs. Gaskell's Work*. Charlottesville: University Press of Virginia, 1999.

Matus, Jill L. *The Cambridge Companion to Elizabeth Gaskell*. Cambridge: Cambridge University Press, 2007.

Merriman, C. D. "Elizabeth Gaskell." 2007. http://www .online-literature.com/elizabeth_gaskell (accessed April 25, 2011).

Sanders, Valerie. "The Works of Elizabeth Gaskell." *Modern Language Review* 103, no. 3 (July 2008): 835–838.

Wright, Edgar. "Elizabeth Gaskell." http://www.lang.nagoya-u.ac.jp/~ matsuoka/EG-DLB.html (accessed April 26, 2011).

Note: The WORKS CITED page lists only those sources actually cited in a paper. If you wish to include some sources that you consulted but did not cite in your paper, you could list these additional sources on a separate page under the heading FOR FURTHER READING.

Exercise J Prepare the list of works cited for your research paper according to the instructions given under Step 8. Remember that you need at least two citations (including one quotation), although you may have more. List of Works Cited Due: les. 117

Formatting a Research Paper

If your instructor has specific requirements for the format of your research paper, check them before preparing your final draft. When you submit your paper, be sure to keep a secure copy.

The most common formatting is presented in the sections below:

- Margins
- Text Formatting
- Heading and Title
- Running Head with Page Numbers
- Placement of the List of Works Cited
- Tables and Illustrations
- Paper and Printing
- Corrections and Insertions on Printouts
- Binding a Printed Paper
- Electronic Submission

Margins

Except for the running head (see below), leave margins of one inch at the top and bottom and on both sides of the text. If you plan to submit a printout on paper larger than 8½ by 11 inches, do not print the text in an area greater than 6½ by 9 inches.

Text Formatting

Always choose an easily readable typeface (e.g., Times New Roman) in which the regular type style contrasts clearly with the italic, and set it to a standard size (e.g., 12 points). Do not justify the lines of text at the right margin; turn off any automatic hyphenation feature in your writing program. Double-space the entire research paper, including quotations, notes, and the list of works cited. Indent the first line of a paragraph half an inch from the left margin. Indent set-off quotations half an inch as well (for examples, see 76–80 in the *MLA Handbook*). Leave one space after a period or other concluding punctuation mark, unless your instructor prefers two spaces.

Heading and Title

Beginning one inch from the top of the first page and flush with the left margin, type your name, your instructor's name, the course number, and the date on separate lines, double-spacing the lines. On a new, double-spaced line, center the title (fig. 1). Do not italicize or underline your title, put it in quotation marks or boldface, or type it in all capital letters. Follow the rules for capitalization in the *MLA Handbook* (67–68), and italicize only the words that you would italicize in the text.

Local Television Coverage of International News Events

The Attitude toward Violence in *A Clockwork Orange*

The Use of the Words *Fair* and *Foul* in Shakespeare's *Macbeth*

Romanticism in England and the *Scapigliatura* in Italy

Do not use a period after your title or after any heading in the paper (e.g., *Works Cited*). Begin your text on a new, double-spaced line after the title, indenting the first line of the paragraph half an inch from the left margin.
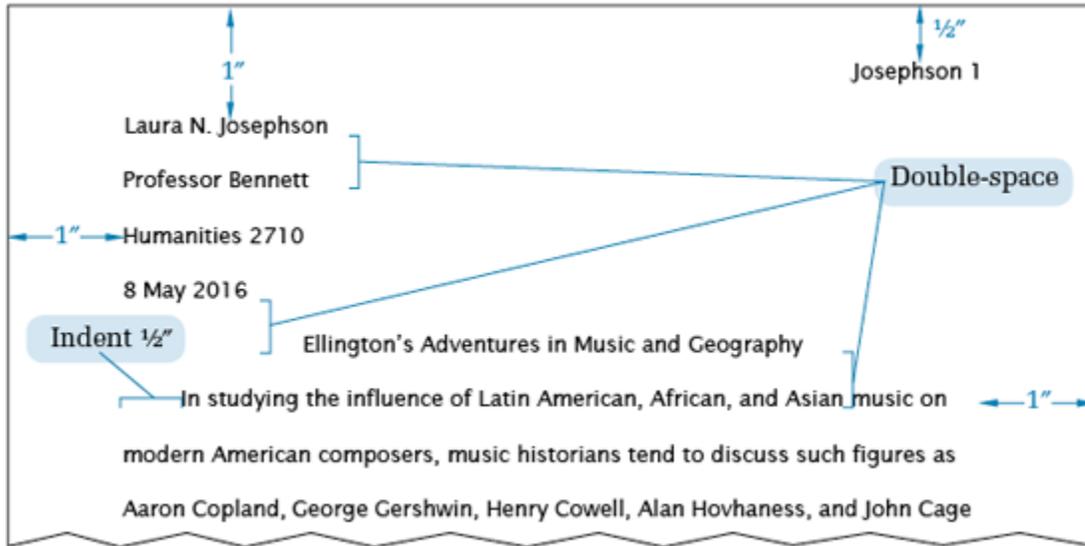
Fig. 1. The top of the first page of a research paper.

A research paper does not need a title page. If your teacher requires a title page in lieu of or in addition to the header, format it according to the instructions you are given.

Running Head with Page Numbers

Number all pages consecutively throughout the research paper in the upper right-hand corner, half an inch from the top and flush with the right margin. Type your last name, followed by a space, before the page number (fig. 2). Do not use the abbreviation *p.* before the page number or add a period, a hyphen, or any other mark or symbol. Your writing program will probably allow you to create a running head of this kind that appears automatically on every page. Some teachers prefer that no running head appear on the first page. Follow your teacher's preference.
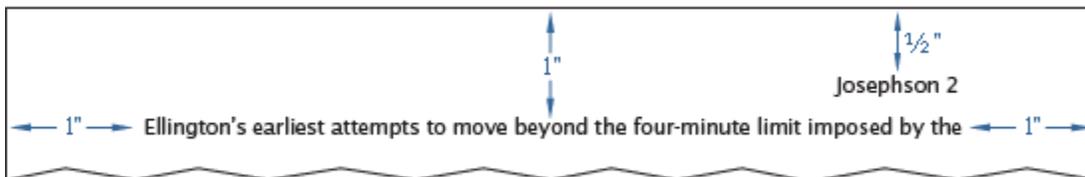
Fig. 2. The running head of a research paper.

Placement of the List of Works Cited

The list of works cited appears at the end of the paper, after any endnotes. Begin the list on a new page. The list contains the same running head as the main text. The page numbering in the running head continues uninterrupted throughout. For example, if the text of your research paper (including any endnotes) ends on page 10, the works-cited list begins on page 11. Center the title, *Works Cited*, an inch from the top of the page (fig. 3). (If the list contains only one entry, make the heading *Work Cited*.) Double-space between the title and the first entry. Begin each entry flush with the left margin; if an entry runs more than one line, indent the subsequent line or lines half an inch from the left margin. This format is sometimes called *hanging indention*, and you can set your writing program to create it automatically for a group of paragraphs. Hanging indention makes alphabetical lists easier to use. Double-space the entire list. Continue it on as many pages as necessary.
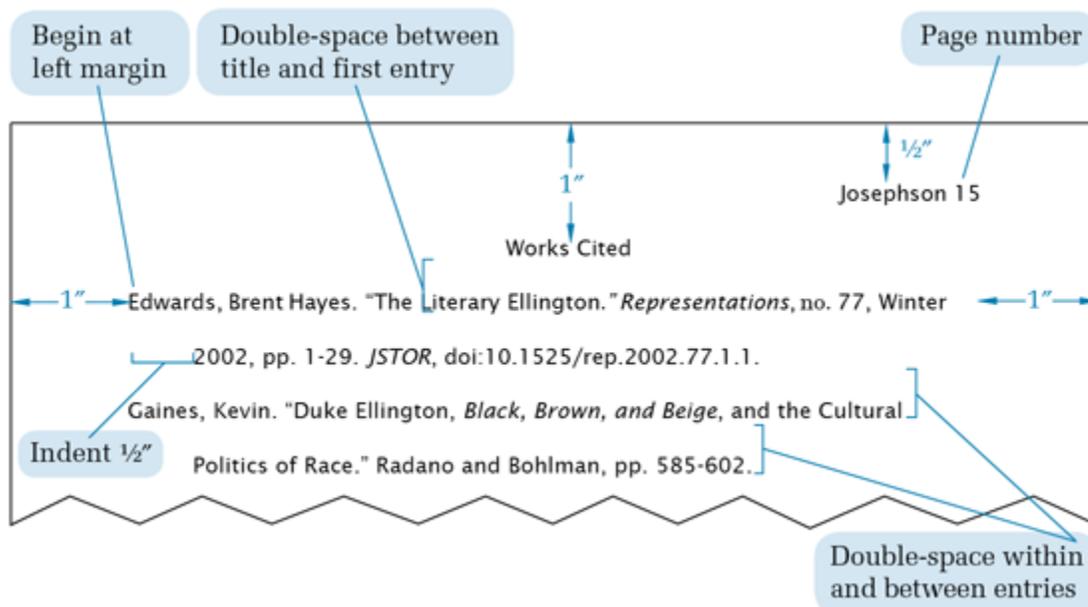
Fig. 3. The top of the first page of a works-cited list.

Tables and Illustrations

Place tables and illustrations as close as possible to the parts of the text to which they relate. A table is usually labeled *Table*, given an arabic numeral, and titled. Type both label and title flush left on separate lines above the table, and capitalize them as titles (do not use all capital letters). Give the source of the table and any notes immediately below the table in a caption. To avoid confusion between notes to the text and notes to the table, designate notes to the table with lowercase letters rather than with numerals. Double-space throughout; use dividing lines as needed (fig. 4).

Table 1

Degrees in Modern Foreign Languages and Literatures Conferred by Degree-Granting Institutions of Higher Education in the United States[a]

Year	Bachelor's Degrees	Master's Degrees	Doctor's Degrees
1996-97	13,053	2,470	793
1997-98	13,618	2,367	819
1998-99	14,163	2,267	757
1999-2000	14,186	2,228	804
2000-01	14,292	2,244	818
2001-02	14,236	2,284	780
2002-03	14,854	2,256	749
2003-04	15,408	2,307	743
2004-05	16,008	2,517	762
2005-06	16,762	2,637	777

Source: table 297 in *Digest of Education Statistics*; 2007 ed., United States Dept. of Education, Institute of Education Sciences, National Center for Education Statistics, June 2007, nces.ed.gov/programs/digest/d07/tables/dt07_297.asp.

a. These figures include degrees conferred in a single language or a combination of modern foreign languages and exclude degrees in linguistics, Latin, classics, ancient and Middle and Near Eastern biblical and Semitic languages, ancient and classical Greek, Sanskrit and classical Indian languages, and sign language and sign language interpretation.

Fig. 4. A table in a research paper.

Any other type of illustrative visual material—for example, a photograph, map, line drawing, graph, or chart—should be labeled *Figure* (usually abbreviated *Fig.*), assigned an arabic numeral, and given a caption: "Fig. 1. Mary Cassatt, *Mother and Child*, Wichita Art Museum." A label and caption ordinarily appear directly below the illustration and have the same one-inch margins as the text of the paper (fig. 5). If the caption of a table or illustration provides complete

information about the source and the source is not cited in the text, no entry for the source in the works-cited list is necessary.
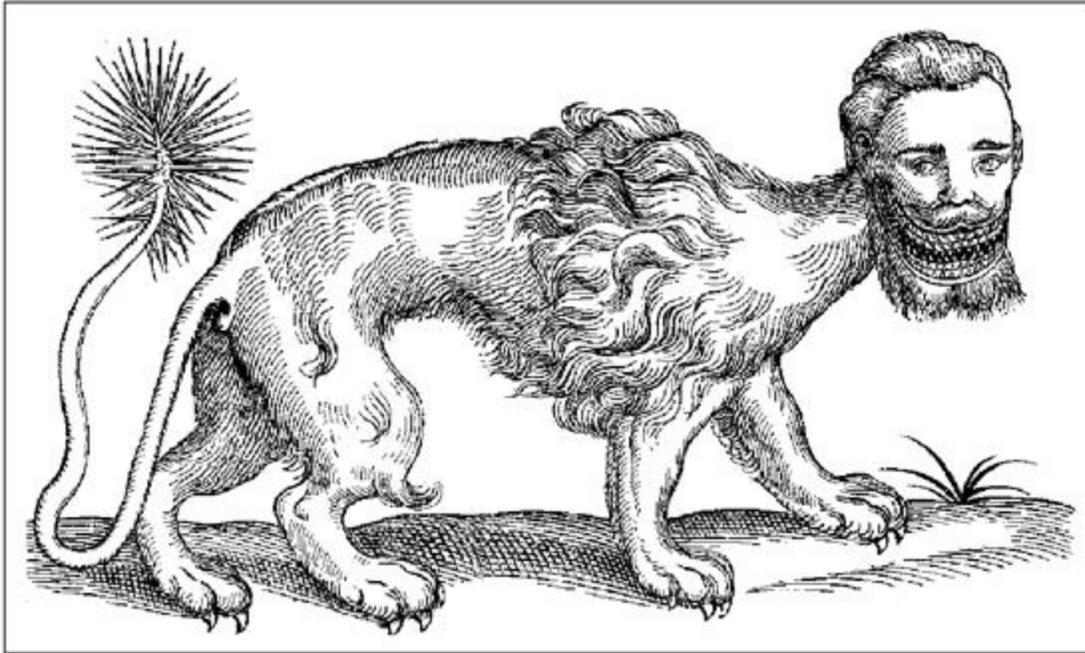
Fig. 1. Manticore, woodcut from Edward Topsell; *The History of Four-Footed Beasts and Serpents . . . ;* London, 1658, p. 344; *Curious Woodcuts of Fanciful and Real Beasts,* by Konrad Gesner, Dover, 1971, p. 8.

Fig. 5. A figure in a research paper.

Musical illustrations are labeled *Example* (usually abbreviated *Ex.*), assigned an arabic numeral, and given a caption: "Ex. 1. Pyotr Ilich Tchaikovsky, Symphony no. 6 in B, opus 74 (*Pathétique*), finale." A label and caption ordinarily appear directly below the example and have the same one-inch margins as the text of the paper (fig. 6).

Ex. 1. Ludwig van Beethoven, Symphony no. 3 in E flat, opus 55 (*Eroica*), first movement, opening.

Fig. 6. A musical example in a research paper.

Paper and Printing

If you print your paper, use only white, 8½-by-11-inch paper of good quality. If you lack 8½-by-11-inch paper, choose the closest size available. Use a high-quality printer. Some instructors prefer papers printed on a single side because they're easier to read, but others allow printing on both sides as a means of conserving paper; follow your instructor's preference.

Corrections and Insertions on Printouts

Proofread and correct your research paper carefully before submitting it. If you are checking a printout and find a mistake, reopen the document, make the appropriate revisions, and reprint the corrected page or pages. Be sure to save the changed file. Spelling checkers and usage checkers are helpful when used with caution. They do not find all errors and sometimes label correct material as erroneous. If your instructor permits corrections on the printout, write them neatly and legibly in ink directly above the lines involved, using carets ($_\wedge$) to indicate where they go. Do not use the margins or write a change below the line it affects. If corrections on any page are numerous or substantial, revise your document and reprint the page.

Binding a Printed Paper

Pages of a printed research paper may get misplaced or lost if they are left unattached or merely folded down at a corner. Although a plastic folder or some other kind of binder may seem an attractive finishing touch, most instructors find such devices a nuisance in reading and commenting on students' work. Many prefer that a paper be secured with a simple paper or binder clip, which can be easily removed and restored. Others prefer the use of staples.

Electronic Submission

There are at present no commonly accepted standards for the electronic submission of research papers. If you are asked to submit your paper electronically, obtain from your teacher guidelines for formatting, mode of submission (e.g., by e-mail, on a Web site), and so forth and follow them closely.

Designed to be printed out and used in the classroom. From the *MLA Handbook*, 8th ed., published by the Modern Language Association.

Products

Product Name	Category	Release Date	Price
Settlers of Catan	Toys & Games	July 15, 2011	$29.95
DVD Player	Electronics	July 18, 2011	$82.95
Red Shirt	Clothes	July 25, 2011	$12.49
Black Leather Couch	Furniture	July 27, 2011	$399.99
Oak Coffee Table	Furniture	July 28, 2011	$223.99
Technodrome	Toys & Games	July 28, 2011	$27.99
Oh's Cereal	Foods	July 29, 2011	$3.95
Game Console	Toys & Games	August 2, 2011	$299.95
Video Game	Toys & Games	August 5, 2011	$29.95
Lawn Chair	Furniture	August 5, 2011	$34.99
Dog Toy Bones	Toys & Games	August 8, 2011	$2.99
Heated Blanket	Furniture	August 9, 2011	$27.95
Flux Capacitor	Electronics	August 12, 2011	$19.55
Chocolate Pie	Foods	March 14, 2011	$3.14

Category	Percentage	
Gross Income (per month)		
1. Tithe	10%	
2. Taxes	27.65%	
NET Spendable		
3. Housing	35%	
4. Food	7%	
5. Transportation	15%	
6. Insurance	8%	
7. Debts	5%	
8. Entertainment/Recreation	5%	
9. Clothing	3%	
10. Savings	5%	
11. Medical/Dental	8%	
12. Miscellaneous	5%	
13. School/College Classes	4%	
14. Investments		
15. Charitable Giving		

1) Format the 3rd column to Currency, dollars & 2 decimal places

2) Use $4,525 as the Gross Income (per month)

3) Use the formula =c2*b3 to compute tithe & then taxes (=c2*b4)

    a. See formula section beginning at page 184

4) Find NET Spendable (=c2-c3-c4)

5) Find the amount for the remaining budget categories (multiply the Net Spendable Cell by percentage cell).

6) Add a **Total** row after item 15. Then find the sum of items #3 through 15

	Quizzes			Tests		
	1	2	3	1	2	3
Adu, Freddy	85	78	61	92	91	78
Albright, Chris	86	92	77	87	78	90
Boswell, Bobby	78	78	87	74	87	82
Buddle, Edson	91	87	83	77	87	99
Heaps, Jay	88	90	76	80	82	90
Hejduk, Frankie	92	87	81	92	90	87
Mina, Roberto	77	83	95	82	95	84
Ruiz, Carlos	85	91	82	87	79	93
Twellman, Taylor	82	96	79	99	72	81

1. Type/Enter the following data into an Excel Worksheet
2. Find the Quiz Average for Each Student
3. Find the Test Average for Each Student
4. Find the Class Average for Each Quiz & Each Test
5. Find the Students' Overall Grade
   Quizzes Count 40% of overall grade
   Test count 60% of overall grade
   Hint: Overall Grade = (Quiz Average)*.4 + (Test Average)*.6

NOTE: Use textbook beginning on page 184
The Average function will be useful to you. Example: =Average(B2:B10)

I. Bar Graphs

Departmental Sales Figures				
First Quarter				
	April	May	June	Totals
Sam	$23,100.00	$38,500.00	$40,050.00	$101,650.00
Greg	$18,500.00	$24,750.00	$47,000.00	$90,250.00
Susan	$15,500.00	$35,200.00	$34,250.00	$191,900.00
			Group Total	$383,800.00

Education Pays

Median Income by Education Level

Education Level	Men	Women
No high school diploma	$ 22,138	$ 13,076
High school diploma	$ 31,683	$ 20,179
Some college or associate's degree	$ 39,601	$ 25,736
Bachelor's degree	$ 53,693	$ 26,250
Graduate or professional degree	$ 71,918	$ 47,319

Source: U.S. Census Bureau, 2005 American Community Survey

http://www.census.gov/prod/2006pubs/acs-02.pdf, page 13

EDUCATION PAYS

Men ■ Women
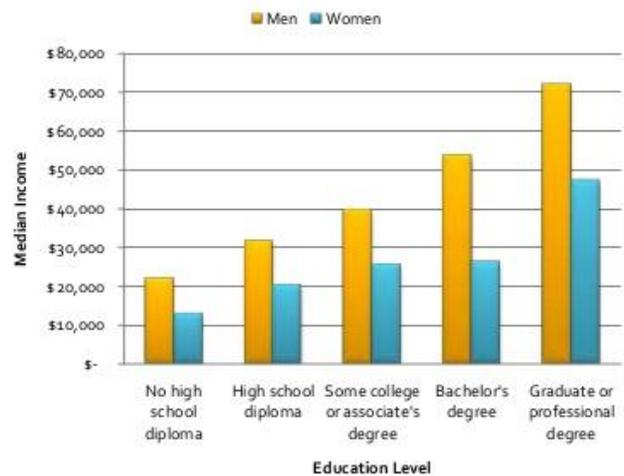
Pie Chart Problems

1) Mrs. Greene's class made **6 A's, 16 B's, 8 C's** and **2 D's** on their research paper

   Create a pie chart to show the grades for her class.

   Title the pie chart "**Research Paper Guides**"

2) 500Americans were surveyed and asked the question: "Why do you eat at a fast-food restaurant?"

Convenient Location	130 people
Quality of Food	125 people
Menu Selection	80 people
Service	60 people
Prices	40 people
Other	65 people

   Create a pie chart to show the percent of each piece of the pie.
   Be sure to have a title on your chart.

Line Charts
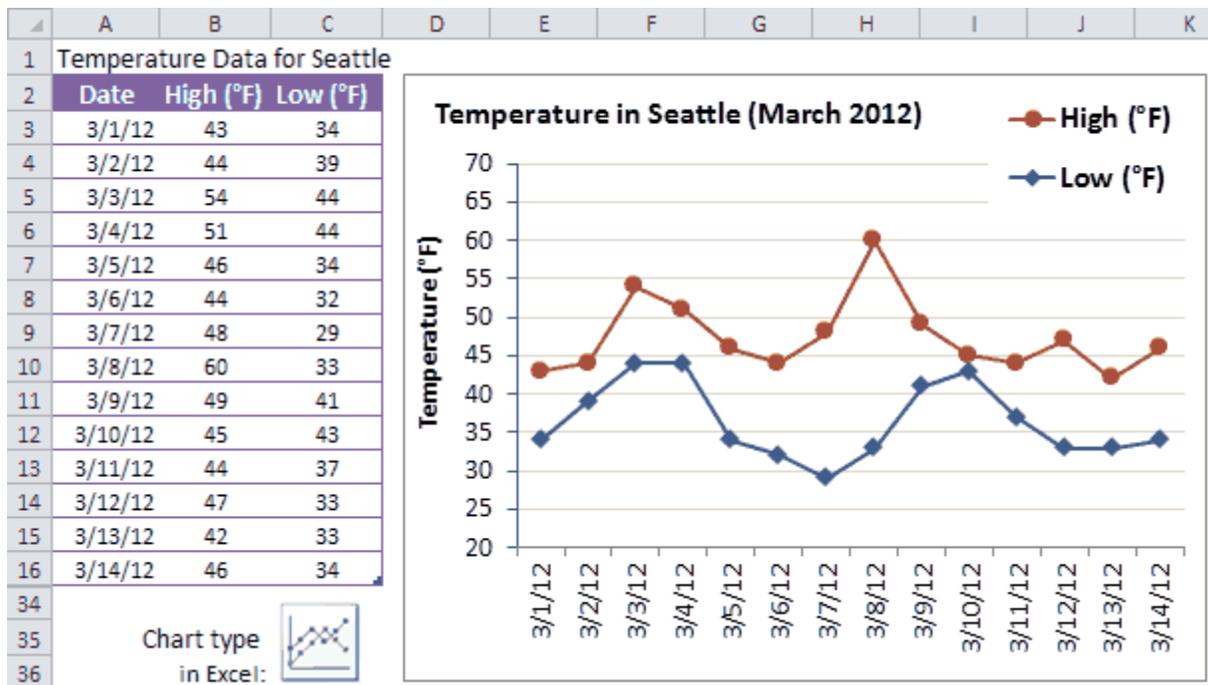
Excel Picture Challenge
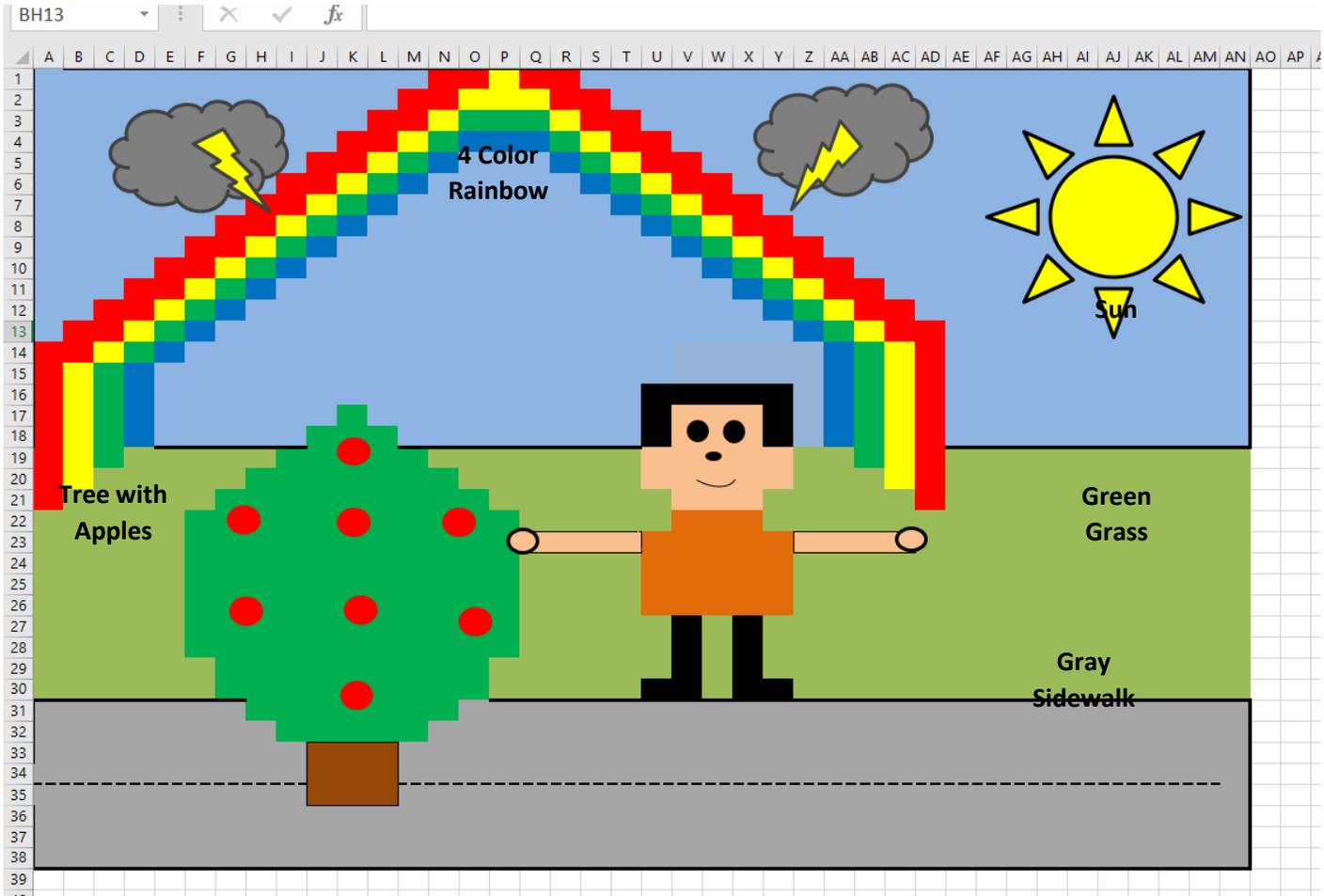
Step 1: Click on the Sheet and check <u>Gridlines.</u> Select the entire sheet by clicking on the blank cell above cell A1. Then Click on the tab Format and choose <u>row height</u> making it 13.5. Now click on format choose <u>column width</u> and make it 2.86

Step 2: The Rainbow is Red, Yellow, Green, and Blue.
 The Tree is Green with Brown Trunk and has 8 Red apples on it
 Man has black hair, legs, feet, eyes nose.
 The shirt is orange, the pants are brown
 The arms and face are flesh color.
 Circles from drawing tool bar make hands, eyes, nose (Hint: use draw tool to make the mouth).
 Sidewalk is Gray and has a dotted line size 3 in black
 The Sun is yellow, grass is green, the sky is pale blue.
 Outline the sidewalk, grass and sky with a size <u>3 black straight line</u>.
 Outline the face, arms and tree trunk with a thin black line.

Step 3: Add two clouds two lightning bolts by using the auto shapes on drawing toolbar. Color the clouds dark gray and lightning bolts yellow.

Step 4: When you are happy with the art, save it to your folder and name it "22—Smith--Excel Challenge—10.26-17"

Candy is Dandy

You have been hired to conduct some market research about M & M's. First, you had your team purchase 4 large bags and the results are given for the contents of those bags. You will share your findings on a worksheet created in Microsoft Excel and convert the numbers into charts.

Open Excel and save the blank worksheet as "Candy is Dandy"

Cell	What you type in the Cell	How to Format
A1	Candy is Dandy	Merge and Center Title across to column F, Bold, and change font to Red
A3	Colors	Centered, Bold, Font Color Blue
B3	Bag 1	Centered, Bold, Font Color Brown
C3	Bag 2	Centered, Bold, Font Color Green
D3	Bag 3	Centered, Bold, Font Color Orange
E3	Bag 4	Centered, Bold, Font Color Red
F3	Average	Centered, Bold, Font Color Pink
A4	Blue	Bold, Font Color Blue
A5	Brown	Bold, Font Color Brown
A6	Green	Bold, Font Color Green
A7	Orange	Bold, Font Color Orange
A8	Red	Bold, Font Color Red
A9	Yellow	Bold, Font Color Yellow
A10	Total	Center, Bold
A11	Minimum	Center, Bold
A12	Maximum	Center, Bold
B4	6	No Formatting
B5	4	No Formatting
B6	3	No Formatting
B7	7	No Formatting
B8	5	No Formatting
B9	4	No Formatting
C4	9	No Formatting

C5	8	No Formatting
C6	2	No Formatting
C7	6	No Formatting
C8	5	No Formatting
C9	4	No Formatting
D4	6	No Formatting
D5	4	No Formatting
D6	8	No Formatting
D7	7	No Formatting
D8	5	No Formatting
D9	3	No Formatting
E4	8	No Formatting
E5	7	No Formatting
E6	5	No Formatting
E7	4	No Formatting
E8	3	No Formatting
E9	5	No Formatting

Create the following formulas

1. Calculate the Average for each color. Format the cells so that a whole number is returned. (no decimal places)
2. Calculate the Total for each bag (B10, C10, D10, E10) – do not calculate average total
3. Calculate the Minimum for each bag (B11, C11, D11, E11) – do not calculate minimum in the average column
4. Calculate the Maximum for each bag (B12, C12, D12, E12) – do not calculate maximum in the average column

Directions on how to find Average, Total, Minimum, and Maximum.
1. Click the arrow next to your "autosum" icon.
2. Select the appropriate command that you wish to perform
3. Adjust the formula in the formula bar as necessary. Be sure that your formula only calculates the number of M&Ms in the bags (Rows 4-9).

Creating graphs

You will now produce different charts and graphs that will display your data in a more visual way.

The first data you will want to display graphically are the color name of the M & Ms that were found in bag 1. You also want to display the actual number that was found in the bag.

1. Select the color name data, place your cursor in cell A4, press the left mouse button, and drag to select all the cells to A9.
2. Hold down the Ctrl key before clicking cell B4, press the left mouse button and drag to select B4 to B9. You should see that both columns are highlighted.
3. Click the **Insert** Tab and click the **Column** Chart arrow. Select the first chart in the 2-D group. Your chart should resemble the image below.
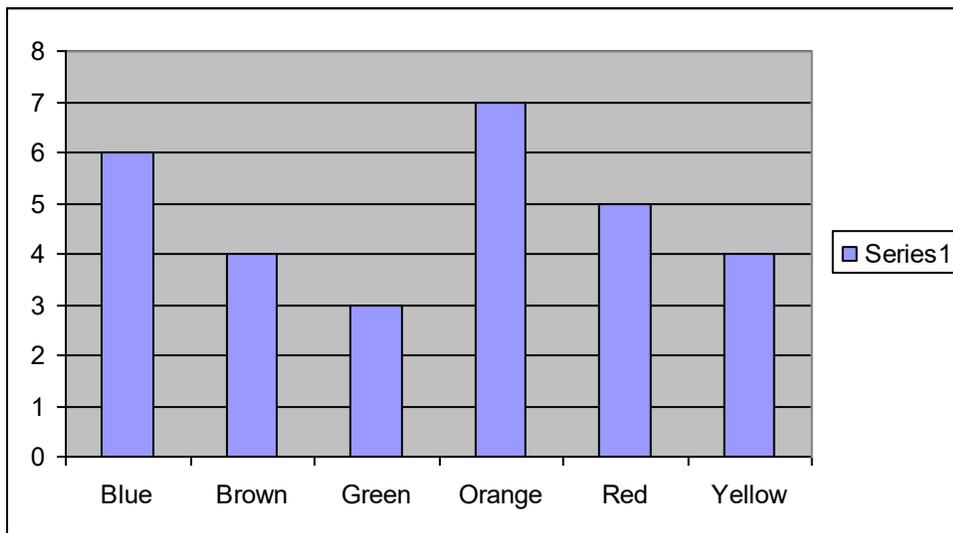
4. With the chart still selected click the **Layout tab** under the Chart Tools Tab.
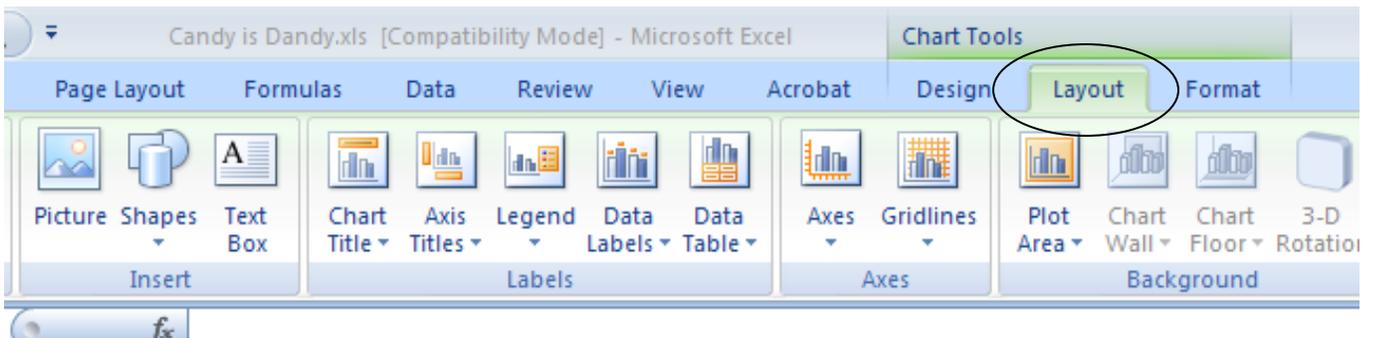
5. Use the Labels group to change the following information:
   a. Title: M & M Colors Found in Bag 1
   b. X-Axis Title: M & M Colors
   c. Y-Axis Title: Number Found
   d. Delete the 1 Legend – click on it and hit delete

3

6. Change the chart location by click the **Design tab** on the **Chart Tools** tab and click **Move Chart** Icon (located all the way to the right)
    a. Chart Location- click as object in Sheet 1.
7. Click **OK**

Place the chart below your data table

Create the follow charts in addition to the one above:

Create your own titles for each graph

Chart 2: Number of colors found in Bag 2
        Place chart on Sheet 1

Chart 3: Number of colors found in Bag 3
        Place chart on Sheet 2

Chart 4: Number of colors found in Bag 4
        Place chart on Sheet 2

Chart 5: Average compared for each colored M&M
        Place chart on Sheet 2

Chart 6: Totals compared for all bags
        Place chart on Sheet 3

Chart 7: Minimum compared for all bags
        Place chart on Sheet 3

Chart 8: Maximum compared for all bags
        Place chart on Sheet 3

Use the Insert tab and place your name in the header

Staple all pages together and turn-in

Be sure that you do not have a chart selected when you print. If you do you will only print that selected chart.

4

12 DAYS OF HIGH SCHOOL

Microsoft Excel Project

Take a look at these new words to a familiar holiday song:

On the first day of High School my teachers gave to me, a locker for keeping all my stuff.

On the second day of High School my teacher gave to me, 2 new friends and a locker for keeping all my stuff.

On the third day of High School my teachers gave to me, 3 world maps, 2 new friends and a locker for keeping all my stuff.

     … and so on. This pattern continues for 12 days.

Here are the rest of the gifts:

4th day: 4 books to read

5th day: 5 new textbooks

6th day: 6 hallway passes

7th day: 7 spelling tests

8th day: 8 calculators

9th day: 9 sheets of paper

10th day: 10 spelling words

11th day: 11 hours of homework

12thday: 12 sharpened pencils

Price List	
Lockers	$28.95 each
Friends	Priceless ($0)
World Maps	$8.50 each
Books	$6.95 each
Textbooks	$36.95 each
Passes	$0.75 each
Spelling Test	$5.00 each
Calculators	$6.25 each
Sheets of paper	$.02 each
Spelling words	$2.00 each
One hour of homework	$6.50 each
Sharpened pencils	$0.25 each

Your job is to find out how much money High School can cost according to this song. Using Excel you will create a spreadsheet on the computer so that it will do all the Math. You need to show each of the 12 days and all of the items bought on each day. We will set up formulas for the computer to figure the cost of all of the 12 days.

Follow these directions for setting up your spreadsheet to calculate how expensive High school can be.

1. Open Microsoft Excel.
2. Go to Page Layout tab -> Orientation -> Choose Landscape -> OK to change the orientation of the page in case you print these.
3. In cell A1, type your name.
4. In cell A2, type 12 Days of High School.
5. Skip cell A4, but starting in B4 and going across type Day 1, Day 2, Day 3 and so on until Day 12 is in M4.
6. Type "#of Items" in N4.
7. Type "Cost per Item" in O4.
8. Type "Total Costs" in P4.
9. Starting in A5 and going down, type in the items in order that will be given by the teacher. (i.e. A5 will be locker, A6 will be friends, etc.)
10. Then enter the quantity of each item in the appropriate cell. (i.e. B5 will have 1 for one locker, C5 will have 1 and C6 will have 2 for 2 news friends and a locker, etc.) Continue this pattern until you have all gifts entered.
11. Once all gifts are entered, we will have the spreadsheet calculate the number of items. Highlight cells B5-N5 and click the sum button (Σ) on your toolbar. It should automatically calculate the sum of those cells and put the total in N5.
12. Now to copy that formula to the rest of the cells in N, select N5, then click on the small black circle in the lower right hand corner of the cell, hold and drag down to N16 and stop. You should see the totals in the entire column now.
13. Enter the cost per item from your worksheet in column O.
14. To calculate the Total Costs, select P5 and type =N5*O5 then hit enter.
15. Copy this formula down the same way you did for column N.
16. In N18 type Grand Total.
17. Highlight P5-P18 and click the sum button (Σ) on your toolbar.
18. Now you should see the total cost of High school in P18.

Excel – Energy Drink Spreadsheet

Objective: Create a spreadsheet that calculates the AVG, MIN, and MAX values for popular energy drinks. Format the cells by adjusting column and rows and applying cell styles. Include a page header and alphabetize the list.

Directions:

1. Open a new, blank Excel workbook.

2. Click **Page Layout | Themes** and change the theme to 'Trek'

3. Click **Page Layout | Orientation** and change to 'Landscape'

4. Click **Margins** and change the margins to 'Narrow'

5. Enter the following data

> Cell A1: `Popular Energy Drinks`
>
> Cell A2: `Nutritional Value`

Column Headings - Row 3 (Range A3:F3) <u>Pay attention to correct capitalization and spelling</u>. Make sure that the words are appearing on two lines where indicated above. To separate words on different lines, press **ALT + ENTER** before typing the word that should be pushed to the line below

> A3: `Drink Name`
>
> B3: `Serving` (press **ALT + ENTER**) `Size`
>
> C3: `Calories` (press **ALT + ENTER**) `per` (press **ALT + ENTER**) `Serving`
>
> D3: `Carbs`
>
> E3: `Taurine`
>
> F3: `Caffeine`

Row Headings – Range A4:A12

> Cell A4: `Red Bull`
>
> Cell A5: `Monster`
>
> Cell A6: `Rock Star`
>
> Cell A7: `Full Throttle`
>
> Cell A8: `Amp` Cell A9: `5-Hour`
>
> Cell A10: `Average`
>
> Cell A11: `Highest`
>
> Cell A12: `Lowest`

Excel – Energy Drink Spreadsheet

6. Add the following numerical data in the cells as indicated:

Drink Name	Serving Size	Calories per Serving	Carbs	Taurine	Caffeine
Red Bull	12	115	40	1000	120
Monster	16	200	54	1000	160
Rock Star	8	280	58	1000	200
Full Throttle	8	111	29	605	72
Amp	16	110	29	20	75
5-Hour	2	15	3	0	139

7. Apply the following formatting

   A1: Merge and Center across to Column F
   A2: Merge and Center across to Column F
   A1:A2 Apply Cell Styles *Title*
   A1: Change font size to 24-pt
   A1:A2 Use the Paint Can icon on the Home tab to apply a fill color of your choice
   A3:F3 Apply Cell Styles *Heading 3*
   A9:F9 Apply a bottom border using the Borders button on the Home tab
   A10:A12 Bold

8. Change the following Column Widths and Row Heights

   Columns A:B: Width 11
   Columns C:F Width 10
   Row 3: Height 65
   Row 10: Height 36

9. Add the following formulas: (remember to use the equal (=) sign to begin each formula)

   B10:   = AVG (B4:B9)
   Press the 'Decrease Decimal' button multiple times until there are no decimals in cell B10
   The result should be 10

Excel – Energy Drink Spreadsheet

B11: = MAX (B4:B9)
The result should be 16

B12: = MIN (B4:B9)
The result should be 2

Select cells B10, B11, and B12
Use the Fill Handle to copy all 3formulas across to cell F12

10. Select range A4:F9 and from the Home tab, click **Sort & Filter | Sort A to Z** to alphabetize the list.

11. Select range B3:F12 and click the Center button in the Alignment group on the Home tab to center the cells. This group includes the headers above the number but NOT cell A3 or the row headings (A4:A9)

11. Click **View | Page Layout** and scroll to the top of the page to add a page header in the *center* of the page that includes your last name on line 1 and the course number (IBA 1) on line 2 of the spreadsheet.
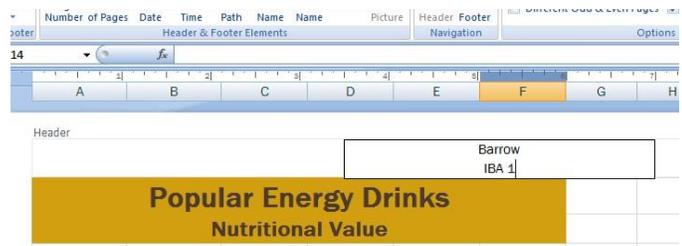
12. Click any cell except the header then click **View | Normal** to change the View back to Normal.

13. Click **Review | ABC Spelling** to run the spell checker and make sure you have no spelling errors. Also, double check to make sure you have no capitalization errors.

14. Save the file in your Excel folder with the proper name. Example: 04—Mary--Energy Drinks—12.07.17

Drink Name	Serving Size	Calories per Serving	Carbs	Taurine	Caffeine
Popular Energy Drinks					
Nutritional Value					
5-Hour	2	15	3	0	139
Amp	16	110	29	20	75
Full Throttle	8	111	29	605	72
Monster	16	200	54	1000	160
Red Bull	12	115	40	1000	120
Rock Star	8	280	58	1000	200
Average	10	139	36	604	128
Highest	16	280	58	1000	200
Low	2	15	3	0	72

USING AN EXCEL WORKSHEET AS A GRADE BOOK

1. Open Excel
2. Enter the following information into and excel spreadsheet.

	A	B	C	D	E	F	G	H	I	J
1					Gradebook					
2	Grading Scale									
3	0%	F								
4	60%	D								
5	70%	C								
6	80%	B								
7	90%	A								
8										
9		Classwork	Homework	Test	Classwork	Homework	Test	Total Points	Percentage	Letter Grade
10	Points Available	10	15	100	10	15	90			
11										
12										
13										
14										
15										
16										
17			You come up with names							
18			to fill in cells A12 to A23							
19										
20										
21										
22										
23										
24										

Sheet1 / Sheet2 / Sheet3 /

3. Type the following data for each student

	Classwork	Homework	Test	Classwork	Homework	Test	Total Points	Percentage	Letter Grade
Points Available	10	15	100	10	15	90			
Names will all be different	9	14	89	9	15	88			
	8	15	95	8	14	78			
	10	13	75	7	13	56			
	8	15	56	6	15	82			
	9	12	80	9	14	89			
	6	10	87	8	13	71			
	0	15	74	7	15	65			
	10	12	62	6	14	88			
	9	13	78	5	12	85			
	8	11	92	8	11	84			
	7	15	82	7	14	54			
	8	14	54	8	13	80			

4. In cell H10 type a formula that will add all projects together to give you total points available for the class.
    a. Using the dragging method, insert a formula to calculate the total points earned for each student.
    b. Format the cell to display two decimal places.

5. In cell I12 create a formula to divide student points by total points.
    a. Turn this decimal into a percent.
    b. Be sure to use absolute cell reference when creating this formula (F4 key around the total number of points for the class)

Using a Lookup table

Next we will write an equation which will look at the student's numerical average, look at a list of grades, and assign a letter grade to the student. This is done with a function named LOOKUP. The equation must specify three elements.

1. The location of the numerical grade to be compared
2. The cell range of grading scale
3. The location of the letter grade in the lookup table

Follow the instructions below to automatically calculate the letter grades.
1. Place your cursor in cell J12
2. Click Insert on the Menu Bar, Click Function
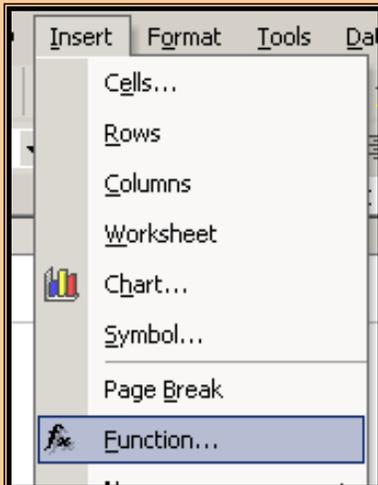
3. Type Lookup in the top text box and click GO,
4. Select Lookup from the list below and click OK
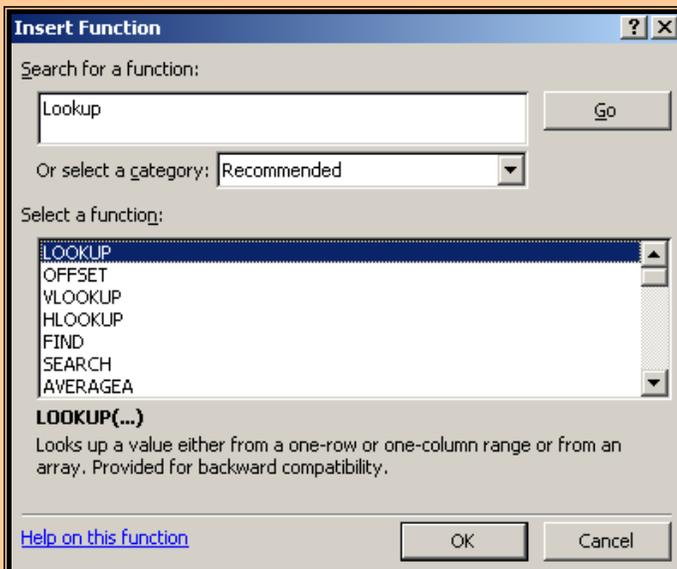
4. Select "lookup, value, array" from the second dialog box that appears.

Select Arguments

LOOKUP

This function has multiple argument lists. Please select one of them.

Arguments:

lookup_value,lookup_vector,result_vector
lookup_value,array

Help on this function   OK   Cancel

5. Move the Dialog box to the side, in the Lookup_value textbox select cell "I12" (or type it), hit the tab key.

6. Click in the "Array" text box, select the range for the grading scale

7. Place your cursor in the middle of the Array textbox and press "F4" at the top of your keyboard. This will place dollar signs in the first cell address

8. Place your cursor in the middle of the B7 and press "F4" again.

9. Click "OK"

10. The result should be a Letter grade for the averages.

Function Arguments

LOOKUP

Lookup_value I12   = 0.933333333

Array $A$3:$B$7   = {0,"F";0.6,"D";0.7,"(

= "A"

Looks up a value either from a one-row or one-column range or from an array. Provided for backward compatibility.

Lookup_value is a value that LOOKUP searches for in Array and can be a number, text, a logical value, or a name or reference to a value.

Formula result =   A

Help on this function   OK   Cancel
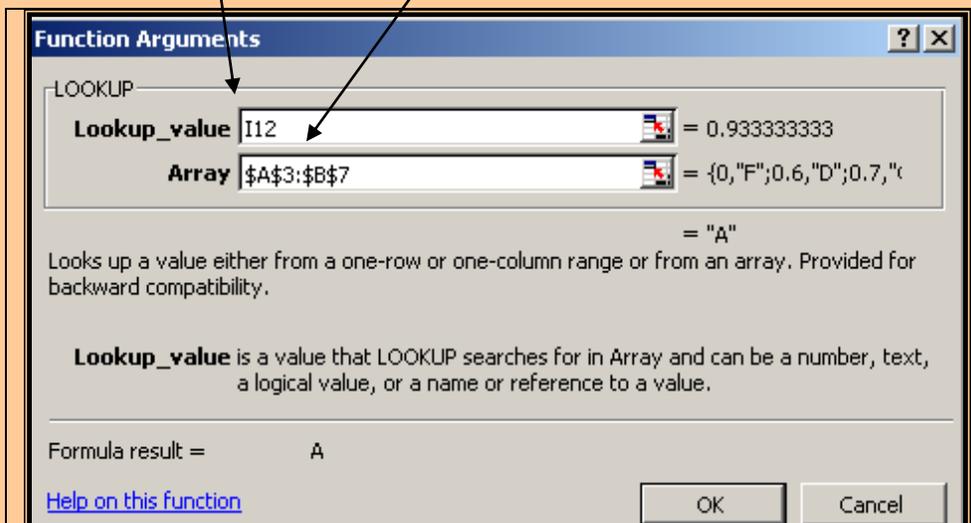
Your formula should resemble the following:

fx =LOOKUP(I12,$A$3:$B$7)

After the equation is entered in cell, click and drag to fill the equation down into the remainder of the gradebook.

	A	Classwork	Homework	Test	Classwork	Homework	Test	Total Points	Percentage	Letter Grade
9										
10	Points Available	10	15	100	10	15	90	240		
11										
12		9	14	89	9	15	88	224	93.3%	A
13		8	15	95	8	14	78	218	90.8%	A
14		10	13	75	7	13	56	174	72.5%	C
15		8	15	56	6	15	82	182	75.8%	C
16		9	12	80	9	14	89	213	88.8%	B
17		6	10	87	8	13	71	195	81.3%	B
18	Names will all be different	0	15	74	7	15	65	176	73.3%	C
19		10	12	62	6	14	88	192	80.0%	B
20		9	13	78	5	12	85	202	84.2%	B
21		8	11	92	8	11	84	214	89.2%	B
22		7	15	82	7	14	54	179	74.6%	C
23		8	14	54	8	13	80	177	73.8%	C
24										

Spreadsheet Exercise
Multiple Sheets & Sorting Data

#	Student ID	Last Name	First Name	Score	Gender	Date Entered
1	0909	Collins	Mike	87	M	3/14/2012
2	0079	Smith	Rachel	92	F	2/22/2012
3	0055	Smith	Adam	85	M	11/22/2011
4	1763	Thomas	John	67	M	9/15/2011
5	0224	Johnson	James	60	M	12/3/2011
6	0004	John	Tommy	77	M	1/8/2012
7	4714	Morones	Anabel	92	F	5/12/2012
8	0401	Jones	Sabrina	100	F	8/7/2011
9	0023	Youngblood	Beth	75	F	9/15/2011
10	9756	Marshall	Pam	95	F	3/23/2012

Sheets: by # / by Student ID / by Name / by Test Score / by Gender / by Date Entered

Instructions

1. Type in the and format the data shown above
2. Create and name the additional worksheets as shown above (pg 166, 164)
3. Copy and paste the data into the worksheets you created
4. Sort the data in each spreadsheet (pg 172)
   a. By Student ID (be sure to format the column as 'Text')
   b. By Name
   c. By Test Score
   d. By Gender
   e. By Date Entered

Biography PowerPoint Presentation
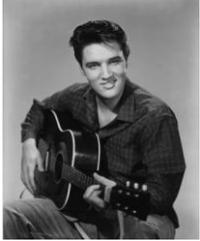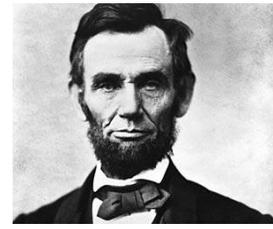
Objective: *Create a PowerPoint presentation about a person of significance.*

1. Decide whose biography you will do research on. Your person should be someone who has contributed something of importance to society or history and has become famous because of it.
   Have this person approved!

2. Create an 8-slide PowerPoint presentation about the person you have chosen to research.

   Slide 1: Introduction Slide

   Slide 2: Background Information
   - Where/when was this person born?
   - Childhood

   Slide 3: Becoming Famous
   - What did this person do for a living?
   - What qualities or traits do you believe made this person famous?
   - What did this person do to become famous?

   Slide 4: Impact on Others
   - How has this person made an impact on others' lives?
   - In what ways was his/her life remarkable, admirable, or even despicable?
   - Was this person a hero? Why or why not?

   Slide 5: Decisions/Lessons
   - Did this person make any major mistakes or bad decisions?
   - What are some important lessons you or any other person might learn from the way this person lived?

   Slide 6: Quotes

- Famous quotes from this person
- What do the quotes mean to you?

Slide 7: Other/Your choice

Slide 8: Sources

3. You must have pictures ON THREE SLIDES! Pictures must be clear and appropriate. They must add to the purpose and design of the slides.

4. Slides should be clear, easy to read, and well balanced.

5. Correct spelling/grammar
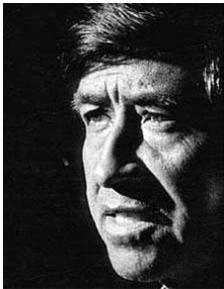
6. Present to class:
   - Speak clearly
   - Explain each slide thoroughly
   - Make it easy to understand

New Life Christian Academy

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Math, Science & Computer

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To Find My Webpage

1) Go to www.teacherweb.com
2) Select "For Parents & Students"
3) Select "Find Your Teacher"
4) Choose "AL - Alabama"
5) Choose "NewLifeChristianAcademy"
6) Choose "Collier"

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Overview
- Topic Guidance
- Slide Presentation Guidance
- Execution Information

Slide Deck Guidance
- Min 10 slides, max 20 slides
- Title Slide
- Overview slide
- Body
- Conclusion Slide
- End Slide (like a cool picture)

YOUR PRESENTATION
December 7, 2017
John M. Smith

Topic Guidance
- Your research project
- Aim for 2:30 to 5:00
- Major Project Grade for Mr. Collier
- 2 Quiz Grades for Mrs. Snow

Example—Entrance Animation

Fly in (On Click, From Bottom, Fast)
Float in (After Previous, 2 Second Delay, Fast)
Swish in (With Previous, 2.5 Second Delay, Fast)

Exit Animation Examples

Watch me disappear (Swivel Out)

I'll fly out and disappear

Animation Requirements

◉ At least three types of animations
  ● Entrance Animation
  ● Emphasis Animation
  ● Exit Animation
  ● Motion Paths
◉ At least two timing methods of animation
  ● At the same time as
  ● With Previous
  ● On mouse click

Emphasis Examples

The font changes color

The font size grows larger

The text gets underlined

Additional Requirements

- Two or more pictures or graphics
- At least one sound

Don't Forget

- Font size 40
- Font size—should be no less than 36
- This is 32 and too small

Movement Examples

Watch me move

A little random

Execution Information

- Due Date is Tuesday, December 12
- Presentations will take place on Wed & Thu
- 2:30 – 5:00 each
- Counts as:
  - Major Project Grade for Mr. Collier
  - 2 Quizzes for Mrs. Snow

This is 4:3 aspect ratio

PowerPoint

Questions?

Aspect Ratio
- This is 16:9

Review
- Topic Guidance
- Slide Presentation Guidance
- Execution Information

	Quizzes			Tests			Total-Quiz	Total-Test	Overall
	1	2	3	1	2	3			
Adu, Freddy	85	78	61	92	91	78	74.7	87.0	82.1
Albright, Chris	86	92	77	87	78	90	85.0	85.0	85.0
Boswell, Bobby	78	78	87	74	87	82	81.0	81.0	81.0
Buddle, Edson	91	87	83	77	87	99	87.0	87.7	87.4
Heaps, Jay	88	90	76	80	82	90	84.7	84.0	84.3
Hejduk, Frankie	92	87	81	92	90	87	86.7	89.7	88.5
Mina, Roberto	77	83	95	82	95	84	85.0	87.0	86.2
Ruiz, Carlos	85	91	82	87	79	93	86.0	86.3	86.2
Twellman, Taylor	82	96	79	99	72	81	85.7	84.0	84.7
Class Average	*84.9*	*86.9*	*80.1*	*85.6*	*84.6*	*87.1*	*84.0*	*85.7*	*85.0*

Candy is Dandy

Colors	Bag 1	Bag 2	Bag 3	Bag 4	Average
Blue	6	9	6	8	7
Brown	4	8	4	7	6
Green	3	2	8	5	5
Orange	7	6	7	4	6
Red	5	5	5	3	5
Yellow	4	4	3	5	4
Total	29	34	33	32	
Minimum	3	2	3	3	
Maximum	7	9	8	8	

M&M Colors Found in Bag 1

M&M Colors	Number Found
Blue	6
Brown	4
Green	3
Orange	7
Red	5
Yellow	4

M&M Colors Found in Bag 2

M&M colors	Number Found
Blue	9
Brown	8
Green	2
Orange	6
Red	5
Yellow	4

M&M Colors Found in Bag 3

Number Found vs M&M Colors

M&M Color	Number Found
Blue	6
Brown	4
Green	8
Orange	7
Red	5
Yellow	3

M&M Colors Found in Bag 4

Number Found vs M&M Colors

M&M Color	Number Found
Blue	8
Brown	7
Green	5
Orange	4
Red	3
Yellow	5

Average Compared

Average vs M&M Colors

M&M Color	Average
Blue	7.25
Brown	5.75
Green	4.5
Orange	6
Red	4.5
Yellow	4

Total M&Ms Compared for All Bags

Bar chart of Total Number (y-axis, 26 to 35) by Bags (x-axis):
- Bag 1: 29
- Bag 2: 34
- Bag 3: 33
- Bag 4: 32

Minimum Compared for All Bags

Bar chart of Minimum Number (y-axis, 0 to 3.5) by Bags (x-axis):
- Bag 1: 3
- Bag 2: 2
- Bag 3: 3
- Bag 4: 3

Maximum Compared for All Bag

Bar chart of Maximum Number (y-axis, 0 to 10) by Bags (x-axis):
- Bag 1: 7
- Bag 2: 9
- Bag 3: 8
- Bag 4: 8

Maggie

12 Days of High School

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 11	Day 12	# of Items	Cost per Item	Total Costs
Lockers	1	1	1	1	1	1	1	1	1	1	1	1	12	$28.95	$347.40
Friends		2	2	2	2	2	2	2	2	2	2	2	22	$0.00	$0.00
World Maps			3	3	3	3	3	3	3	3	3	3	30	$8.50	$255.00
Books				4	4	4	4	4	4	4	4	4	36	$6.95	$250.20
Textbooks					5	5	5	5	5	5	5	5	40	$36.95	$1,478.00
Passess						6	6	6	6	6	6	6	42	$0.75	$31.50
Spelling Tests							7	7	7	7	7	7	42	$5.00	$210.00
Calculators								8	8	8	8	8	40	$6.25	$250.00
Sheets of Paper									9	9	9	9	36	$0.02	$0.72
Spelling Words										10	10	10	30	$2.00	$60.00
1 Hour of HW											11	11	22	$6.50	$143.00
Sharpened Pencils												12	12	$0.25	$3.00
													Grand Total		**$3,028.82**

Popular Energy Drinks
Nutritional Value

Drink Name	Serving Size	Calories per Serving	Carbs	Taurine	Caffeine
5-Hour	2	15	3	0	139
Amp	16	110	29	20	75
Full Throttle	8	111	29	605	72
Monster	16	200	54	1000	160
Red Bull	12	115	40	1000	120
Rock Star	8	280	58	1000	200
Average	10	139	36	604	128
Highest	16	280	58	1000	200
Low	2	15	3	0	72

Gradebook

Grading Scale	
0%	F
60%	D
70%	C
80%	B
90%	A

	Classwork	Homework	Test	Classwork	Homework	Test	Total Points	Percentage	Letter Grade
Points Available	10	15	100	10	15	90	240		
Abe	9	14	89	9	15	88	224	93.3%	A
Brad	8	15	95	8	14	78	218	90.8%	A
Charles	10	13	75	7	13	56	174	72.5%	C
Dan	8	15	56	6	15	82	182	75.8%	C
Eddie	9	12	80	9	14	89	213	88.8%	B
Frank	6	10	87	8	13	71	195	81.3%	B
George	0	15	74	7	15	65	176	73.3%	C
Hector	10	12	62	6	14	88	192	80.0%	B
Ivan	9	13	78	5	12	85	202	84.2%	B
Julie	8	11	92	8	11	84	214	89.2%	B
Karen	7	15	82	7	14	54	179	74.6%	C
Lynn	8	14	54	8	13	80	177	73.8%	C

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2	0079	Smith	Rachel	92	F	2/22/12
3	0055	Smith	Adam	85	M	11/22/11
4	1763	Thomas	John	67	M	9/15/11
5	0224	Johnson	James	60	M	12/3/11
6	0004	John	Tommy	77	M	1/8/12
7	4714	Morones	Anabel	92	F	5/12/12
8	0401	Jones	Sabrina	100	F	8/7/11
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