

# On The Way to Computer and Information Literacy

## Objectives



1. Define the concepts of information and computer literacy.
2. Review the organization of this text.
3. Identify elements of a computer lab system.
4. Identify the hardware and software components needed for email communication.
5. Log in to a computer system.
6. Send email messages.
7. Download and upload an email attachment.
8. Identify and prevent security threats when using email.
9. Create a PDF file.
10. Compress and unzip a file.
11. Use a few basic features in OneNote.

## Introduction

Healthcare professionals increasingly rely on information systems to assist them in providing quality care. They realize that a large percentage of their practice involves the management of information. Computers are often required to perform information-related functions such as identifying patient needs; documenting care; providing remote patient care through telemedicine facilities; organizing, calculating, and managing financial data; and accessing healthcare literature. To use the tools of automation in meeting their responsibilities and to take advantage of evolving computer technologies, healthcare professionals must be computer and information literate.

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The purpose of this text is to help you develop the essential computer and information literacy skills that all healthcare professionals need. Its focus is the introduction of concepts that cross specific applications, the development of practical computer skills, the access and use of information to provide quality patient care, and the development of electronic communication skills. Each chapter provides exercises from the healthcare arena that demonstrates the concepts and skills and provides practice in applying those concepts and skills.

### Literacy

Healthcare providers learn to use the tools necessary to provide patient care such as a stethoscope to assess patients and a pulse oximeter to measure a patient's pulse and oxygen saturation. This practice involves understanding the function and purpose of the stethoscope and pulse oximeter as well as developing skill in using them. Just as healthcare providers learn to use the right tools, so they must also learn the function and purpose of computers and software in health care as well as develop skill in their use. In other words, healthcare providers must become “computer and information literate.”

#### *Literacy*

Literacy means the ability to locate and use printed and written information to make decisions and to function in society, both personally and professionally.

#### *Computer Literacy*

Add “computer” to the term “literacy,” and it refers to the ability to use the computer to do practical tasks. A variety of viewpoints exist that identify computer skills required for computer literacy, but there is general agreement that computer literacy includes the ability to use basic computer applications to complete tasks.

#### *Information Literacy*

This term describes a set of skills that enables a person to identify an information need, locate and access the required information, evaluate the information found, and communicate and use that information effectively. With the explosion of information, both good and bad, information literacy has taken on a major role in all educational settings.

#### *Digital Literacy*

Digital literacy is the ability to effectively and critically use digital technology to navigate, evaluate, and create information. It includes the ability to understand and use information that is presented in multiple formats.

People who are computer, information, and digital literate have the following characteristics. They:

- Use the computer, appropriate digital technologies, and associated software as tools to complete their work in a more effective and efficient manner.
- Recognize the need for accurate and complete information as the basis for intelligent decision making.
- Find appropriate sources of information using successful search strategies.
- Evaluate and manage information to facilitate their work.
- Communicate information in various formats.
- Integrate technology and information strategies into their daily professional lives.

Many professional organizations and accrediting agencies now include information and computer literacy requirements as part of their criteria. For example, the Association of College and Research Libraries (ACRL) produced a document defining and outlining specific criteria and standards for demonstrating information literacy in higher education (Association of College and Research Libraries, 2000). To support the development of information literacy, they developed a Web site with links and citations to information literacy standards and curricula developed by accrediting agencies, professional associations, and institutions of higher education. You can view the ACRL Web site at <http://www.ala.org/acrl/standards/informationliteracycompetency>. Chapter 12 provides additional information on the concept of literacy.

## Organization of the Text

This text consists of 14 chapters and an index that features highlighted computer terms. Most chapters begin with information that introduces the content, describes key concepts and terms, and, in application chapters, provides descriptions of common application functions and keystrokes. Each chapter also includes one or more exercises for use in the classroom or computer laboratory to practice application of lesson concepts and one or more assignments to demonstrate your knowledge and acquired skills. Additional materials for exercises and assignments are available to download from the text's Web site.

The first chapter provides material that is useful to understanding and using this text as well as an introduction to email and OneNote. Chapters 2, 3, and 4 contain content about hardware and software. Computer hardware and software terms are introduced in Chapter 2. Chapter 3 focuses on managing the computer environment. Chapter 4 covers tasks that are common to most application programs. As a consequence of this consistency, many applications in a graphic environment have common looks and functions. The next four chapters present

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word processing (Word), presentation graphics (PowerPoint), spreadsheet (Excel) and database applications (Excel database features). Including database functionality within spreadsheet application. We use Microsoft Office applications to illustrate the basic concepts of each of these chapters. The text then introduces basic Internet concepts for connecting and browsing, and related software such as Internet Explorer and Chrome. Chapters 9, 10, and 11 share tips for successful communication over the Internet and in distance education endeavors. Chapters 12 and 13 review means of accessing informational resources and issues of security, integrity, and ethical use of electronic data. Chapter 14 provides an introduction to the field of healthcare informatics.

The authors have made every attempt to select current quality Internet sites that demonstrate the presented concepts. Remember, however, that Internet sites can and do change, so some of the links may not work. You may have to practice your searching skills to find a similar site.

### Before Beginning: Some Helpful Information

Every computer system and every computer laboratory have subtle differences that can cause problems for the beginner; therefore, learning something about the computer environment in use is essential. Professors or computer laboratory personnel as well as university documentation can help to answer questions about the following topics.

#### *Accounts*

Is an account necessary to use the computer laboratory or university's resources? If so, what is the process for getting one? Some schools have at least a 24-hour wait time before you can use the laboratories. By comparison, other schools automatically create an account when a student registers or provide facilities and directions to create an instant account. Some schools require students to own laptops or mobile devices, but you will still need an account to sign on to the school's network. A separate account may also be necessary to access course materials made available through the Internet or that reside on course management software servers. Other schools provide for one login option that provides access to all the resources to which a student may be entitled.

#### *Cost*

Is there a user charge for accessing and using the university computer equipment and software? Do the rates vary (less at night or during off-peak times)? Is a computer fee included in tuition charges? What does the fee cover? For example, there may be an additional fee for computer equipment and/or applications with selected courses.

### *Documentation*

Most universities provide user documentation. This includes user documentation that provides helpful information for starting and learning specific software programs. Where is the documentation? Are handouts available in the computer laboratory, and/or are the documents available online to read and/or print? Which documentation is necessary to begin? For example, the university might have a document called “Getting Started with Outlook” or “Accessing the Network from Home”, or “Accessing the University Resources with a Mobile Device”.

### *Computer Laboratories*

Are there computer laboratories and who has access to them? Is an identification card required to use the equipment and software? Are some laboratories reserved for specific student populations—for example, health professional students or engineering students—or are all laboratories general-purpose facilities that are available to all students, staff, and faculty?

### *Equipment/Mobile Devices/Storage*

Which type of hardware is available? Are the computers always left on? If not, how do you turn them on? Can I bring my own laptop or mobile device to the computer labs and connect to the network? Is it wireless or wired? What are the requirements for connecting your laptop or mobile device to the network while on campus? Where can students store data files? Do I automatically have storage space on the network? If so, how much? Which types of storage devices can I use and where can I purchase them? Does the bookstore sell removable storage devices?

### *Laboratory Hours*

What are the laboratory hours? Do they change during the term? Is the laboratory open over the weekend? Some laboratories expand their hours of operation toward the end of the term when many papers and projects are due. Does a laboratory assistant need to be present for the laboratory to be open, or is the laboratory left unattended? If so do I need an ID to enter a closed lab?

### *Lease or Buy*

Does the university have a program whereby students lease or buy a laptop computer or mobile device for use at home, in the dormitory, or in the classroom? If so, how long does it take to get a computer? How does the university support this program in terms of repair, software, and other technical issues? Is there a protection plan offered? Can you buy the computer or mobile device at the end of the lease? Is a certain operating system (i.e., Windows or Mac) required?

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### *Logging In*

Most resources that you will need as a student and as a professional will require you to log in to the system. Some institutions have a universal login that provides a customized home page (referred to as a portal) with all your resources a click away; other institutions require separate accounts for each resource like the network, email, library online databases, student records, course management software, ~~patient clinical records, drug administration systems~~, and so forth. Is there a login procedure (a series of steps to access the computer software)? If so, how do you log into the system? Is there a help sheet to follow?

### *Policies/Rules*

What are the policies that govern use of the university resources? Policies can include anything from how often to change a password to how many pages one can print each term to respecting the rights of other users. What are the penalties for not adhering to the policies? Penalties might range from a warning for a minor offense to dismissal or expulsion for a major offense. Most universities as well as other organizations and businesses provide policies to each account holder. For example, most institutions will address confidentiality of data and protection of a password in the policies. Individuals who hold dual roles such as a student employee may need to ~~may need to~~ follow policies for both roles.

In addition there may be rules or policies that apply to certain areas or applications. For example, what are the rules that govern use of the computer laboratories? Many laboratories prohibit eating and drinking, chatting, and game playing. Laboratories can restrict use to academic use only. Some laboratories also check all removable storage devices that one brings into the laboratory for viruses. What are the rules for policies devices?

### *Printing*

Which printing capabilities are available at the university? Can you print to college printers with your mobile device? Is there access to color printing? Is there a charge for printing? Some schools use a prepaid print card, keep an electronic record of printing that allows individual billing, or use a software program such as PaperCut to keep track of printing costs. When the printing credits go to zero, the student must add more print credits to continue printing. Other schools permit unlimited printing.

### *Support/Help*

What kind of support is available when one needs help? Many universities provide a help desk to assist students, faculty and staff who have questions or are experiencing problems. In addition there are often online help services and quick reference guides. Are there orientation classes for the laboratories and/or training classes on specific software? Key questions in accessing these resources include (1) What is the

telephone number for the help desk? (2) What is its email address? (3) What are the hours or live support? (4) What automated services are available for support?

## Getting Started With Your Computer

It is wise to review the material in this section before beginning work on a computer.

|                       |  |
|-----------------------|--|
| <i>Enter</i>          | Throughout this text, Enter refers to the Enter or return key. When the word “Enter” appears in this text, do not type it. Instead, press the Enter or return key with a left-pointing (←) arrow.  |
| <i>Bold</i>           | Instructions in bold indicate what to click on, which keys to press, or what to type. Computers are very exacting. A misspelled word or failure to place a blank where a blank is required may result in an error message. When instructions indicate to type, make sure you type exactly what is in bold.   |
| <i>Ctrl+X</i>         | When Ctrl (or Alt or Shift) appears with a plus sign (+) and function key number or letter, press the first key and then, while holding it down, press the correct function or letter key. Release both keys together. On a Mac computer the Command key, next to the space bar, works like the Ctrl key on a Windows computer.  |
| <i>Version</i>        | The specific sequence and location of commands vary with different versions of software. In this text, we use Microsoft Office 2010 for the word processing, presentation graphics, spreadsheet, and database content, and Internet Explorer (version 9) and Chrome (version 25.0.1364.97) for the two browsers. If your computer is a Mac with Office 2011 or Safari (browser), some of the specific commands will be different.  |
| <i>Windows/Mac OS</i> | Although the exercises for Word, Excel, PowerPoint, Internet Explorer, and Chrome are intended for Windows 7 users, you can just as easily use Mac-based programs for these exercises. Most of the keystrokes are exactly the same. A few menu items and a few keys on the keyboard are different. Although we made every attempt to replicate the windows in true form, your system may display some variations in terms of how the window “looks.” Despite these minor differences, you should be able to follow along in the exercises. |

## Developing a Few Basic Skills

This section covers concepts and skills of logging in, working with PDF files, and compressing/extracting zip files/folders.

### Logging In

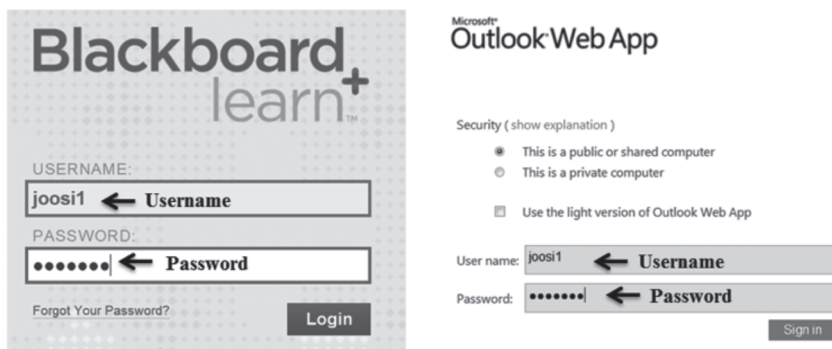
To log in:

1. From off campus, you may be required to type in an **address** in a browser like intranet.laroche.edu to access the main internal Web page, pressing **Ctrl+Alt+Delete** to access the login screen, or opening an **icon** on the desktop for a specific system. **Figure 1-1** provides two examples.
2. Type your **UserID** or **user name** in the appropriate textbox.
3. Type your **password** in the appropriate text box. NOTE: The password will not show but will have asterisks or black dots in place of the typed letters and numbers. Some system passwords are case sensitive.

NOTE: Some systems you access may have specific settings required for them to function properly. For example, Blackboard requires you to enable JavaScript and cookies while Microsoft's Web-based access to Outlook requires you to enable popups. Your institution should provide you with instructions to enable these should they be required.

### Working with PDF Files

Working in the computer environment requires some knowledge of working with files that you might need for a class or that you might need to send to your professor. Many professors use PDF (portable document format) files as they are files




**Figure 1-1** Two Login Examples



with a fixed-layout, neutral format for file exchange and publishing. Two popular fixed-layout, neutral formats are Adobe PDF and Microsoft PDF or XPS (XML Paper Specification).

To open a PDF file you must have a PDF reader on your computer such as Acrobat Reader, which is available for download from Adobe Systems.

*To save a file as PDF:*


1. Click the **File** tab  in Word.
2. Click **Save As**. The Save As Dialog Window opens (See Chapter 4).
3. In the File Name Box, type a **name** for the file if it has not been saved before.
4. In the Save as type list, click **PDF**. See **Figure 1-2a**.
5. After choosing PDF other choices become available. See **Figure 1-2b**.
  - a. If the document requires high quality print, click **Standard** (publishing online and printing).
  - b. If file size is more important than print quality, click **Minimum size** (publishing online).
  - c. If you want the file to open in the selected format after saving, select the **Open file after publishing** check box.
6. Click **Option** button to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
7. **Click Save.**

NOTE: The procedure for saving a file in PDF format may vary depending on the program you are using. Some require you to select **Publish to** or **Print Print**, and to change the printer to Adobe PDF. For more information, search Microsoft Office Help online for "Save as PDF or XPS format."

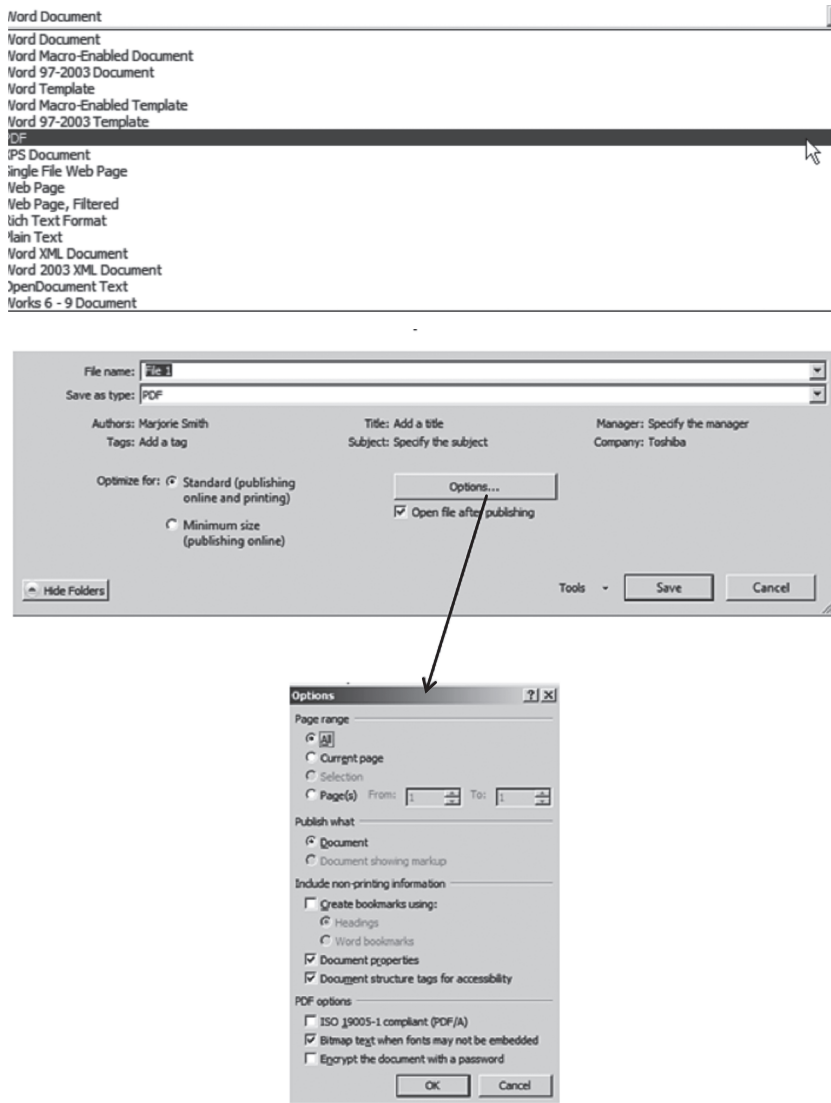
### Compressing Files and Folders

Windows 7 comes with a compression utility that allows you to send or receive large or multiple files. Other programs that zip and unzip files include WinZip and Stuffit. Faculty may send textbook files in zip or compressed format to you as email attachments, place them on a file server, or post them to a CMS (Course Management System).

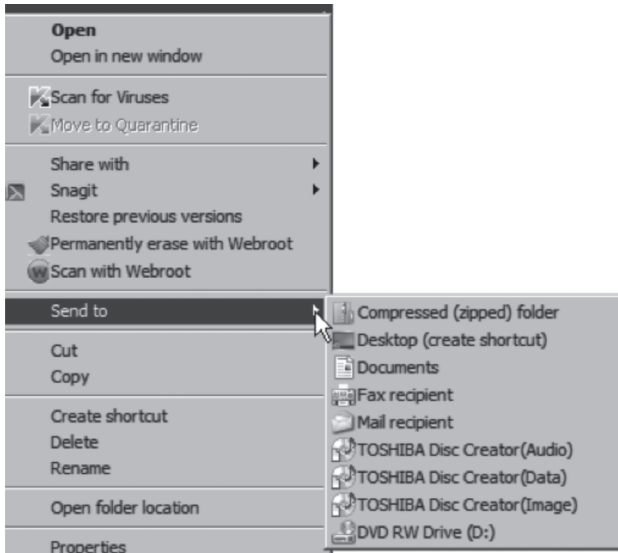
*To compress a file:*

1. Select the **file** or **folder** from your storage device or space.
2. Right-click the **file** or **folder**.
3. Choose **Send To** and then **Compressed (Zipped) Folder**. (See **Figure 1-3**.)  
A compressed folder  appears in the same place as the original folder.

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**Figure 1-2** “Save As Type” List for Saving a File as a PDF and 1-2b Choices When Saving a File as PDF



**Figure 1-3** Dialog Box for Compressing a File/Folder

To unzip a file:

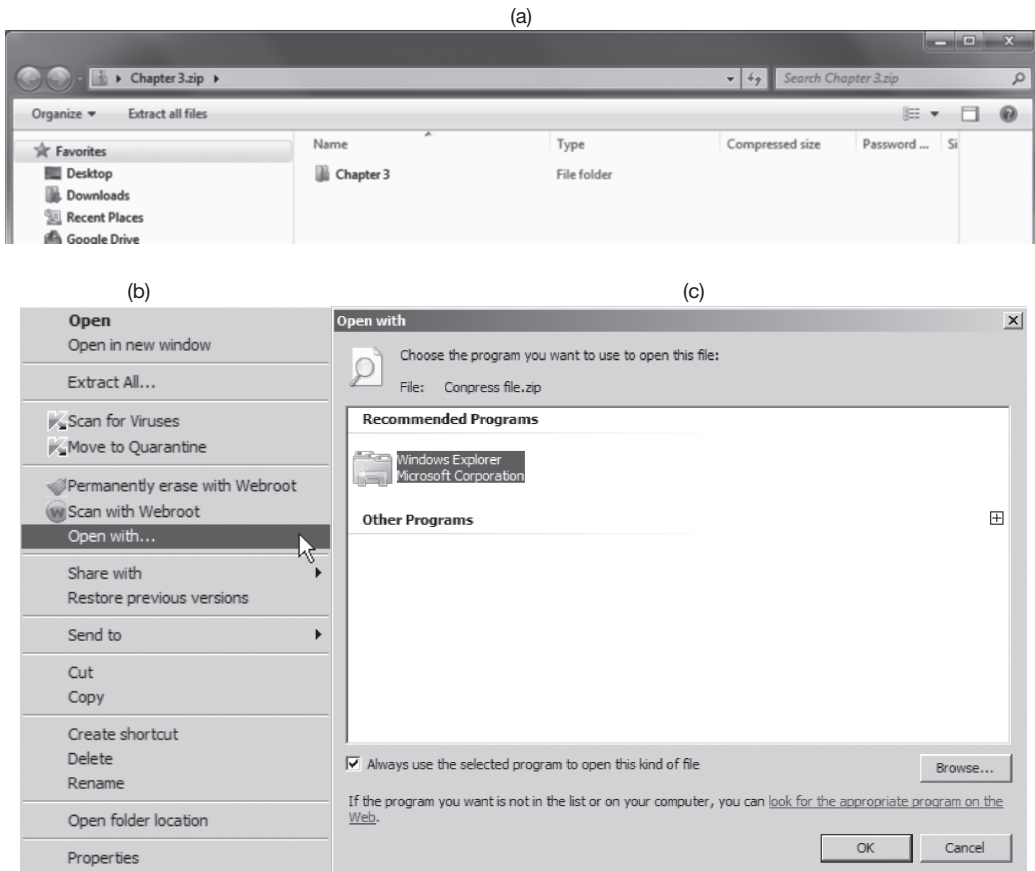
1. Double-click the **compressed file** or **folder** (See **Figure 1-4a**). You may also **right-click** the compressed file or folder. Choose **Open with**, and then **Compressed** (Zipped) Folder or WinZip. See **Figure 1-4b**. Note that your window might look slightly different but will function similarly.
2. Select the **appropriate file** or **folder** to extract and then click the **extract all files** text. Again, a button on a toolbar that you can use to extract files, depending on the program.

NOTE: Although you can view compressed files, they will *not* work properly until you extract them.

## Communicating by Email

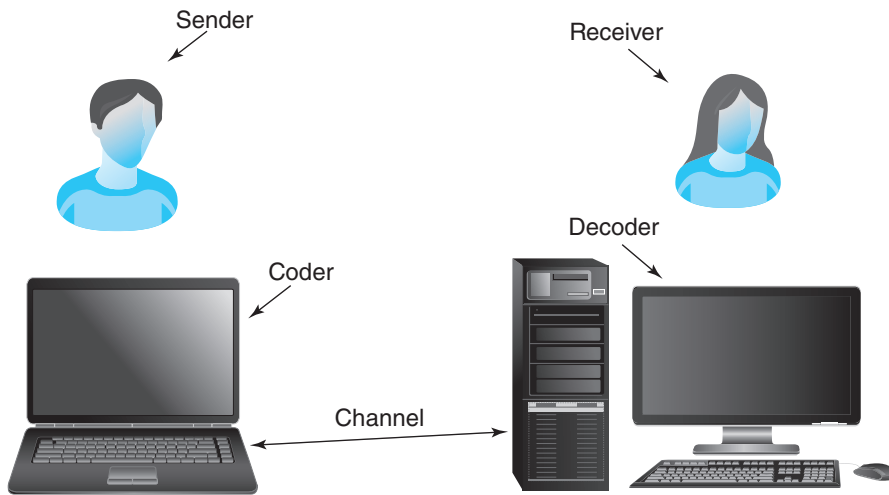
The basics of technology-assisted communication such as email require a sender, channel, medium, and receiver, as illustrated in **Figure 1-5**. Both the sender and the receiver of an email message must have the appropriate hardware, software,

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**Figure 1-4** Double Click Compressed File/Folder Window and 1-4b Right-Click Choices for Compressed File/Folder

and a connection to the network if they are to communicate successfully. The sender creates the message, uses a specific application on a device, which codes the message for transmission across a channel. The channel includes equipment such as telephone wires, twisted pair, fiber-optic cables, radio waves, or satellites as well as the software that actually transmits the message to the decoder. You must connect the technology device to the communications channel by a modem, a router, a network card, or a wireless card in the computer. The computer that receives the message must then decode or translate the message back into a




**Figure 1-5** Communication Model

format that the receiver can understand. It is essential that both computers, as well as the channel, support the same communications protocol and standards if they are to “talk” to each other. For cell phones you use the same wireless connection for making and receiving calls but instead the phone connects to a cell tower and then the Internet.

Obviously, most computers do not have a direct channel as seen in **Figure 1-5**, but rather send messages through a network. Most universities and hospitals are networked. A network consists of all computers and related devices connected together for the purpose of sharing devices, programs, and data. Refer to Chapter 2 for additional information on networks and to Chapter 9 for additional information on the Internet. Chapter 10 discusses other forms of technology assisted communication.

### *Electronic Mail*

Electronic mail (email) is a way to send messages to others in electronic form. Users write an email just like they would write a letter with word processing software. However, instead of printing the message and sending it via the postal system, email users typically click a Send button  in the email program. The email message arrives at its destination within a matter of seconds or minutes, depending on where it is going and the traffic on the network. Just as there are many different word processing, graphics, and spreadsheet programs, so there are many different email programs.

Many search sites and Internet service providers offer free email services. **Table 1-1** outlines common functions shared by almost all email programs. Although this chapter provides general information about using email, it does not provide step-by-step procedures for using a specific program. For assistance in using your specific email system, check the help information online or the documentation for the system in your institution.

Email messages consist of two parts: the header and the body. The body is the actual message. The header has at least four (and sometimes five) sections that provide useful information:

- **Date:** This includes the date and time that the message was sent.
- **From:** This identifies the sender's email address and, in many cases, the sender's name.
- **To:** This identifies the receiver's email address and can include the receiver's name.
- **CC:** This optional section identifies the other people who will also receive a copy of the email message sent to the primary recipient. Most programs also provide an optional blind carbon copy (BCC). When you use the BCC function, a copy of the email is sent to one or more additional receivers; their names will not appear in the header and are not visible to the other receivers. Only the sender will know who has been sent a blind copy of the message. Using the BCC option also avoids sending an email with a large distribution list in the header.
- **Subject:** Use the subject line to convey the essence of the body of the email. This field will be blank if the sender omitted this information. Some university email systems will not accept email if the subject field is blank. Always include one to three words in this section.

Email users are given a certain amount of space to store email messages on the server of their email provider. If you never delete email messages, eventually the allotted space will become full and the system will return all new messages. Thus people with email accounts should read their email often and delete messages that are no longer needed. By moving previously read messages to folders, the inbox of the email system remains uncluttered and new messages are more readily visible when you start the email program. In addition, some organizations have policies where they will automatically delete email sitting in the inbox, sent folder, or delete folder after a set time. Therefore, moving important email to folders will save it from deletion. It is possible, however, to occupy all of your allocated space with email messages that you have moved to folders. Most programs allow users to systematically store the messages that they wish to keep in folders off the mail server, either on the local drive or on another network server. Note that storing on the local drive means you won't have access to those messages if you are not using that particular computer.

**TABLE 1-1 COMMON E-MAIL FUNCTIONS**

| <b>Function</b>                               | <b>Description</b>  |
|---|---|
| Configure your e-mail settings.               | When you set up your e-mail program you will make several decisions such as how you want your name displayed, your incoming and outgoing mail server name, and your password. Some of this information you will need to obtain from your internet service provider. |
| Compose and send an e-mail message.           | There are significant variations in the type of formatting available when composing an e-mail message. Some will permit all of the same text formatting available in your word processing package while others only accept plain text with no formatting.           |
| Reply to an e-mail.                           | When replying to an e-mail check to see if you are replying to everyone who received the original e-mail or only the author of that e-mail message.   |
| Forward an e-mail.                            | Never send an e-mail you are not willing to have published. All e-mails can be forwarded to another person or even several people whom you may not intend to read your words.   |
| Maintain an address book.                     | This is a list of your contacts and their e-mail addresses. It is also possible to maintain distribution lists in your address book.  |
| Attach files to your message.                 | Any type of file can be attached to an e-mail message including word files, graphics, spreadsheets, audio, and even video. Remember the receiver will need the appropriate software to open these files.  |
| Create and attach a signature to your e-mail. | Your signature file includes your name and contact information that you want to share in your e-mails. This can be attached automatically to all of your e-mails.   |
| Organize and save your e-mail.                | Most e-mail programs make it possible for you to create folders where you can categorize and save e-mails. For example you may want to save all of the e-mails related to a course in a folder with the name of the course.   |

### *Email Addresses*

All email systems provide users with individual addresses. On a local area network (LAN), an email address operates much like an interoffice mail address; that is, the user's local email address usually consists of the user's ID only. In contrast, email sent over a wide area network (WAN) is like mail sent via the postal service, in that a full Internet address is needed. An "at" symbol (@) in an email address always separates the user ID from the rest of the address. There are three parts to an Internet email address. Suppose the address is `janesmith@gmail.com`.

- The **user ID** is the name of the individual on the computer system where one receives email. No one else on that system has the same user ID. The user's ID in the previous example is `janesmith`.
- The "at" (@) symbol is always typed between the user's ID and the user's email system address.
- The **user's domain** is the location address for everyone who uses that email system. This part of the address functions like the home address of a person in postal service mail delivery; that is, everyone in the same family uses the same apartment or house address. In the previous example, the location address is `gmail.com`.

One of the email application's functions that is especially useful when sending a message to a group of people is the ability to create a **distribution list** (also called an **alias** or **mailing list**). The distribution ID is the assigned name to the list. Each time the sender addresses an email message using the distribution ID, each person on that list receives the message. For example, a list called `ClassN402` might contain the addresses of all students in a healthcare informatics class. When you send a message to the `ClassN402` distribution address, the message arrives in the inbox of everyone on that list.

### *Email Related Terms*

|                   |   |
|-------------------|---|
| <i>Attachment</i> | This is a file that accompanies an email message but is not in the body of the message itself.  |
| <i>Bounce</i>     | This is a message that failed to be delivered promptly. Emails can bounce for many reasons: For example, you typed the wrong email address, the recipient's mailbox is full, the account no longer exists., (Email Experience Council, nd). |
| <i>Emoticon</i>   | This is a way to show an emotion via text on the computer. These symbols or combinations of symbols substitute for facial expressions, body language, and voice inflections.  |



|  |  |
|--|--|
| <i>Filter</i>                          | A tool that automatically moves incoming emails into separate folders according to criteria that either you or your Internet provider specified. Virus checkers or a software programs that you use may include filters. An example is the Junk Mail folder in Microsoft Outlook or the Spam folder on AOL.              |
| <i>Phishing</i>                        | Phishing is fraudulent email that solicits private information such as passwords or credit card numbers. It can result in identify theft.  |
| <i>RSS (Really Simple Syndication)</i> | This scheme makes it possible for you to subscribe to and receive information about a specific topic that blogs, podcasts, and other social networking applications publish. Feeds deliver this aggregated information, and you may read this content through a feed reader or email message.                            |
| <i>Spam</i>                            | This is electronic junk mail. It is unsolicited and may or may not be from an identifiable source. It may be deceptive as well as being irritating and time wasting. Spam can lead to identity theft, disrupt your personal computer with malware, and turn your system into a zombie for distributing spam (FCC, 2011). |
| <i>Spim</i>                            | This is the spam of instant messaging. It is part spam and part instant messaging that an increasing number of advertisers are using.  |

### **Email Etiquette (Netiquette)**

Just as there are rules governing what is acceptable to say and do during social interactions, guidelines exist for acceptable ways of communicating using email. Many of these rules also apply to other forms of online communication. *Netiquette* is the name given to electronic communication conventions. Some of the main rules of netiquette include the following:

1. Start the message with a greeting, just like with any communication, and make it specific to the recipient(s): “Hi, Kurt,” “Mary,” or “Greetings, Colleagues.” With email, there is a tendency to be less formal than is common in a face-to-face communication. However, when dealing with faculty and medical personnel, it is better to use formal titles. It is also important to use the recipient’s correct title. For example, do not refer to a PhD-prepared professor or a physician as Mr. or Mrs.; use Dr. instead.
2. Include in the message only what is appropriate for others to read. Never assume the message is private.

3. Be clear and concise. Email messages include only words. When people communicate face to face, they use intonation and body language as well as words to send the message. With email, no observation of the recipient is possible, so no immediate feedback or the ability to adjust the message midway is available. As a general rule, if one can misinterpret a message, it will be. “Emoticons,” like the smiley face, are available to signify feelings. Standard emoticons include the following:

:-) Basic smiley  
 ;-) Winking smiley—means “just kidding”  
 :-( Sad face  
 8-) Smiley with sunglasses  
 -o : Surprised

There are several other emoticons, and several Web sites that list these symbols. As with all communication tools, the sender and recipient must understand the symbol for the symbol to be effective in supporting communication. Consider text messaging abbreviations unacceptable in most email messages. For example, do not use the letter “U” to stand in for “you.”




4. Keep it short. Do not quote huge amounts of material. When replying, put the reply early in the message body so that readers do not have to wade through material to get to the response. If a longer message is necessary, attach a file with the message.
5. Always specify the content of the message in the subject line so that readers know what to expect. This information can also help readers discriminate between what might be a legitimate message from an acquaintance and what might be a message containing a virus.
6. Never type in all capital letters. THIS IS CONSIDERED SHOUTING.
7. Ensure that the message is well written. Check the spelling and grammar.
8. Respect copyright. Always give credit to others for their work, and follow copyright rules for using material (see Chapter 12 for guidelines as to copyright).
9. Avoid flaming, which is voicing very strong antagonistic opinions or verbally attacking someone. Never respond when you are angry. It is hard to look professional or explain your thinking if you are in the middle of a “flaming war.”
10. Sign the message. The signature should include at least the sender’s name and email address. It can also include the sender’s postal mail address, telephone number, title, and professional affiliation. It is possible to create a “signature” file ahead of time and use it as a standard addition to all email.
11. Do not send chain letters. A chain letter is an email that ends with the suggestion that the recipient forward the message to several other people.

One of the best ways to stop this type of junk email is not to forward it. If there is a specific email with a message you do want to share with a specific person, delete the part of the email suggesting you forward the email to others before you send it forward. Keep in mind that when you receive an email that has been forwarded the email message may also have been edited or modified by anyone who had forwarded that email message.

### **Email Attachments**



An attachment is a file sent along with an email message. You can send any type of file via email, including text files (Word files), graphics (PowerPoint files), spreadsheets (Excel files), audio (.wav files), and even video. Be certain that the recipient of the file has the appropriate software to open and run the file being sent. For example, if you send an Excel spreadsheet, the recipient will need to have the Excel software or a plug-in to access that document. Some email systems limit attachment sizes. If the receiver's email system does not accept your attachment because it is too large, the system will bounce it back to you. Some email systems also do not accept files with certain extensions, such as .exe or .acddb.

*To attach a file to an email:*

1. Open the **email program** and look for words like compose mail, new message, or a symbol . Click the **words** or **symbol** to start and **compose** a message.
2. Once you have composed the message, look for a paper clip  or attachment words. Click the **words** or **paper clip**.
3. Make appropriate choices in the window that appears asking for the location and file to attach. Click **Open** on the appropriate file/document. Make sure the attachment (such as this: ) appears in the mail message window before you send the message.

Most email programs provide the ability to attach multiple attachments at once; however, most of these email applications also will limit the number of attachments that you can include with one email message. Others like Microsoft Web Mail permit only one attachment at a time.

*To download an email attachment:*

1. Open the **email program** and display the **mail message**.
2. Look for words or a paper clip  that indicates an attachment. The attachment should look similar to this: .
3. Double-click the **file** and click **Save** or click **Open** with.... (or something similar to those words).
4. Select a **place** to download the file.

Each mail program is slightly different in terms of the location and display of the attached file. Nevertheless, all programs should give you the ability to right-click and save the file to a specific location. Typically, clicking the attachment indicator either opens the file or opens a dialog box that allows the viewer to save the attachment to a file or to open the attachment. Sometimes you will need to right-click to see these options.

### *Safe Email Practices*

To protect the computer, it is wise not to open attachments without checking them for a virus. Most virus-checking software will give you the option for configuring your virus checker so that it scans all attachments automatically as they come into your email program. However, no virus checker will catch every virus. Malicious computer hackers have developed systems that enable them to access a user's address file and send messages to everyone in the list, making it appear as if the message is from that user. Thus it is prudent not to open attachments unless you expect them. It is also wise to configure your virus software to scan email attachments before you open them if you do not configure your virus-checker to do so automatically. While all attachments can include malicious applications, executable (.exe) attachments are highly suspect. Once you open an infected file, these attachments may create a variety of problems on the computer.

While most university systems routinely check all attachments before delivering the email to the individual user, new viruses can slip through this safety net. Therefore, the safest course of action is to save the attachment to a folder—just be sure to note in which folder you are saving the file—and then explicitly check it with an antivirus program such as BitDefender, Norton Utilities, or Webroot SecureAnywhere Antivirus software before opening the file. If the antivirus program finds a file with a virus, delete the file from both your email list and the computer's delete folder without opening it.

Today, at least 77% of the U.S. population has Internet access in the home, and email has become a primary tool for communication, sometimes rivaling even the telephone (ITU, 2012). The percent goes up when you talk about other Internet access through schools, libraries, and work. Along with its advantages, however, has come the irritating problem of unsolicited messages—that is, spam. Many Internet providers offer spam-blocking products for their customers, and some email programs have filters that you may set to block spam related to specified subjects or from specified addresses. It is wise to never open messages from anyone or any company that you do not know. Never respond to spam because this reply can confirm that your email address is active and you are reading these emails. Always report spam to your Internet service provider. Most ISPs that provide email functionality make sending such reports easy, through an option on

the email menu. In an attempt to prevent advertising spam from coming into email accounts, some individuals set up a separate account for electronic discussion groups, ordering online, and registering warranties to control the number of advertisements coming to their personal email account.

No matter what address appears on an email or which trademarks appear on the email, you should never provide personal information such as your password, account number, or Social Security number in response to an email message. Some emails fraudulently represent commercial companies by including the company's headers or logos on the email message and then request personal information. Your bank and any other company that you do business with will never request this type of information by email.

These so-called phishing scams can lead to identity theft. A common phishing scam on campus is to send emails offering part-time work. The email will look like it is coming from a campus email address. However, when students apply for the job by providing their personal information, including their Social Security number, they have just been caught in a phishing scam. If you receive such an email job offer, call the university's human resources department by phone and ask if the message is legitimate.

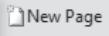

While email is a frequently used Internet tool, another tool that comes with Microsoft Office and that is less frequently used is OneNote. This tool has many capabilities that you need to exploit and that can assist you in gathering information as you use the Internet.

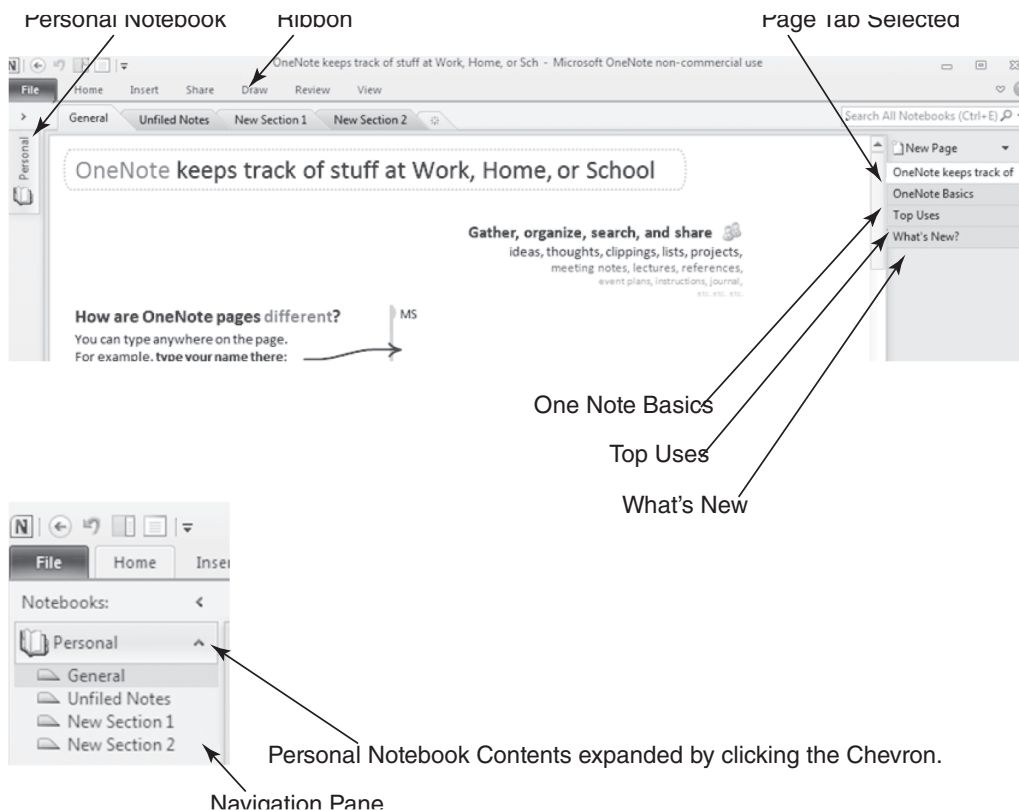
## Using OneNote

Microsoft Office OneNote 2010 provides you with an electronic tool for creating, gathering, organizing, storing, and sharing information such as notes from class, reference materials, and Internet sources. You gather information in digital notebooks that are equivalent to traditional three-ring binders, where each notebook has sections and pages. You can store almost any kind of electronic information in OneNote, such as photos, text, graphics, audio, Web clippings, and video clips. You can write a note with the keyboard, write a note with a "pen," or copy something from the screen and paste it into OneNote or even into another Office document. When you copy something from the Internet, the OneNote page will automatically display the URL from the source site. Collaborative tools help you work with others in shared notebooks both offline and online. The program highlights unread notes and notes the author in shared notebooks. You can link Notes to Word or PowerPoint documents. OneNote also supports touch-enabled operating systems. If you sync your notebooks to SkyDrive they are available anywhere from any computer. We captured some of the small figures or icons in this


text using OneNote. OneNote in Office 2010 now uses tabbed ribbons like other Office applications.

### OneNote Basics

OneNote in Office 2010 comes with one preset notebook called Personal. Figure 1-6 shows the window that appears when you open OneNote for the first time. Under the General Section the first page provides a summary of OneNote. On the right, under New Page , is a list of all pages in this section. These pages describe what's new in OneNote, what it does, its top uses, and the basics of use. To explore this guide, click each page tab and read its contents to get an idea of how OneNote works. You can expand or collapse Page tabs by clicking the chevron  to the right of New Page. There are also up and down chevrons on the Navigation pane that expand and collapse the view of each notebook as **Figure 1-6** shows.



**Figure 1-6** OneNote Window with Description of Uses for Home, Work, and School

Figures 1-7a and b shows the material provided in *OneNote Basics*. Figure 1-8a, b, and c provides a partial list of what is in the *Top Uses* page. You will also find it worthwhile to review the online training available from Microsoft for OneNote. Click Help  in the menu bar and choose Microsoft Office Online to discover the options available. You can also choose Help under the File tab.

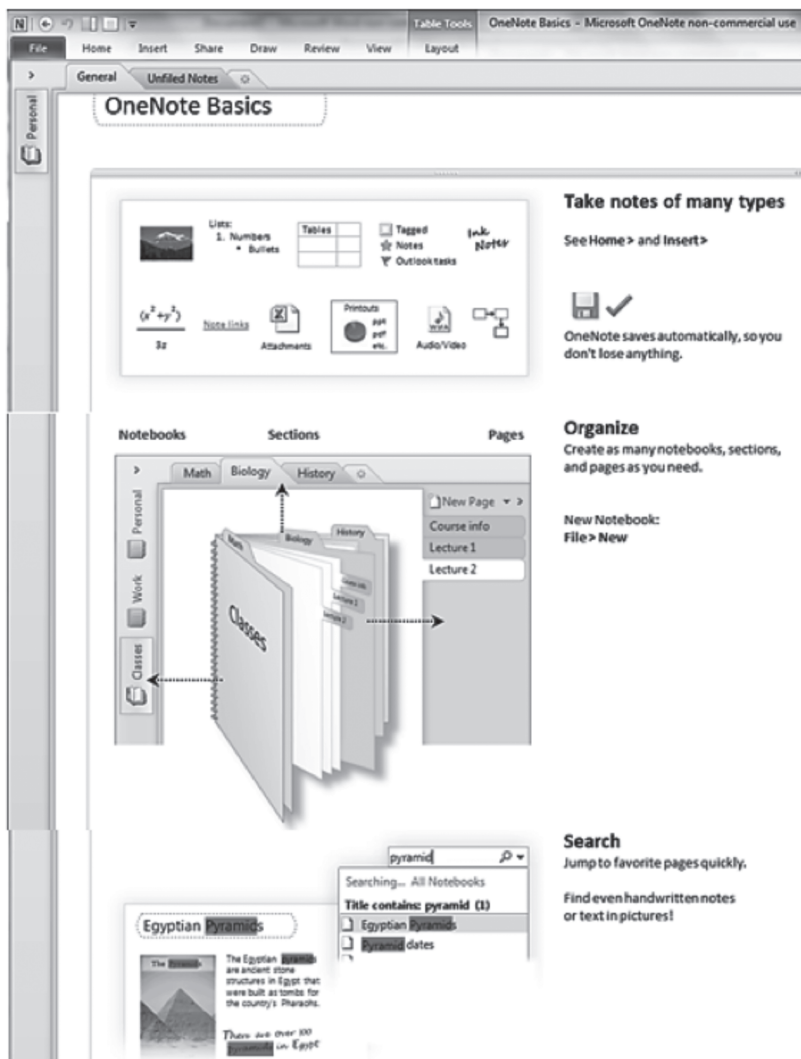


Figure 1-7 OneNote Basics

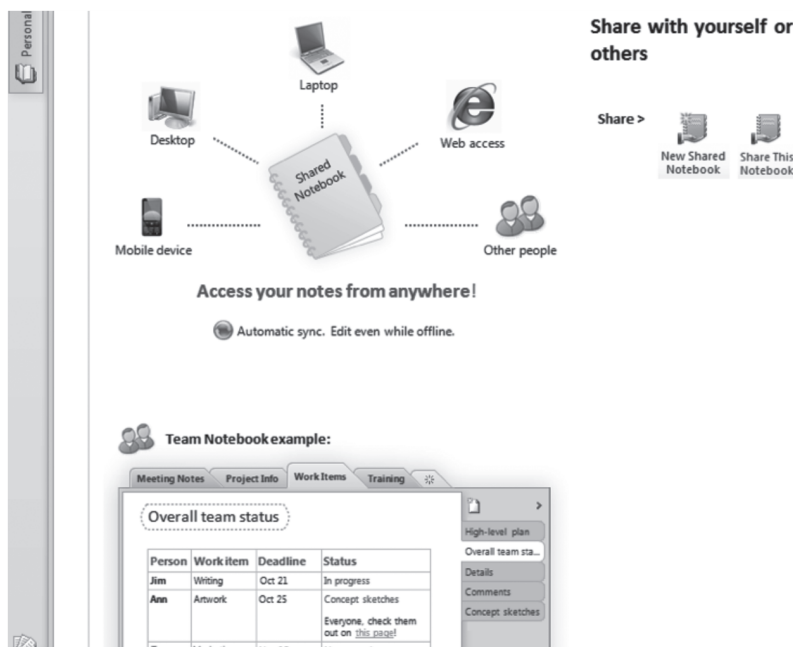


Figure 1-7 (Continued)

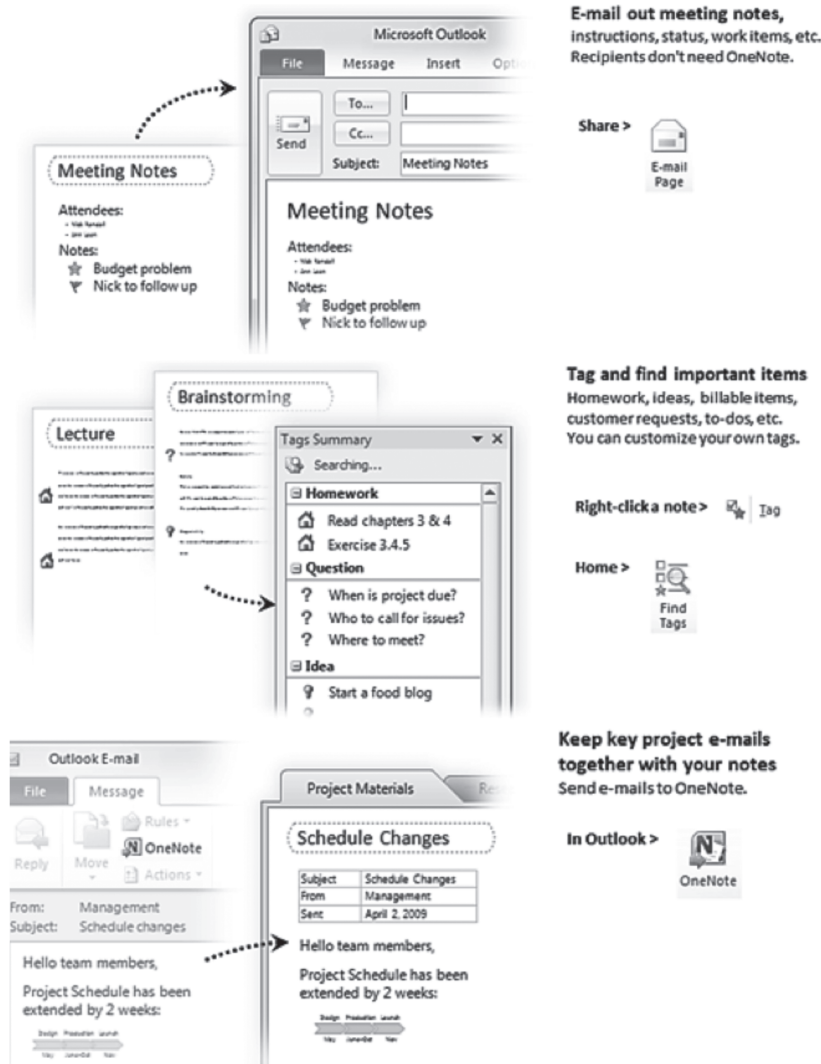
### Working with OneNote's Tabbed Ribbon

OneNote 2010 now uses a tabbed ribbon just like other Microsoft applications to hold commands instead of toolbars. **Figure 1-9** shows the individual tabs in OneNote's Ribbon when you select them.



As with other Office applications, the **File** tab offers a backstage view of all the things you do with a document such as opening, saving, printing, and so forth. **Figure 1-10** shows the File tab with **Info** selected. This shows the list of notebooks in OneNote (in this example Personal and Research) as well as ways to access other notebooks. **Figure 1-11** gives the choices available as to where to find a notebook when you select the **Open** command.

**Figure 1-12** shows the **New** command that offers choices for storing, naming, and creating a notebook. The **Share** command provides choices for posting a notebook to the Web or network. See **Figure 1-13**. The **Save As** command, shown in **Figure 1-14**, lets you select a format (Word, PDF, etc.) for saving your page, section, or notebook. **Figure 1-15** shows the choices available when you choose **Send** or **Print**. **Figure 1-16** lists the **Help** options you can explore as well the choices available under **Options** for customizing your display, mini-toolbar,





**Figure 1-8a** Top Uses of OneNote (A partial list)

ribbon, audio, and video among others. Figure 1-16 shows the General option choices. On the right side of the OneNote window is an arrow. If the arrow looks like this  the ribbon is not expanded and you won't see the contents of each tab as they appear in Figure 1-9. Click the arrow and it turns into this ; the ribbons expand so that when you click a tab the ribbons look like they do in Figure 1-9.

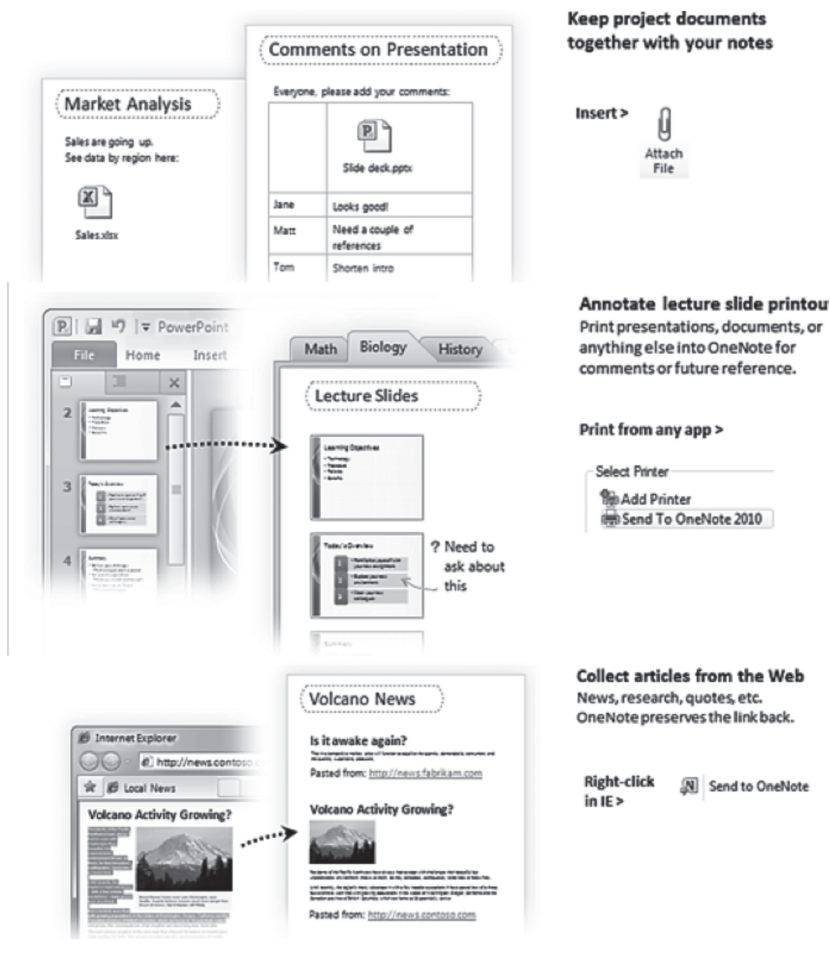



Figure 1-8b (Continued)

### Using OneNote

When you open OneNote for the first time, you will see a window like that shown in **Figure 1-17**—an untitled new page. You can click anywhere inside the page and write a note, draw something, or paste text or a picture. The note will appear in a “container” or text box like this:  with the cursor inside. You can modify the container using traditional Microsoft protocols. If you don’t see the Untitled Note Page, click the New Page button  (see Figure 1-17).

**Comments on Presentation**

Everyone, please add your comments:

|      |                             |
|------|-----------------------------|
|      | Slide deck.pptx             |
| Jane | Looks good!                 |
| Matt | Need a couple of references |
| Tom  | Shorten intro               |

**Market Analysis**

Sales are going up. See data by region here:

Sales.xlsx

**Outlook E-mail**

File Message

Reply Move OneNote Actions

From: Management  
Subject: Schedule changes

Hello team members,  
Project Schedule has been extended by 2 weeks:

**Project Materials**

**Schedule Changes**

|         |                  |
|---------|------------------|
| Subject | Schedule Changes |
| From    | Management       |
| Sent    | April 2, 2009    |

Hello team members,  
Project Schedule has been extended by 2 weeks:

**Microsoft Outlook**

Attendees: None

**Status Meeting**  
Confroom 36  
John, Felicity, M.

Call Ann  
Finish slides  
Check budget

**Project Materials**

**Status Meeting**

|           |                      |
|-----------|----------------------|
| Subject   | Status Meeting       |
| Location  | Conf room 36         |
| Attendees | John, Felicity, Matt |

[Link back to Outlook](#)

**Notes:**

- Check budget

**Keep project documents together with your notes**

Insert > Attach File

**Keep key project e-mails together with your notes**

Send e-mails to OneNote.

In Outlook > OneNote

**Link meeting notes and tasks with Outlook**

Home > Outlook Tasks

In Outlook > OneNote

Figure 1-8c (Continued)

To move the container:

- Click the **container** and the cursor changes to a four headed arrow .
- Drag the **container** anywhere on the page.

To size the container:

- Click the **container edge** and the cursor changes to a two-headed arrow .
- Drag the **edge** to change the width of the container.

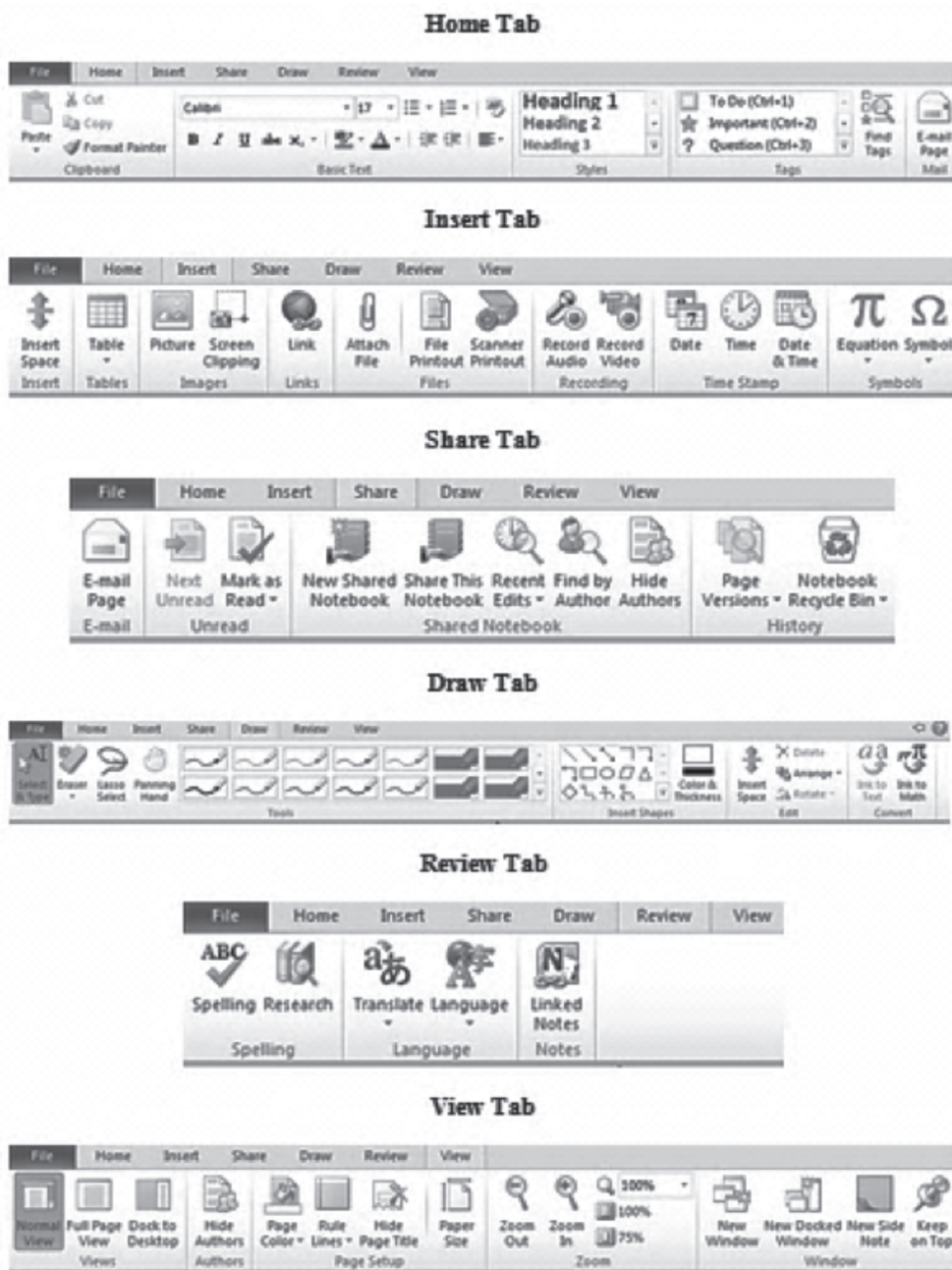


Figure 1-9 Tabs in OneNote

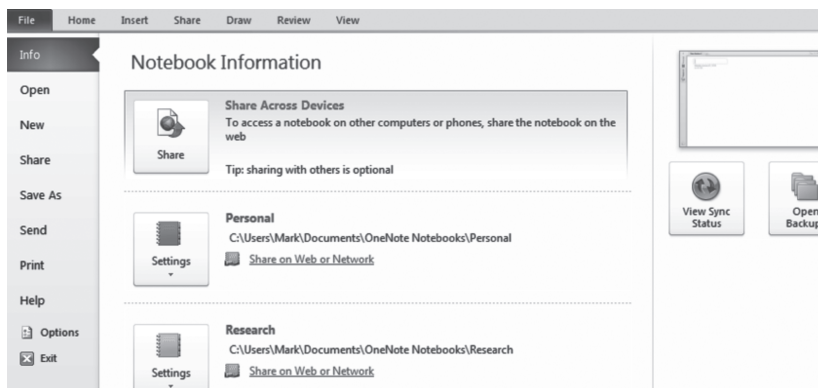


Figure 1-10 File Tab in OneNote—Info Selected

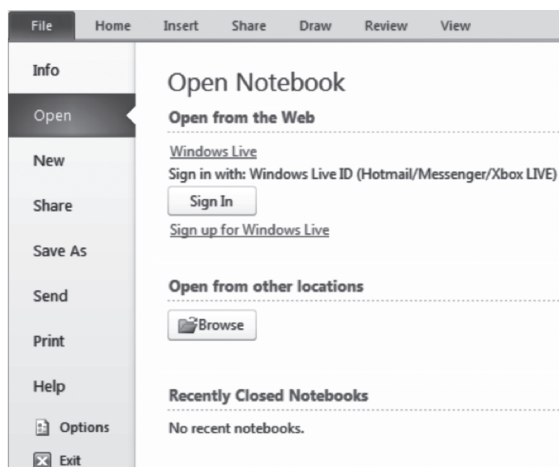


Figure 1-11 Open Command under File

*To remove what you typed:*

- Select the **text**.
- Press the **Backspace** or **Delete** key. Alternatively, you can right-click and choose Cut from the menu that appears.

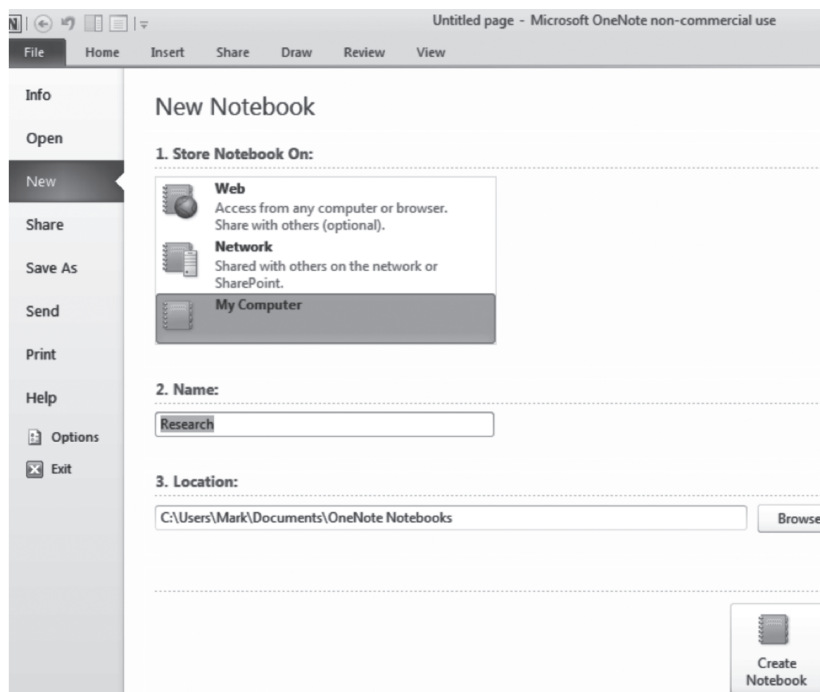




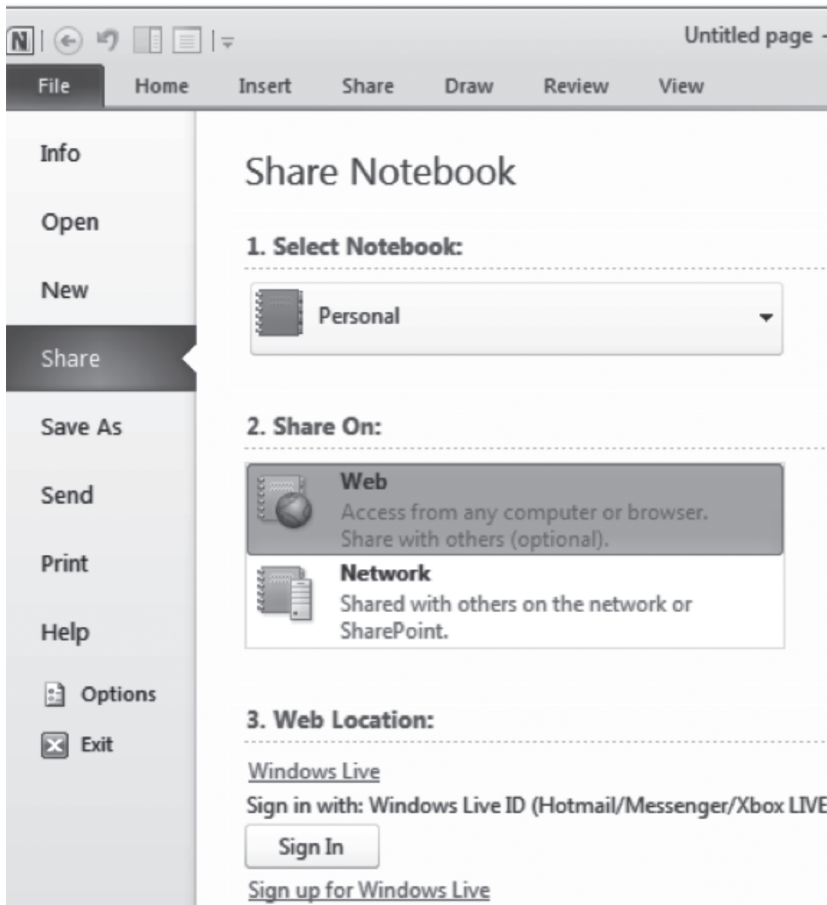
Figure 1-12 New Command under File Tab

### Creating a New Notebook, Section, or Page

You can create a new Notebook and then add new pages and sections to the notebook.

*To create a new notebook:*

- Click **File** .
- Click **New** ; a menu will appear as shown in Figure 1-12.
- Select a **storage space**—Web, Network, or My Computer.
- Type a **name** for the notebook.
- Select a **location** (type it in or click browse button) and click **create notebook**.
- In addition to the 2010 templates, templates from OneNote 2007 are available online that deal with house hunting, research, job applications, school, and work, for example. Each notebook can have several sections. You can add new notebooks at any time.




**Figure 1-13** Share Command under File

*To add a new section to a notebook:*

- Click the **starburst icon**  in the far right mini-tab.
- Select the **text** on the new section tab.
- Type a **name** for the section.

*To add a new page:*

- Open the **Notebook** or **section** where you want to insert the page.
- Click **New Page**  in the page tabs list on the far right. The Page task pane lists any untitled or named note pages. You can also click the arrow next to

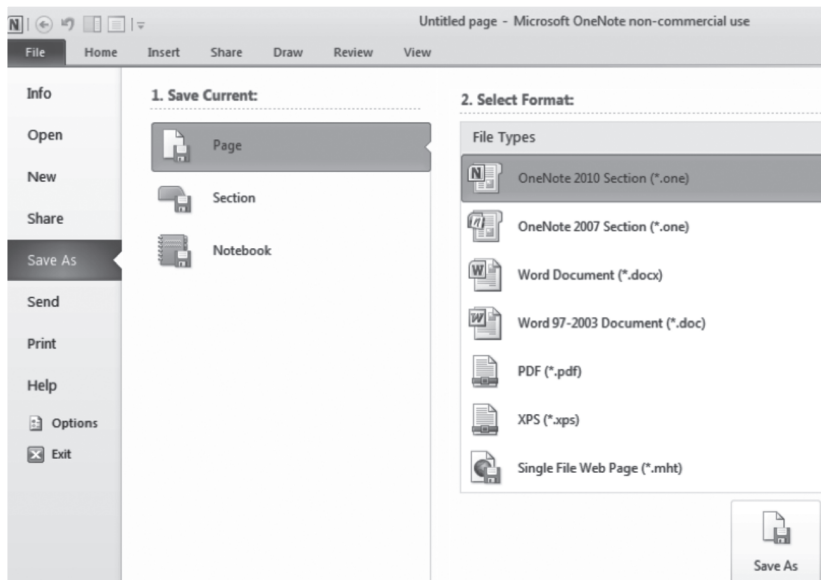


Figure 1-14 Save As Command under File

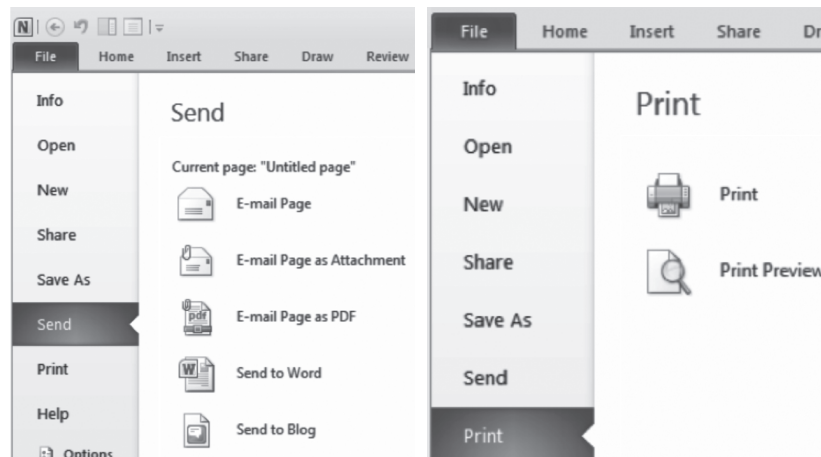
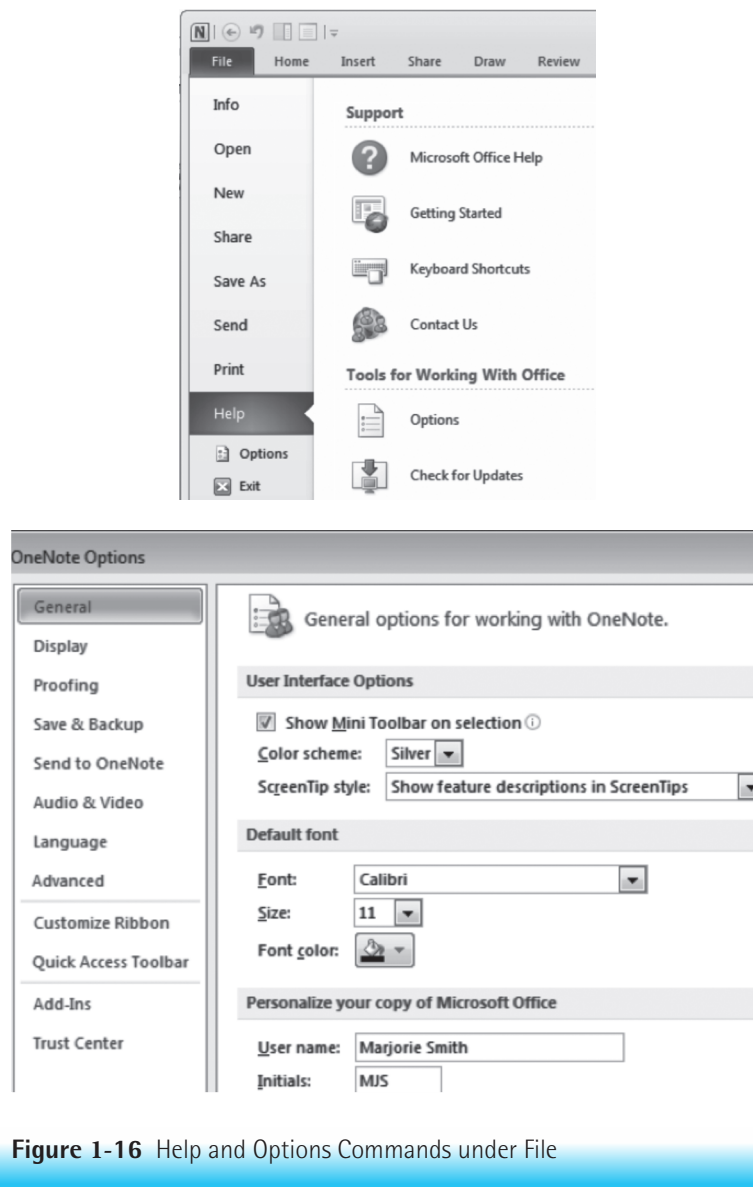


Figure 1-15 Send and Print Commands under File





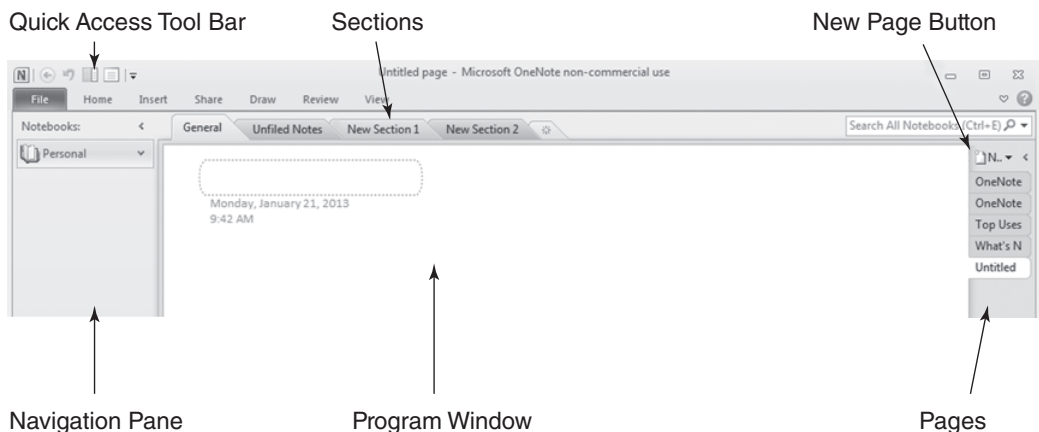
**Figure 1-16** Help and Options Commands under File

New Page and a popup menu appears (see **Figure 1-18** for options). You can also choose a template.


- Click the **placeholder** and type a **name** for the page
- You are now ready to add Notes to the **page**. Click on the page and add the **note** to the container that appears.

Summary  
Monday, March 04, 2013  
7:38 PM

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**Figure 1-17** Untitled New Page

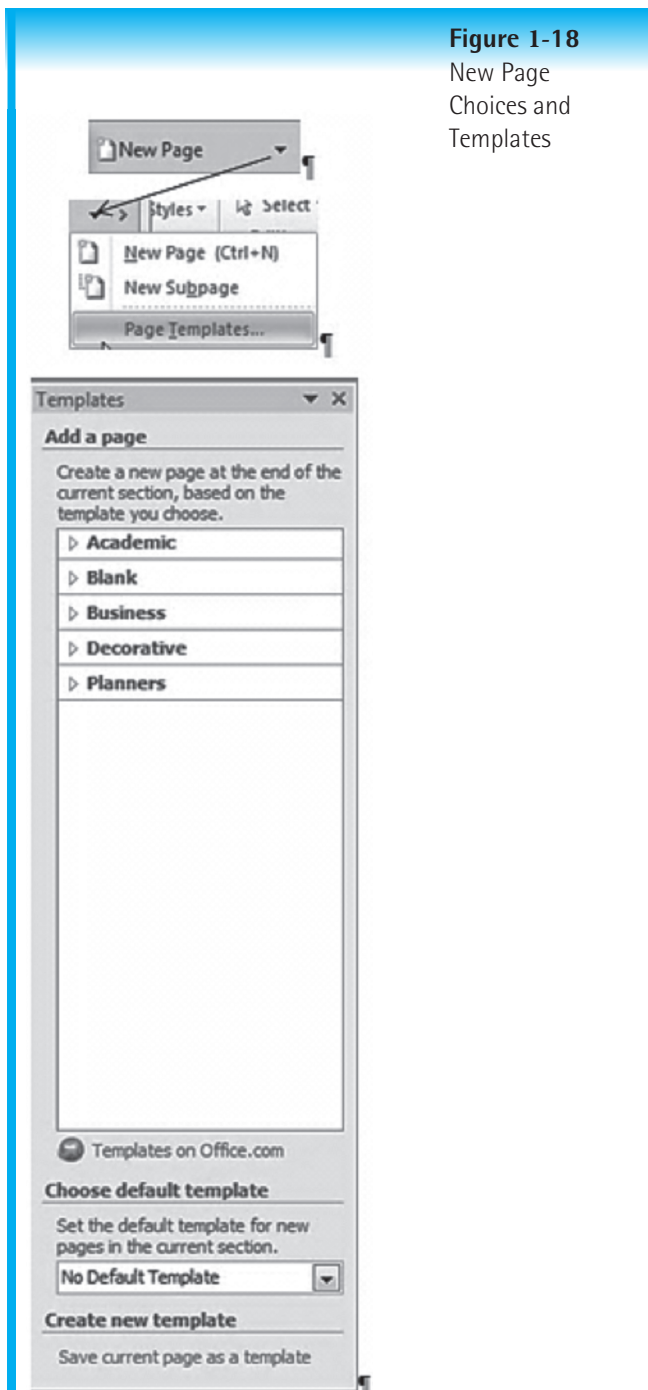
Once you select a new page, you can alter the page setup to meet your needs. For example, you can change the font, add rule lines, make a list, use bullets or numbers, and check spelling. If you choose the Draw Tab (see Figure 1-9) you can select from a variety of pen colors and widths. If you have a pen or stylus tablet PC you can just draw. Otherwise hold down the mouse button after selecting a pen tool and draw. If you make a mistake, click the Eraser button  and choose from the drop down menu whether you want a small, medium, large, or stroke eraser. You can resize each image or move it around the page in the same way that you can move other containers. Remember that you can add notes and sections to a notebook at any time. You can easily move unfiled notes to sections or notebooks. However, it is wise to consider the type of tasks and the type organizational structure works best for the content. Also note that OneNote automatically saves notes and notebooks.

### Capturing Screen Clippings

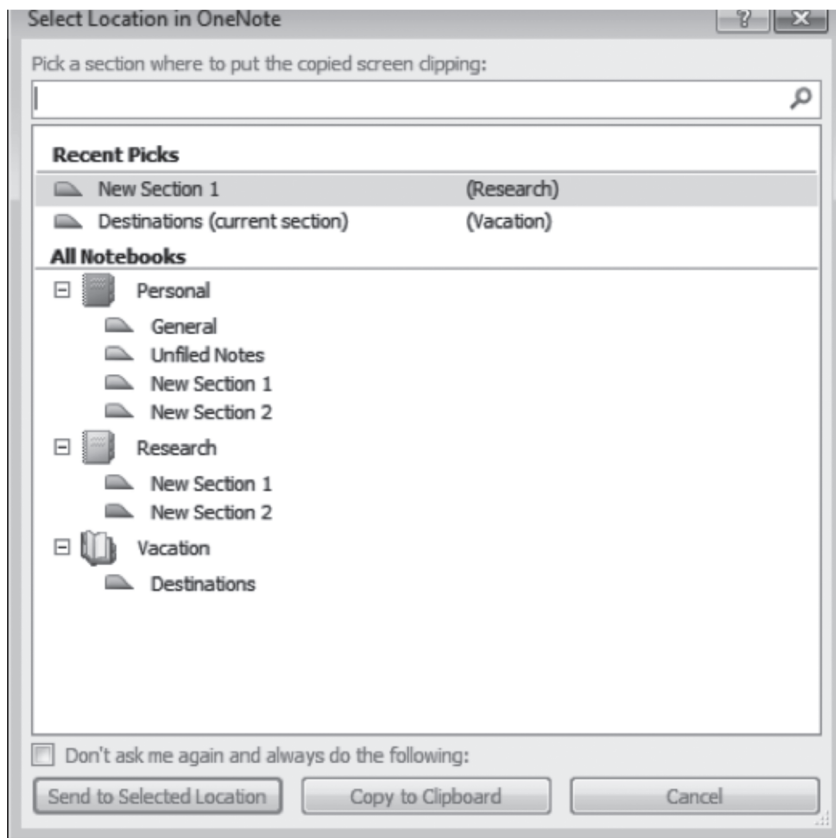
You can use the OneNote Screen Clipper to copy an image of anything you see on your computer screen.

*To capture a picture, icon, or piece of text on your screen:*

- Press the **Windows**  **logo key + S**. The screen changes to a filmy white and the cursor changes to a plus sign.
- Place the plus sign over a corner of the object/picture you wish to copy; click and drag until you have selected the image you desire. Release the mouse button.




**Figure 1-18**  
New Page  
Choices and  
Templates

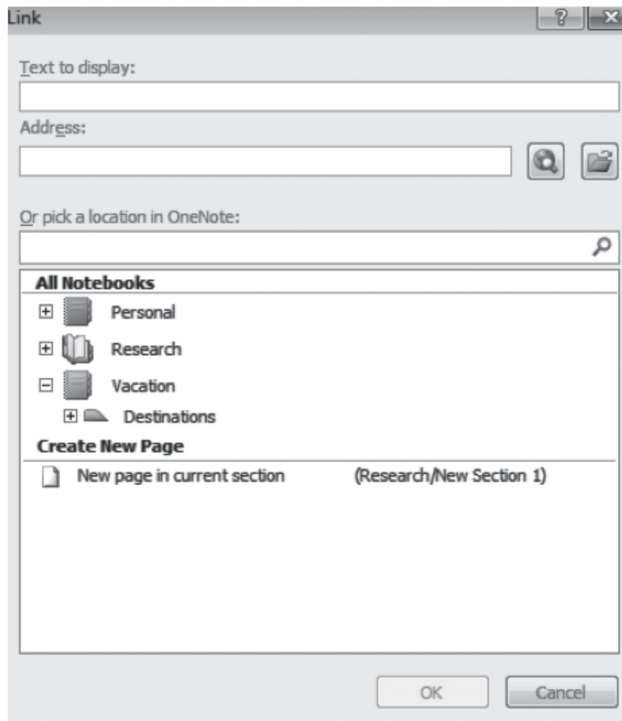


**Figure 1-19** Menu Box for Selecting a Storage Place for a Screen Clipping

- A menu box appears asking you where you want to store the image (see **Figure 1-19**).
- Select a destination from the list and click **Send to Selected Location** button.
- The image will appear on a Notes page, along with the date and time when you clipped it.

Here is another way to prepare to take a screen clipping:


- Click the **Insert** tab in OneNote.
- Choose **Screen Clipping** ; the screen turns white and you proceed the same way.



**Figure 1-20** Link Menu Box

*To capture an image from a Web page:*

- Go to the **Web page** and locate the **image** to capture.
- Switch to **OneNote**, select the **page** to place the image, and click **where you want the image** to go in OneNote.
- Click **Insert**, **Screen Clipping** in the images group. OneNote minimizes and you see a dimmed Web page.
- Click and **drag to select the image**. When you release the mouse button, OneNote captures the image and inserts the image in the location you selected.

When you capture an image from the Internet, you can also display the Internet address. Choose **Link**  from the Insert tab, type a title for the image, and copy the Internet address to the provided box. See **Figure 1-20**. When you






**Figure 1-21** Screen Clipping with Link to Web Page



return to that page you can hold the cursor over the title of the image and the internet address where the image came from will appear as shown in **Figure 1-21**.


### *Copying Text or Images to Other Documents*

Once you capture an image, OneNote also places it on the Windows Clipboard. This provides you with the ability to paste the image to other documents. You can now paste that image into other documents such as Word or PowerPoint. If you are now reviewing your notes in OneNote and decide to copy several images captured previously, follow these directions:


*To copy an image or text from OneNote and paste it into another document:*

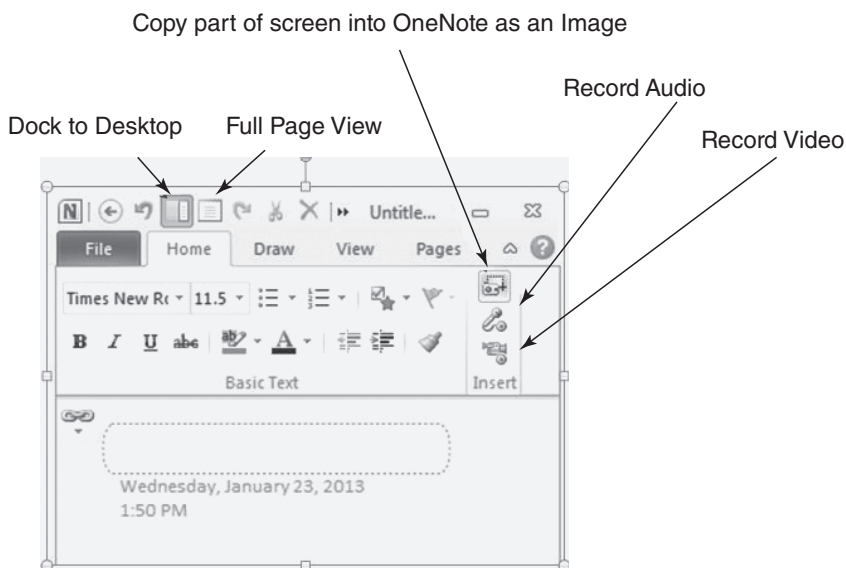
1. When you place your mouse arrow over the **image/text**, it turns into a four-headed arrow . Click to select the text.
2. You have several ways to copy it:
  - a. Under the Home tab, choose **Copy**, or
  - b. Right-click the **image** and select **Copy**  on the short cut menu, or
  - c. Click the **Copy**  icon in the Quick Access toolbar if it is present, or
  - d. Press **Ctrl+C**.

3. Go to the document where you want to place the image:
  - a. Choose **Paste** under the Home tab, or
  - b. Right-click the **image** and select **Paste**  **Paste Options:** on the short cut menu, or
  - c. Click the **Paste** icon  on the Quick Access Toolbar if present, or
  - d. Press **Ctrl+V**.

NOTE: If you don't have the Copy and Paste icons on the Quick Access Toolbar, go to the down arrow  in it and click it to bring up the menu for customizing the Toolbar.

### Working with Side Note


Side Note is a small version of OneNote and functions much like a sticky note. It appears in its own small window. It will stay open on your desktop when you click the dock to desktop icon  as shown in Figure 1-22. Use Side Note to make notes when you are working in other programs. The ribbon is a smaller version of the one on OneNote with tabs containing many of the same choices. OneNote automatically saves Side Note in the Side Notes section of your notebook.




**Figure 1-22** Side Note Ribbon with Home Tab Selected

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To open a Side Note window and add notes:


1. Press the **Windows logo**  key + N or right-click the **OneNote icon** in the notification area of the taskbar and click **Open New Side Note**.
2. Click in the **blank area** of the OneNote and type your **message**. OneNote saves this Side Note in the open notebook.

To create a Linked Note:

1. If you are using Word or PowerPoint and want to make quick notes about something to remember later, select **Linked Notes**  under the Review Tab in Word or PowerPoint.
2. Select the **location** for the Side Note and click **OK**. This will associate the notes with the application.
3. Type the **side note**.

### Moving Pages, Sections, and Notebooks

Moving large pieces of information is easy in OneNote. The following are some ways you can do this. Be aware that the target notebook must be open to move content to it.

| To Move This                       | Do This  |
|------------------------------------|--|
| A page or subpage within a section | Drag the page tab up or down on the page task pane.  |
| A page to another notebook         | Drag the page tab to the desired section in the notebook.  |
| A section within a notebook        | Drag the section tab left or right in the notebook header; or<br>Drag the section tab to the desired location in the Navigation Pane; or<br>Right-click the section tab and then click Move. In the Move or Copy Section dialog box, click the location where you want the section to go, and then click Move or Copy  <b>Move or Copy...</b> |
| A section to another notebook      | Drag the section tab to a new location in the Navigation Pane; or<br>Right-click the section tab and then click Move. In the Move or Copy Section dialog box, click the location where you want the section to go, and then click Move or Copy.  |
| A notebook on the Navigation Pane  | Drag the notebook title up or down the notebook list.  |





## Other Features


A few other features that are important include sending information to other Office programs, tagging notes, sending an image or text from a browser, and search OneNote. Tags mark notes for easier return to that reminder, for follow-up, and to send to others. Tags also let you set priorities and categorize your notes.

*Sending a piece of information, a table, or picture to another Office Program:*

1. Select the **pages** or **section** you want to send.
2. Go to **File** and click **Send**. Choose one of the listed options as shown in Figure 1-15.


*Tagging notes:*

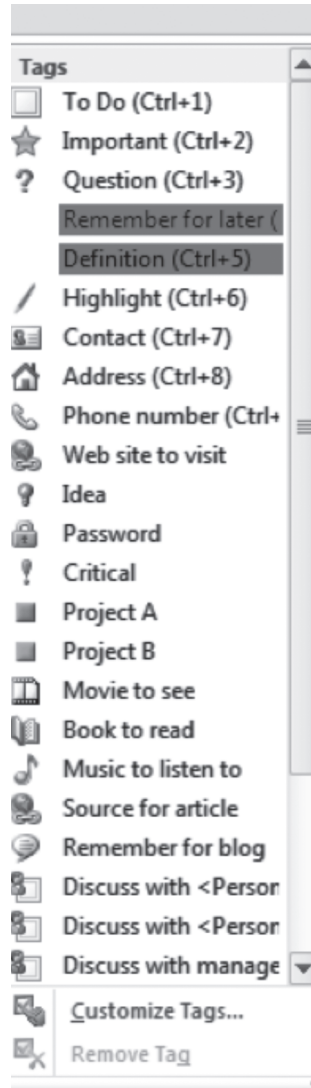
1. Select a **note** to tag.
2. Find the **Tag Box**  on the Home Ribbon.
3. Click the **Important Tag**. A star  will appear in the note's container.

If you click the down arrow , a menu appears as shown in Figure 1-23. Many more choices become available on this menu.

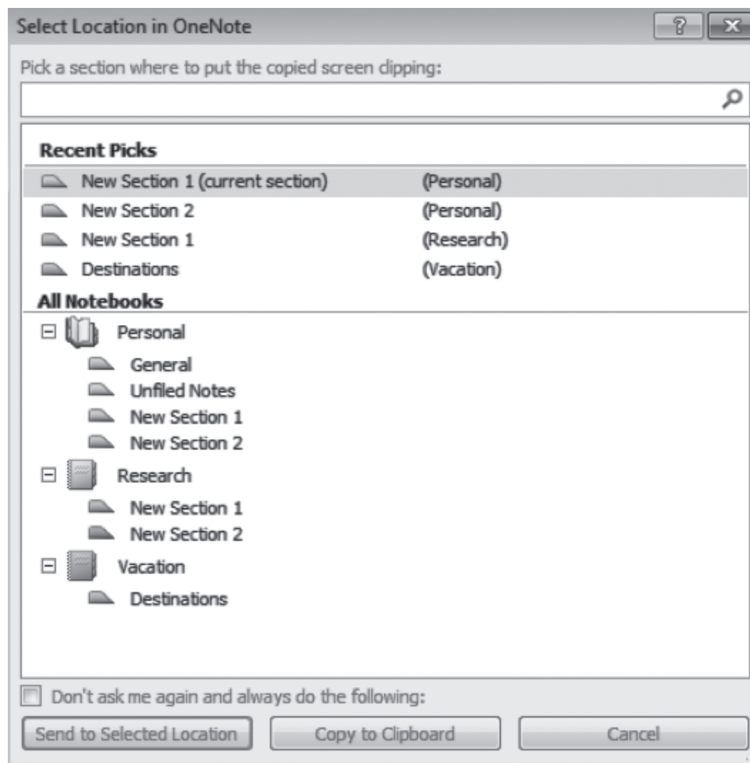
Sending a note or image from a browser to OneNote:

If you are working in Internet Explorer or Firefox, you can send an image or text to OneNote. Chrome requires the installation of an extension.

1. Find an **image** or **portion of text** or even the whole Web page.
2. Press the **Windows logo**  key + S.
3. Drag the mouse over the **section/picture** you wish to capture.
4. Double click the **section/page** in the OneNote menu where you want to send the image. See Figure 1-24.




**Figure 1-23** Drop Down Menu for Tags in OneNote



**Figure 1-24** Location Selection Menu in OneNote for Screen Clipping

### Searching OneNote

This section has highlighted just a few of the many things you can do with OneNote. If you use this program properly, you will end up with a large collection of information. Even if you use all the tools possible to organize your information, you may need to search for some information.

1. Go to the Search text box  and **click in it**.
2. Type the **word(s)** that represent the information for which you are searching.
3. Click the **magnifying glass** .
4. A list of the matches appears, highlighted in yellow. Click **View List**, and a partial description of each match appears on the right side of the window.

## Additional Tips

Some additional tips described here will prove helpful as you work through this text to develop your technology literacy skills.

1. Do not try to complete all of the text exercises at once. Sometimes it is helpful to come back later, especially when the exercises are not going well or when fatigue sets in.
2. Pay attention to messages on the screen. They are the computer's way of trying to provide help.
3. Use the software sequences at the end of each lesson on an application program to complete the exercises or assignments for that software program. It is not necessary to memorize the commands, mouse clicks, or sequences of events. Use the screen clues, prompts, and online help to guide you through the sequence.
4. Explore additional functions by referring to other reference sources such as online help, manuals, or reference books. We've chosen the functions highlighted in this book to help you complete the exercises and learn some basics of how the programs work. Many more functions are available within each of the software programs presented here.
5. Always back up your files. This point is especially important for the beginner so that you will not lose hours of work. Open a document and then save it immediately; don't wait until you have finished it or finished your session on the computer.
6. Practice doing assignments from all courses using your computer. It takes practice to develop computer literacy. The more you use the computer, the easier and faster tasks will become.
7. Be patient. Learning a new vocabulary and developing new skills take time and energy.
8. Start collecting information for your e-portfolio using OneNote.

## Summary

This chapter provided an introduction to computer and information literacy. It described how this book is organized and the conventions used to denote user actions. The chapter presented helpful information about getting started using the school or laboratory facilities. Instructions related to creating a PDF file and compressing files are included. The chapter addressed the essentials of email communication. Also described were the basics of using OneNote—getting started, opening new notebooks, adding pages or sections, using the drawing tools, and taking screen clippings. Finally, it described resources for learning more about OneNote.

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## Exercises



### EXERCISE 1 Using an Email System

#### ■ Objectives

1. Access an email system.
2. Change the password for an email account.
3. Read, save, and delete email.

#### ■ Activity

1. If you do not already have an email account, obtain an account from the university computer center. An account gives you permission to use the system. This permission comes in the form of a user ID and a unique password. If you were not provided with an account, you need to set up a computer account before doing this exercise. If you have a user ID and password, you are ready to begin this exercise. If your university does not provide email accounts, use an Internet search engine to find one of the free online services that provide email accounts.
2. Find the documentation. Most institutions have documentation for computer programs available to users. Short handouts are usually available for free either in print or at the institution's Web site. Find out where and how you can obtain documentation in your institution. Obtain a copy of or view the documentation for signing on to the system and for using email. With an account, you may also be able to access online help.
3. Sign on to the network. Follow the directions for signing on to the computer system. Typically, you will type the **user ID**, and press the **Tab** key to go to the next text field. Type the **password**, and then either press **Enter** or click **OK**.

Remember that the password will not appear on the screen. In most email programs, it appears as a series of asterisks (\*\*\*\*\*) or black dots in the Password text box.

If a message appears on the screen saying Invalid password, Login incorrect, or something similar, try typing the user ID and password again. Some systems are case sensitive; thus you need to note whether you should or should not use capitals in either the user ID or the password. Most systems give you at least three tries to get in before the account is locked out; you will then need to see the account administrator or call the Help Desk to have it unlocked.

4. Change the password. When signing on for the first time, most email systems require you to change the password before proceeding. If the system does not require you to change the password, this should be your first action after signing on. Check the documentation for the specific process for changing a password.

*In email programs:*

- a. Click the **Password icon**, or select an option on a **menu**, or click a **hyper-text** link.
- b. When prompted for the current password, type the **current password**, and then either press **Enter** or click **OK**.
- c. When prompted, type the **new password**, and either press **Enter** or click **OK**.
- d. When prompted, type the **new password** a second time and either press **Enter** or click **OK**.

When you are typing passwords throughout this procedure, the passwords will not appear on the screen. The change is usually processed immediately, although on some systems, there may be a time lag before the new password takes effect. Check the system documentation. Also note that many universities have a one login system. Once you change the network password, your email password also changes; other places require you to login to the network and then the email program.

5. Access the email system. This may be as simple as selecting **MS Outlook** from the programs list on the Start menu of the desktop or clicking an **email** link to another email program like gmail. You may also be able to type the URL for the email program directly in your browser. For example, mail.yahoo.com/. For personal emails, you may need to use a browser to access an email program like gmail or yahoo.
6. Once you login to your email, open and read each message.
  - a. Double-click or highlight the email **message**, and press **Enter**.
  - b. If this approach does not work, look at the screen for directions, and read the **written** documentation for the system. After you read each email message, look at how the email directory changed.
7. Send a message. Find the **email address** of a friend. Asking the friend for his or her address is the easiest way to do this. In college settings, there may be a faculty, staff, and student **directory** online address book that contains listings of addresses. One way to test your understanding of the correct procedure at the location is to practice by sending yourself a message. Once you master the procedure, practice sending messages to a friend.
  - a. Start the **email** program.
  - b. Type the **email address** of the friend in the **To** text box. Many programs permit you to select the address from the email address book by double-clicking it.

- c. Press the **Tab** key or click in the **Subject** text box.
- d. Type in the **subject**, and press the **Tab** key or click in the **Message** text box. Most likely you do not need to CC yourself. Most email programs automatically place a copy of all email sent out in your Sent folder.
- e. Type and format the **message**.
- f. Click the **Send** icon.


The procedure for composing an email message varies greatly from one system to another. The previous information outlines the general process used by many of today's email programs. If this procedure does not work, read the local documentation for the following information:

How do you initiate the function to compose a message?

How do you enter the address of the person who will receive this message?


How do you enter the email message?

When the email message is ready, how do you give the send command?

8. Reply to a message.
  - a. Open an email **message** (double-click it).
  - b. Click the **Reply to Sender**  icon. This symbol may look different for different programs. The program inserts the sender's address and subject in the appropriate text boxes. The Subject text box uses the same subject and adds the prefix "RE:" to it. Note the difference in the option Reply to All versus simply Reply.
  - c. If you receive a message as part of a distribution list, find out how to reply to the author and how to reply to everyone on the list.
  - d. Compose the **response**, and click the **Send** button.
9. Save or delete each message.
  - a. Highlight the **message**.
  - b. Press the **Delete** key or click the **Delete** button. In some Web-based email programs, you delete messages by clicking in the square box next to the message, and then clicking the Delete button.

Read the local documentation for the delete procedure. In many email applications, you must "empty the trash" or "purge the Delete folder" to remove a message. Once you complete this step, you will not be able to recover deleted messages. If you do not delete messages, the mailbox will become full and eventually new messages will bounce back to the sender. Most email programs automatically save a copy of all sent messages in a Sent folder. If these sent messages are left to accumulate, this folder will eventually take up too much space and new email sent to this mailbox will bounce. The system administrator may also automatically empty the sent message folder after a set time period. Some email programs leave the undeleted messages in the inbox, whereas others move them to an older message folder. You will know the message is in the inbox if the message is listed in the message list each time you start the email program.

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- c. Read the ~~local~~ documentation for the save procedure. Most systems permit you to move messages into online folders. Read the documentation for a procedure for saving messages in folders.
10. Exit the email program.
- In Windows-based email programs, follow one of these procedures:
- a. Click the **Close** button  in the upper-right corner of the screen.
  - b. Alternatively, select **File, Exit** from the menu bar.

It is important to exit the email system with the computer still running. If you turn the computer off or just walk away without exiting email, someone else may be able to access your account without signing on. Once you exit the email program, complete the computer sequence for shutting down the computer as specified by the laboratory, library, or other locale.

**EXERCISE 2** Log In, Download, and Send an Email Attachment**Objectives**

1. Log in to the email program.
2. Download and send an email attachment.

**Activity**

1. **Log in** to the mail program you will be using for this course. You will receive an email with an attachment from your professor.
2. **Open** the email and follow the instructions contained in it. It will contain a compressed file. Download the compressed file using the directions provided in this chapter. Extract the contents of the file. What was in the compressed file?
3. Send an email to your classmates and professor that contains the following information:
  - a. A brief introduction of you, your interests, and so on.
  - b. An attached picture of you ~~attached to the email~~.
4. Read and respond to your classmates' emails. Open their attachments.

**EXERCISE 3** Information Literacy Competency Standards for Higher Education**Objectives**

1. Develop a personal definition of information literacy.
2. Add the definition to OneNote.



### ■ Activity

1. Go to the Web site of the Association of College and Research Libraries.
  - a. Type <http://www.ala.org/ala/mgrps/divs/acrl/index.cfm>.
  - b. Click **Guidelines and Standards** on the left side of the screen.
  - c. Move down the list and click **Information Literacy Competency Standards for Higher Education (Jan. 2000)**.
  - d. Review the standards by selecting **Standards, Performance Indicators, and Outcomes**.
  - e. Review the material on information literacy and information technology at this site.
2. From this material, develop your own definition of information literacy.
3. Place this definition in OneNote for later addition to your e-portfolio. Keep a weekly journal of the skills you are developing in this course.

## EXERCISE 4 Electronic Reference Formats

### ■ Objectives

1. Find sources for styling electronic references.
2. Recognize the appropriate format for electronic references used by the American Psychological Association (APA).

### ■ Activity

Use OneNote to keep a notebook of your findings regarding how to format electronic references. If necessary, review the processes described earlier in this chapter. In the Word chapter, you will learn how to use templates and the References tab to automatically format your papers and references in the correct style.

1. Go to the Dartmouth Institute for Writing and Rhetoric.
  - a. Type <http://www.dartmouth.edu/~writing/>.
  - b. Click **Sources & Citation at Dartmouth**.
  - c. Download a copy and review it. (Note: You will need the **PDF add-in utility** on your computer. If necessary, review the process for adding the PDF utility that was described earlier in this chapter.)
2. Go to APA Style.org.
  - a. Type <http://www.apastyle.org/>.
  - b. Click **Websites**.
  - c. Review the page.
3. Review the following sources:
  - a. Type <http://www.dianahacker.com/resdoc/>.
    - i. Hold the mouse pointer over Finding Sources in the **Sciences Section** and click **Nursing and health**.
    - ii. Review the sections on **Databases and Indexes** and **Web resources**.

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- b. Go to “The Owl at Purdue” and review its APA Formatting and Style Guide.
  - i. Type <http://owl.english.purdue.edu/owl/resource/560/01/>.
  - ii. Under General Format, scroll down and choose **Reference List: Electronic Sources**.
  - iii. Review the materials.

## EXERCISE 5 Compare Three Information Literacy Tutorials

## ■ Objectives

1. Review three different information literacy tutorial series.
2. Compare and evaluate them.
3. Use OneNote to write your comparison.

## ■ Activity

1. Compare the following three information literacy tutorial series in terms of their ease of use, ease of navigation (i.e., ability to move around them), content, and value to you.
  - a. Information Literacy Tutorial: University of Wisconsin-Parkside Library
    - i. Type <http://www.uwp.edu/departments/library/>.
    - ii. Under Quick Links, click **Information Literacy**.
    - iii. Click **Start the Tutorial** under Quick Links.
    - iv. Select **Module 5**. Review any other modules that are of interest to you.
  - b. Information Literacy Tutorial: University of Wisconsin-Milwaukee
    - i. Type <http://guides.library.uwm.edu/infolit>.
    - ii. Review the six modules—especially **Module 6**.
  - c. Information Literacy Video Tutorials: University of Pittsburgh
    - i. Type <http://www.library.pitt.edu/services/classes/infoliteracy/teaching.html>.
    - ii. View **Avoiding Plagiarism and Surfing the Cyber Library**. View any other videos of interest to you.
2. Add a new notebook to OneNote Titled **Chap1-Ex4-YourName**. Create a new page in the notebook titled **InfLitComparison**. Add your comparison to the new page.

## EXERCISE 6 Explore the Uses of e-Portfolios

## ■ Objectives

1. Describe the essentials of an e-portfolio.
2. Describe the relationship between information literacy and e-portfolios.

### ■ Activity

1. Go to the e-portfolio site at Penn State.
  - a. Type <http://portfolio.psu.edu/>.
  - b. Click the **Featured Portfolio** and view the video.
2. What is an e-portfolio?
3. How does it relate to information literacy?
4. Next click **Featured Resource**. Review the page and check out other links such as **Information Literacy**, **Copyright**, and **Plagiarism Prevention Resources**.
5. If you are interested in learning more about e-portfolios, you will find an Overview of E-Portfolios by the *Educause Learning Initiative* at this site: <http://net.educause.edu/ir/library/pdf/eli3001.pdf>.

## Assignments

### ASSIGNMENT 1 Learning about Your School's Computer Policies

#### ■ Directions

Use your school's intranet site to find the answers to the following questions:

1. Find your school's Web site. What is its Uniform Resource Locator (URL)?
2. Is there a technical support center? Is it known by another name?
3. What are the policies and procedures of the academic computing center?
4. Can you download these policies?
5. How does a student set up network and email accounts?
6. Which operating systems and software does the center support?
7. Is there a laptop or mobile device lease/buy program at your school?
8. Does your school have an e-portfolio system for students?
9. Is there an e-learning center? If so, which classes are available?
10. What are the hours for technical support?
11. What was the most valuable thing you learned from this assignment?
12. Write a summary of your learning from answering these questions. Save the file as **Chap1-Assign1-YourName**. Submit the file as directed by your professor.

### ASSIGNMENT 2 Setting up an Online Email Account

#### ■ Directions

1. Use an Internet search engine to find a free email application.
2. Select a free email application from one found.

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3. Click the new **user sign-in link**, and follow the instructions given. Read all of the privacy information. When given the choice, be sure that you select the free email service. How much storage space do you get for your email in this system?
3. Once you register, read the welcome message. How often do you need to use this system for your account to remain active?
4. Print this message to hand in, and answer the previous questions on the printout.