

**Macintosh OS X
for the 21st Century
Classroom
TEC 937**



**Assignment
Manual**

**Developed by
Dennis Funk
for**

Fresno Pacific University

Assignments

This **Assignment Manual** contains all the assignments and activities you will need to complete for this course. Each assignment has been given a number that corresponds to the chapters in the **Course Manual**. The related **Course Manual** page number has also been provided. Make sure you complete each activity before moving on to the next. In many cases, the activities build upon each other so missing one can have negative results.

Make certain to use the correct filenames. Save each activity in its proper place. All assignments will be saved to or moved to a folder titled **TEC 937** on your computer's **Desktop**. That folder also contains all the files you will need to use during this course. We will create the **TEC 937** folder as soon as you finish reading the following materials.

Read the following material and follow the instructions found at the conclusion.

Let me set the stage to begin with for at least the first group of activities. The Information Age is not so much about technology as it is about people. Education is not about hard drives and operating systems, it is about human beings – students, teachers, parents, administrators – an entire cast of stake holders with special interests, emotions, ideas, philosophies. We each bring a lot to the table – attitudes, histories, experiences, knowledge, skills – which makes being an educator sometimes overwhelming and writing a course like this extremely difficult.

We are going to spend some time with the first set of activities reflecting somewhat on who we are and why we are here. Many of you might think that you took this class to learn Macintosh OS X and anything other than talk about “nuts and bolts” doesn't belong, but I want to be perfectly clear about the focus of this course. My central focus is to make you a better teacher. To help you see the potential for technology in the pursuit of learning; to help you to become aware of how technology can help you attain the “test scores” that everyone seems to be so concerned about.

To begin with, I want to talk a little about my own philosophy and what I think of education at the beginning of the 21st Century. I must be honest in my opinion that public

education does not work anymore. The concept of elected School Boards is also something that seems to be failing in this new age. In the past, it was a civic duty in that the Board could levy taxes. With that function eliminated, it has now become a political position which many see as a stepping stone to future political goals and that hurts schools. The establishment of rigid grade level standards has done nothing to increase test scores and in fact has resulted in a learning environment that is at times hostile for the struggling student. There is no such thing as an average 5th grade or 10th grade student - at least I have never met one.

Read on...

Technology Integration What Does It Look Like?

Article by Dennis Funk

As we edge closer to the 21st century, we are reminded on a daily basis that we no longer live in an industrial society. It happened so slowly that we might not realize it but if you take the time to step back and ponder a moment, you will gain a sense of how drastically our lives have been altered. We now live in what is being described as the Information Age. Information is currently available in quantities unparalleled in human history. Modern technology can generate, store, process, and make available information at rates and quantities far beyond our ability to receive let alone integrate in knowledgeable ways.

But we must not allow ourselves to be deceived into thinking that access to this information automatically results in knowledge and wisdom. Our students are already drowning in information. Knowledge is what we strive for, information that has structure, that is related to other bits of data in meaningful ways. The access and processing of this information into knowledge cannot take place without the artful use of technology in our classrooms. And, it cannot, and repeat, cannot happen without a teacher's guidance.

Contrary to the prevailing sentiment, technology is fairly widespread in our schools. We have computers in our classrooms in record numbers. While the number of computers may not have reached the optimum level, it has certainly reached an adequate level to where we should be seeing a marked difference in the instructional programs and in student achievement. We have spent large portions of budgets with a fad mentality where "being into technology" was the "thing to do." We've all heard the clichés such as "preparing our students for the 21st century," "providing our students with the skills necessary to compete in a global economy," "information is power." In truth, we have been very sincere in our use of these platitudes but that doesn't change the fact that we really haven't figured it out. The technology continues to be an add-on instead of becoming an integral part of the instructional program.

The real key lies in the realization that learning does not come bundled with the technology. One of my favorite analogies was provided by Geoffrey Fletcher. "When you go to the hardware store to buy a drill, you don't actually want a drill. Instead you want a hole. They don't sell holes at the hardware store, but they do sell drills, which are the technology used to create holes." When you go to the computer store to buy a computer, you don't really need a computer. You need learning. But they don't sell learning at the computer store. The computer is a tool - nothing more, nothing less. You should hold it in no more esteem than the engine in your automobile. It is only valuable in that it gets you to where you want to go. In terms of computers, it is exceptional learning that we are after, and that requires a skillful teacher.

History is filled with examples of how people deal with new technologies or innovations. The first step in the progression appears to be the transfer of old methodologies and ideas to the new tools. The Egyptians, for many years, built their homes with papyrus reeds and mud. Because of their structural characteristics, the homes made of these materials were quite small. When new technologies were introduced, mainly stone masonry, the homes continued to be quite small. It was only when they explored new ideas and techniques did they begin to build some of the wonderful monuments that have remained to this day. And so it is today that we have all these computers but we continue to use them as 20th Century devices.

So, if we are to change, where do we start? First of all, it must be agreed that nothing is sacred. If we attempt to doggedly hold on to the status quo, our schools will ultimately be ignored. We must abandon the 180 day school year and the length of the school day. We must abandon the idea of grade levels. School must become less a place and more a concept. We must break down the barriers of time, of space and of distance. We must be willing to abandon bell schedules, walls, master schedules,

seating charts, ... The school of the future will not resemble the school of the industrial model. If you really sit down and do some serious thinking, you can begin to see how computers have the capability of completely changing how we do education.

And who shall lead the charge? If schools are going to change, the principal must become the chief change agent. The principal, as well as the teacher, must possess the vision and the technology skills and understandings to affect and implement this change process.

But, most importantly, what is this change supposed to look like? Will we be able to recognize it when we see it? What should educators be looking for in their classrooms?

As stated earlier, we tend to transfer our old techniques and ideas to our new tools and so the first experience most teachers have will be with teacher centered, teacher directed learning activities. Teachers will use word processing, PowerPoint, and other software to assist them in the presentation of information to the students. Instruction will tend to be linear with lecture, recitation, direct questioning being the methodology. The teacher sets the pace and the content.

This can certainly liven up a presentation. The use of pictures, movies, sounds and text are right in line with all we have learned about methodologies that are supposed to work with students learning the English language. But, we must not equate great lectures and shows with great teaching. It is exceptional learning that we are after. Anything else is poor teaching.

Some of the more positive aspects of teacher directed delivery that observers should see in a modern classroom would include:

- basic skill acquisition on the part of the student
- measurable objectives
- a renewed enthusiasm on part of the instructor
- increased student interest
- greater visual presentation of complex concepts

As teachers become more comfortable with the new technology, they should begin to use simulations and games to foster learning. Computer simulations are normally very sensory, require critical thinking and decision making, foster collaborative action, and represent learning activities that are either too expensive or dangerous to accomplish in a classroom setting. A few good examples are the dissection of a frog, the operation of a nuclear power plant, or the western movement of settlers along the Oregon Trail. Simulations normally require a strong measure of student input and the learner sets the pace of the learning.

Simulations are not passive lessons where students sit back and soak up information. And, learning doesn't just happen. The teacher is needed to guide learning by setting the stage, providing guidance and asking critical questions.

Some of the more positive aspects that should be observed in a classroom using simulation software would include:

- students engaged in meaningful activities
- critical thinking taking place
- creativity of thought is evident
- peer collaboration and communication
- higher order thinking skills being encouraged

The next step would most likely be the use of Instructional Software in their learning program. This comes in many different flavors but in all cases is computer delivered. In some of the more sophisticated packages, such as the Integrated Learning Systems (ILS), the instruction also is computer managed.

Students use this software to learn concepts or skills. There are specific outcomes and in many cases (particularly with the ILS) the computer controls the pace with a modicum of teacher and learner input.

Instructional software consists of instructional activities that are both tutorial and drill and practice. The tutorial portion steps students through a series of instructional sequences attempting to "teach" the student a particular skill or concept. If responses indicate the student is not grasping the idea, branching occurs which loops students through instructional situations until the student begins to understand. So the student that provides a correct response moves forward while the student with the incorrect response will continue working on that skill.

Side Note - Tutorial software is very frightening to many teachers because they see it as usurping one of their prime roles. Many a teacher has talked of being replaced by a computer. It simply isn't going to happen. Yes, certain roles will be relegated to this machine but you should consider tutorial software as a tool in the arsenal and it is up to the teacher to know when best to use it.

Integrated Learning Systems have consistently not met expectations. Large sums of precious dollars have been spent with little or no results to show for it. A majority of ILS labs that have been established are no longer in service. The reason? There traditionally was no connection between what happened in the ILS lab and what happened in the classroom. The students were sent to the lab for 20 minutes a week and what they did there had nothing to do with what went on in the classroom. The information generated by the ILS software had no impact on the student's instructional program. Under those circumstances, there is no way for it to work. Only when schools

are networked and the software can be delivered to the lab, the classroom, the library and maybe even to a community learning center will it work. Only when what the students do at the computer has an impact on their learning program will it work. (I predict that every school will utilize the power of an ILS in the near future. We cannot afford not to.)

Drill and practice is another form of instructional software. Students perform repetitive tasks and the computer responds with a positive or negative response. Good drill and practice software will use branching, similar to tutorial, whereby continued incorrect responses will warrant a different action on the part of the computer. The level of difficulty can be continuously adjusted by the computer based on student response.

Side Note - Drill and practice software has received a very bum rap by many educators and administrators who are ready to assign the "Drill and Kill" label without sufficient reflection. One of the most crucial elements in drill and practice is feedback. The closer the feedback to the response that warrants that feedback, the more valuable it is. Consider the student that takes home a worksheet of 20 long division problems. Not thoroughly understanding the processes, (s)he does all 20 problems incorrectly. Not only does (s)he not understand, but now the misconception has been reinforced 20 times. The teacher is going to have to unteach what has been learned. Computer drill and practice would not let that happen. The student learns immediately if the response is correct or not. Drill and practice also does not waste the students' time. If they prove by their responses that they understand, the software moves on.

A key focus in education today is authentic assessment. If the computer is keeping track of the students' responses in a drill and practice environment, every problem they solve is part of the assessment process. Reports from the software can be quite specific as to which skills are mastered and by which students. The real problem lies in the fact that this information seldom has any affect on a student's instructional program. Teachers don't know what to do with this information. Drill and practice software only has value if it has an affect on the student's learning program.

So, what should an observer be able to see in a classroom that utilizes instructional software?

- curriculum goals as part of the computer delivered instruction
- reports that make a difference in the instructional program of each student
- self-paced learning
- documented achievement
- mastery of subject matter occurring at different times for all students

One last utilization that you might see in the interim phase of computer use would be classroom management. Teachers, using the computer for management would store their lesson plans in word processing, would keep student information in databases, would use an electronic gradebook, would have an electronic calendar, make use of email, etc.

Then, when teachers have developed a comfort level with the technology and now consider it an integral tool in their instructional program, teachers are now ready to integrate it seamlessly into their classrooms. A good indicator of this stage of development is the use of what has been described as Hyperlearning. This is where students follow their own preferences and control their own learning. Learning in this environment tends to be non-linear and the teacher is no longer the predominant provider of information, even though they play a crucial role in ensuring learning.

Two examples of Hyperlearning would be the use of programs like PowerPoint, Slide Show, or Apple's new Keynote, to present instructional material or information and the use of the World Wide Web. The Web is a world-wide information system that can bring to any desktop computer data in varying formats and in quantities beyond measure making it a virtual "World Library."

An observer should hope to see the following in classes where the teacher is integrating technology into the instructional process:

- access to real time information
- empowerment rather than directive
- altered roles for the teacher and the student
- higher order thinking skills evident
- student engagement

And, finally, teachers reach a level in which they begin to become inventive, thinking of new ways of using the technology to increase learning. Students begin to create lessons. They learn as much outside of class as inside. Collaboration is taking place, not only between classmates but between other schools around the world. Multimedia is everywhere. The teacher is engaged in building a context in which learning can take place. The student spends a portion of each class at the computer.

Currently, our schools were designed, in almost every case, to follow the industrial assembly line model in which each student is taught the same material, in the same way and in which performance is measured by the same instruments using the same standards. We must break this mold. As instructional leaders, principals must take risks. Be inventive. Make mistakes. No pain, no gain. Take time to ponder. Dream big. Be brave. Most of all, do something.

Schools need leaders that will encourage and reward creative alternatives. Nothing is sacred. The only option is change.

So, what is it going to take to teach in the 21st Century? That is what this course is about.

What about TEC 937?

The course is broken down into sections.

1. The first section sets the stage and gets behind us some of the vocabulary and foundational knowledge.
2. The next section gets into the workings of the OS X Operating System including folder, and file management.
3. The third section deals with two major applications that pull together all that you need to know about OS X – word processing and graphics.
4. The fourth section addresses some of the tools that come with Macintosh OS X that can be used to increase learning in everyone's classroom.
5. The final section deals with system tools that will help make your computer experience a little less frustrating.

So, let us begin. I want to start out by having you share some of your own experiences and professional assignments. In working through these assignments, I want you to always be cognizant of OS X and how you interact with the computer's Operating System.

VERY IMPORTANT TO DO THIS BEFORE YOU BEGIN THE COURSE



ASSIGNMENT #A

Before we begin, we need to retrieve a folder from the CD provided with your materials and drag it onto your computer's **Desktop**. Insert the course CD into your computer and double-click on the CD **Icon** once it appears on your screen. There you will find a folder entitled **TEC 937**. Grab this folder and drag it out onto your computer's **Desktop**. Once you have copied this to the **Desktop**, you may eject the CD. You really don't need it until later in the course when we look at sounds and movies.

Before we begin, we need to work how the files are set up. For the word processing portion of this course, most of you will have Microsoft WORD. If you are using WORD, you will find all the files you need to work on in the Word folder. If you are using APPLEWORKS, you will find all the files in the APPLEWORKS folder. And, if you are using PAGES, you will find the files you need in the PAGES folder.

Now that you have your folder ready to go, it is time to email the instructor to let him know you are ready to go. Please send an email to Dr. Richard Kriegbaum at **richfpu@comcast.net** and tell him a little about yourself in terms of where you live, what you teach and how long you have been doing it. Also describe what it is you hope to get out of this course.

I. Introduction to the Course



ASSIGNMENT #1A

Page: 6

Open the **Journal** file located in the **TEC 937** folder. If you are using Word, then use the **Journal.doc** file in the **Word Files** folder. If you are using AppleWorks, use the **Journal.cwk** file found in the **AppleWorks Files** folder. If you are using Pages, locate the **Journal.pages** found in the **Pages Files** folder. Find assignment number one and answer the question that you find there.

Save the **Journal** file in **TEC 937** folder (this should be automatic if you use the **Save** command).

You may **Close** this file if you like.



ASSIGNMENT 1B

PAGE: 8

Open the **Journal** file in the **TEC 937** folder on your computer's **Desktop**. Remember to open the correct version which is determined by which application you are using: Word, AppleWorks, or Pages. In fact, it might be a wise idea to throw away the one you are not going to use. That way there can be no confusion. I would hate for you to have two files, each containing a portion of the material.

Locate assignment 1B and I would like you to let your brain run a little free for a moment. Make several predictions about the future. Be bold. Think completely outside your frame of reference. What do you think might happen in the future? Think about the teaching profession. Think about your parent's professions? What is going to change?

Save the file and **Close** it.



ASSIGNMENT 1C

PAGE: 9

Open the **Journal** file.

Locate assignment 1C and review the predictions you made in assignment 1B. Any additional comments? Any additional predictions based on what you read? What do you think about the prediction for 2010?

I would like to go out on a limb and make a far out prediction. I think the student desk is going to change dramatically in the coming years. The computer will become an actual part of the desk. A glass area will be designated and act as the computer's screen. Click on a button and the bottom portion of the screen becomes a keyboard where you can type in your work. Being a touch screen, you will use your finger to move things around. Your computer will become part of the furniture.

Save the file and **Close** it.



ASSIGNMENT 1D

PAGE: 9

Open the **Journal** file.

Locate assignment 1D and provide your thoughts regarding convergence. Are you seeing this in your life? In your home? In your classroom?

Save the file and **Close** it.



ASSIGNMENT 1E

PAGE: 9

Open the **Journal** file.

What are your thoughts about the future? Do you generally have positive or negative feelings? Knowing that a positive view of the future is one of the prerequisites for exceptional learning, what can you do as a teacher to instill this in your students?

Save the file and **Close** it.

II. The Macintosh Environment



ASSIGNMENT 2A

PAGE: 11

Open the **Journal** file.

Move down and find assignment 2A in the **Journal** file. What was the very first computer you touched? Do you recall how much you paid for your first computer? What are some of the computers you have used since then?

Save the file and **Close** it.



ASSIGNMENT 2B

PAGE: 13

Open the **Journal** file.

What was the first OS that you used? Was your first experience with a WIMP system or did you get to use the keyboard entry?

Save the file and **Close** it.



ASSIGNMENT 2C

PAGE: 14

Open the **Journal** file.

In your opinion, what are the benefits of a Windows type operating system? Does the GUI interface make it easier to use? Are there any parts of it that are confusing? And, what are the benefits of icons and menus?

Save the file and **Close** it.



ASSIGNMENT 2D

PAGE: 17

Open the **Journal** file.

How comfortable are you with keyboard commands? Do you feel there use saves you time or are they more trouble than they are worth? When would be the best time to use the keyboard instead of the mouse?

Save the file and **Close** it.



ASSIGNMENT 2E

PAGE: 18

Open the **Journal** file.

What skills are necessary in order to use the mouse? Why do adults have difficulty and young children pick it up almost immediately. My 2 year-old grandson is quite efficient with the mouse already. Was learning to double-click an issue for you?

Save the file and **Close** it.



ASSIGNMENT 2F

PAGE: 19

Glory Hallelujah, we do not need to use the **Journal** for this assignment. We will gradually spend more time away from the **Journal** which I am sure pleases every reader.

We will make only a small change on our **Toolbar** and you can feel free to change it back if you do not like it. We are going to add the **Path** feature \

Pull down **View** to **Customize Toolbar**. You will be presented with a variety of options that you can drag onto your existing **Toolbar**. For now, grab the **Path** tool and drag it up onto the **Toolbar** just to the right of the three **View** buttons.

Before you close this window, look down at the bottom of the **Dialog Box** and you will see an **Icon Only** selection box. Change it to **Icon and Text** to see if you like it. I prefer to not display anymore than necessary and this is my opinion is not necessary.

But I do like the **Path** option. It just sits there out of the way until you need it. Good information when called upon.

No verification for this activity.



ASSIGNMENT 2G

PAGE: 20

Open a new word processing document. Click on the **Minimize** button (the yellow one in the middle) for that document and watch what happens to the **Window**. Locate the **Icon** next to the **Trash Can** on the **Dock** and click on it to bring the document back to your screen.

Now, pull down **File** to **New** to open a second document. **Minimize** both of them and notice that you have two **Icons** on the **Dock**, to the right of the divider line.

Close your word processing program and do not save either document. There is no verification for this assignment.



ASSIGNMENT 2H

PAGE: 20

We are going to play a little and then go back to the **Journal** to add a few comments. I want you to go to your computer's **Desktop** and open some folders onto the screen. You may have to go back to the Macintosh HD **Icon** to open a second window on the screen.

Please have at least three windows open on your **Desktop**. I want you to play around for a minute resizing **Windows** and moving them around the screen. Try to position them in different ways. Make them small and stack them on the side of the screen. Make them tall and narrow and place them next to each other.

Open the **Journal** file.

Why is moving Windows so important? How do you position Windows for various tasks?

Save the file and **Close** it.



ASSIGNMENT 2I

PAGE: 22

Open the file named **History** found in the **TEC 937** folder on your computer **Desktop**.

Play with all three methods; **Arrows, Elevator, Shaft**.

Leave the file open for the next assignment.



ASSIGNMENT 2J

PAGE: 22

Continue using **History** for this assignment.

For this one, try using the keyboard commands. Use **Page Up** and **Page Down**, use **Home** and **End** (with and without the **Command** (⌘) key), and use the arrows.

Close the **History** document and **Open** the **Journal**. Which method do you prefer - mouse or keyboard? When would you use one over the other?

Save the **Journal** file and **Close** it.



ASSIGNMENT 2K

PAGE: 25

This is going to be a tough one because we are going to walk through the screen capture process for the first time. We have been talking about **Dialog Boxes** and I am going to have you make some modifications to a **Dialog Box**, take a picture of that box, and save the file in **TEC 937** folder.

The ability to capture portions of the screen is a very valuable feature, especially for teachers that use the computer a lot. It provides you a way to grab a piece of the screen and include that piece in a word processing document or on a web page.

There are two ways to capture the screen - **Shift + Command** (⇧) + **3** (the screen) and **Shift + Command** (⇧) + **4** (a region). Since we do not need the entire screen, we will use the second method for this exercise.

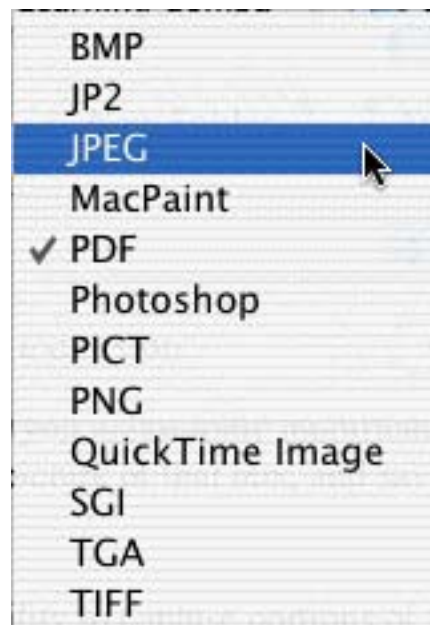
Open a new word processing document and pull down **Format** to **Document** or any other menu item that opens a **Dialog Box**. Make some changes on this box and notice that the **Check Boxes** are toggles, in that they can be turned on or off individually, and the **Radio Buttons** can only have one of the pair selected. Change the margins and any other additional information. Leave the **Dialog Box** open.

With the **Dialog Box** open, hold down **Shift** and **Command** (⇧) and press the **4** key. Notice that the pointer turns into a grayed plus sign.



Position this plus in the top left corner of the **Dialog Box**, hold down the mouse button and drag to the lower right corner. When you release the mouse button a picture will be taken and a file will be created either on your **Desktop** or on the main directory of the hard drive. It should be identified as **Picture 1** and it will be a PDF file.

PDF files are not very valuable to you since you cannot open them in most graphic programs so we are going to go through the process of changing it to JPEG. Open the **Preview** software, pull down **File** to **Open** and find the **Picture 1** file on your **Desktop**. Once it is opened, pull down **File** to **Export**, and in the **Format** selection pop-up, select JPEG.



Before you click the **Save** button, locate the **TEC 937** folder on your **Desktop**. **Save** the file as **FILE2.jpg** in that folder.

You have to be thinking to yourself, there has to be an easier way. Well, there is. It is possible to capture the image to the **Clipboard** and then simply **Paste** it into a document. So, **Open** the **Journal** file to begin with and move down to assignment 2K. Now, pull down **Format** to **Document**. This time hold down **Shift + Control + Command (⌘)** and click the **4** key. **Close** the **Dialog Box** and place the cursor in the correct place for assignment 2K. Pull down **Edit** to **Paste** and Viola!

Save the **Journal** file and **Close** it.

III. Organizing Your Data With Folders



ASSIGNMENT 3A

PAGE: 27

Please **Open** your **Journal** file.

Before we begin this section on organization, I would like you to take just a moment to reflect on your current state-of-affairs regarding your storage organization on the computer. Have you created a filing system that works for you? Do you know where your files are located?

Save the **Journal** file and **Close** it.



ASSIGNMENT 3B

PAGE: 28

I want you to go to the **TEC 937** folder on your computer's **Desktop**. **Open** the folder and inside you will find another folder titled **Organization**. **Open** that folder please.

I want you to create two new folders inside the **Organization** folder titled **School** and **Home**. Now, open each of these folders and create two new folders in each. You can name them anything you like but might I suggest things like **Lessons**, **Grades**, **Budget**, **Recipes**, **Hobbies**, **Family**, etc.

There is nothing to save. These folders will be sent along with the other files for evaluation.



ASSIGNMENT 3C

PAGE: 29

In the **Organization** folder, you will find a folder titled **Susan**. Please change the name to **George**.



ASSIGNMENT 3D

PAGE: 29

Inside the folder you have just named **George** are three folders. Please throw away folder **One** and **Three**.



ASSIGNMENT 3E

PAGE: 31

In the **TEC 937** folder is a folder titled **Icon View**. Inside that folder you will find a folder titled **Icon Size**. **Open** the **Icon Size** folder, pull down **View** to **Show View Options**, and change the **Icon** size to 72 x 72. Make sure to click the **This window only Radio Button**.

Leave this window open for the next assignment.



ASSIGNMENT 3F

PAGE: 31

Continue to use the **Icon Size** folder. Again, pull down **View** to **Show View Options** and change the font size to 16 point. Again, make sure to click the **This window only** option.

Keep this window open for the next assignment.



ASSIGNMENT 3G

PAGE: 32

Continue to use the **Icon View** folder. **Open** the folder named **One** and change the background to a color. Make sure the **This window only** is selected.

Then, **Open** folder **Two** and change the background to a picture. The picture is inside the **Icon View** folder titled **Tuolomne**. Click the **Select** button and browse to find it. Again, make sure to modify this window only.

Close these folders.



ASSIGNMENT 3H

PAGE: 33

Inside the **TEC 937** folder you will find a folder titled **List View**. Open this folder and change the **View** to **List View**. Now pull down **View** to **Show View Options** and add **Version** to the columns being displayed.

Leave it open for the next assignment.



ASSIGNMENT 3I

PAGE: 33

Continue to use the **List View** folder. Change the column width of the first column to a width where the largest filename is displayed completely.

Leave the folder open for the next assignment.



ASSIGNMENT 3J

PAGE: 34

Continue using the **List View** folder. Switch the **Size** and **Date Modified** columns.

Leave the folder open for the next assignment.



ASSIGNMENT 3K

PAGE: 34

Continue using the **List View** folder.

Sort the **Date Modified** column by clicking on the **Header**.

Close the folder.



ASSIGNMENT 3L

PAGE: 36

Using the **Column View**, drill into the **TEC 937** folder and click on the **Column View** folder. Change the name of the folder with the long name to **Bob**. Take files **File1**, **File3**, and **File5** and throw them in the **Trash**. Don't forget to empty the **Trash**.

You may close this window.



ASSIGNMENT 3M

PAGE: 37

We are going to customize the **Toolbar**, take a picture of that new **Button**, and **Paste** it into our **Journal**. In fact, we are going to make things easy for you while you are taking this course.

Locate the **TEC 937** folder on your **Desktop**. Now, open the hard drive window and position the **Window** on the screen so that you can see the **TEC 937 Icon**. Pull down **View** to **Customize Toolbar**. Now, drag the **TEC 937** folder **Icon** onto the **Toolbar**. Put it just to the right of the dividing line. You now have put an **Alias/Button** to that folder right on your **Toolbar**. When the course is finished, you can go back to **Customize Toolbar** and drag it off.

While you are at it, you might consider adding two **Buttons** that I like on my **Toolbar** - **New Folder** and **Delete**. Your call.

Now, we want to take a picture. Hold down **Shift + Control + Command** (⌘) and click the **4** key. Use the plus pointer to select the new **Button** you have created. When you release

the mouse button, a copy of the selected area will be placed on the **Clipboard**. If you made a mistake, try it one more time.

Open the **Journal** file, place the cursor at the correct place for assignment 3M, and pull down **Edit** to **Paste**.

Save the **Journal** and **Close** it.



ASSIGNMENT 3N

PAGE: 38

This should be fun. We are going to change the **Icon** for one of the folders in the **TEC 937** folder. **Open** the **TEC 937** folder and create a **New Folder**. Name the folder **Fun Stuff**. Now, **Open** the IconImages file in either Word or Pages. You will find these files in the **TEC 937** folder and in the **Icon** which is inside the Macintosh folder on the CD. Once you have opened this file and can see the icon images, click once to select the image of your choice. Use the **Copy** function to place this on the **Clipboard**. Now, move to the folder you just created and click once on the new folder to select it and pull down **File** to **Get Info** (or press -⌘I). Click on the picture of the folder and then pull down **Edit** to **Paste**. **Close** the **Get Info** box and you now have a new **Icon** for that folder.

Any images you find on the Internet can be used as **Icons**. The images should be fairly small in size to work right. Simply find the image of your choice, **Copy** it to the **Clipboard**, and go directly to the **Get Info** screen and **Paste** it.



ASSIGNMENT 3O

PAGE: 40

We are going to go in and **Lock** one of the files found in the **TEC 937** folder. Open the folder and find the file **History**. Click once on the file **Icon** and pull down **File** to **Get Info**. Click the **Locked** box and **Close** the **Get Info** screen. That is it.

If you want, **Open** the file, make changes, and try to **Save** it. Won't work - unless you change the filename.

Nothing to **Save**.



ASSIGNMENT 3P

PAGE: 43

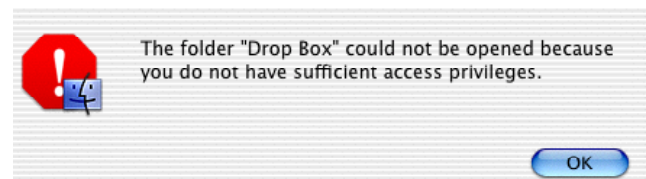
We are going to create a **Drop Box** folder in the **TEC 937** folder. Once it is created, you will be the only person that can get inside and see what files are there. When you send it in for evaluation, it will be a locked box and I will know you have successfully completed the assignment. All I have to do is open the Get Info for that folder.

Open the **TEC 937** folder and create a **New Folder** titled **Drop Box**. Click once to select the folder and pull down **File** to **Get Info**. Click on the **Ownership and Permissions** arrow and set both **Group** and **Others** access to **Read Only (Drop Box)**. **Close** the **Get Info** box.

Now, the folder is going to look quite normal to you but if someone else were to log onto your computer, it would look completely different.



That is what I am looking for when you send in your materials. Others can drop files into that folder but cannot open it to see what is inside.



IV. The Macintosh OS X Desktop



ASSIGNMENT 4A

PAGE: 44

We are going to test all the options regarding the placement of the **Dock** and then I want you to go to the **Journal** and identify the location you like the best.

Go to the computer **Desktop** and **Open** the **System Preferences**. Click on the **Dock** button and try out each of the three positions.

You can leave this **Dock System Preference** open since we will be using it for the next assignment.

Now open the **Journal** and identify the **Dock** position that works best for you and briefly tell why that is so. You may also leave the **Journal** file open since you will need it for the next few assignments. **Save** it just to be secure.



ASSIGNMENT 4B

PAGE: 45

Continue using the **Dock System Preference** screen. Slide the **Dock Size** slider adjustment back and forth, all the while checking the size of the **Dock**. Adjust it to your liking.

Go back to the **Journal** file and describe the size you have selected. Do you prefer a larger or smaller **Dock**?

Again, leave the **Journal** file open but make sure to **Save** it. Also, leave the **Dock System Preference** open.



ASSIGNMENT 4C

PAGE: 45

Continue using the **Dock System Preference** window.

This will get a little trickier in that you will need to test your adjustment on the **Dock**. Use the slider adjustment to change the **Magnification**. When you have moved it to a new spot, move your **Pointer** down to the **Dock** and see the difference.

Go to the **Journal** and describe your preference in terms of **Magnification**. Do you prefer that it blow up quite large or is the smaller **Magnification** adequate? Or, do you prefer no **Magnification**?

Save the **Journal** and you can **Close** the **Dock System Preference** window.

Leave the **Journal** file open for the next assignment.



ASSIGNMENT 4D

PAGE: 45

We are going to add an **Icon** to the **Dock**, take a picture of it and **Paste** it into our **Journal**. The default configuration of the **Dock** does not include an **Icon** for either AppleWorks, Word or Pages. **Open** the **Application** folder on the hard drive and then **Open** the word processing application folder to find the application **Icon**. Drag the **Icon** down to a logical location on the **Dock**. If you want, do the same with Word, Excel, and PowerPoint. Also, I use Sherlock and the Calculator a great deal. If there are any of these utilities that you use a great deal, find the application **Icon** and drag it to the **Dock**.

By the way, you might consider adding the **Journal Icon** to the **Dock** since we go there so often. You can always remove it when the course is finished.

Take a capture of the portion of the **Dock** that contains your new **Buttons** and do the **Shift + Control + Command** (⌘) and then the **4** key thing. Go to the **Journal** file and **Paste** the **Clipboard** at assignment 36.

Save the **Journal** and **Close** it.



ASSIGNMENT 4E

PAGE: 48

Some more fun. We are going to change the **Background** on your **Desktop**. **Open** the **Desktop System Preference Dialog Box** and select a Nature scene for your **Desktop**. Make the change, **Close** the box, and try it out. Try a different one.

Open the **Journal** file and briefly tell why you would want to change the **Desktop**.

Save the **Journal** and **Close** it.



ASSIGNMENT 4F

PAGE: 49

Okay, we are now going to put a picture up on the wall. **Open** the **Desktop System Preference** and click on the **Collection: pop-up Menu**. Opt for **Choose Folder** and select **TEC 937**. You will find the **Tuolomne** picture there. Give it a try. I have included some additional pictures on the CD that you can try. Or even better, get some of your own pictures on put them in a folder for your **Desktop**. It works really great with family photos.

No verification required.

V. Working with Applications



ASSIGNMENT 5A

PAGE: 52

Open the **Journal** file, move to assignment 5A, and list some of the programs that you know you have on your hard drive.

Save the **Journal** and **Close** it.



ASSIGNMENT 5B

PAGE: 53

We are going to do something completely different at this time. We are going to go out onto the web and download a Freeware software application. If you have a special need then I would suggest that you find one that meets your needs. Otherwise, we are going to go and get one graphic utility and one game. For this assignment we are going to use <http://www.tucows.com>. They have a straightforward and intuitive front-end with a large number of games that are Freeware. Remember, if you select Shareware, you are going to have to pay for it if you continue to use it.

Go to tucows.com and click on Macintosh on the left. You have a number of categories. I want you to download one game (your call) and one image converter. This allows you to change a graphic file from one format to another.

While you are there, take a look at some of the really cool stuff. In addition, you will find all kinds of Word, Excel, and PowerPoint templates. At FreewareHome.com, you will also find tons of Icons. There is a wealth of stuff out there for you.

No verification required for this assignment.



ASSIGNMENT 5C

PAGE: 53

I want you to open several applications for this assignment. You can use any of the application **Icons** on the **Dock** if you like. Open at least three applications.

As you know, the launched applications will have a small triangle underneath the **Icon** on the **Dock**. If you click on any of these identified **Icons**, that application will become the active application on your screen.

What I want you to experience at this time is the **Command** (⌘) + **Tab** option for switching applications. Hold down the **Command** (⌘) key and hit the **Tab** key until the application you want is highlighted. Let go of the **Command** (⌘) key and that application will become the active one.

Leave the three applications open for the next assignment.

No verification for this assignment is required.



ASSIGNMENT 5D

PAGE: 55

This assignment is about hiding applications.

With the three applications still opened from assignment 41, I want you to practice all six methods for hiding **Windows** on the screen.

1. **Option** + **Click** on **Window**
2. **Option** + **Click** on **Dock Icon**
3. **Option** + **Click** on other **Window**
4. Pull-down **Menu**
5. **Command** (⌘) + **H**
6. **Minimize** button

Now, open your **Journal** and respond as to why it is important to know how to **Hide** windows. For what reasons would you need to know this?

Save the **Journal** and **Close** it

Leave the three applications open for the next assignment.



ASSIGNMENT 5E

PAGE: 56

In this assignment, we are going to play with the different ways of **Quitting** applications. We are also going to **Force Quit** one of the applications that you have open.

First of all, let's **Quit** one of the application using a method that is not very familiar to most users. Hold down the **Control** key and click on one of the identified **Icons** on the **Dock**. You will find a pop-up menu that includes **Quit**. Use it.

Now, let's **Force Quit** another. Hold down **Option** and **Command** (⌘) and click the **Esc** key. Select the application you want to **Force Quit** and click the **Force Quit** button.

With the last application, let's just use the standard **Command** (⌘) + **Q**.

Make sure all three applications are **Quit**.

There is no verification for this assignment.

VI. Working with Files



ASSIGNMENT 6A

PAGE: 57

Many of the assignments in this chapter are going to be experiential and will not require a verification for each assignment. Many are in combination with others and result in a single product. Please take the time to do each assignment, even if you feel comfortable with the process.

For this assignment, find any document **Icon** and drag it to the appropriate application **Icon** on the **Dock**. If the application can open that file, the name of the application will appear above the **Icon**.

That was easy, no? This is the type of exercise we are going to experience in this chapter.

No verification required.



ASSIGNMENT 6B

PAGE: 60

I want to make sure you have no problem opening a file within an application. Launch your word processing program and pull down **File** to **Open**. Move to the **TEC 937** and locate the **Journal** file. **Open** the file.

No verification required.



ASSIGNMENT 6C

PAGE: 59

Since we use the **Journal** file so often, we are going to create an **Alias** for the **Journal** file and drag it out onto the **Desktop** and place one on the **Dock**.

Open the **TEC 937** folder and locate the **Journal** file **Icon**. Hold down the **Control** key and hold down the mouse button on the **Icon**. Move down to **Make Alias** and an **Alias** will be created for that file. Drag that **Alias** out onto the **Desktop**. Now, grab the **Journal** file **Icon** and drag it to the **Dock**. Place it to the far right end inside the **Trash Can**.

No verification for this assignment.



ASSIGNMENT 6D

PAGE: 59

We will need to open our word processing application for this assignment. For fun, let's practice using the **Alias** we created in the last assignment. Click either on the **Journal Icon** on the **Dock** or double-click on the **Alias** on the **Desktop**. This will launch your application.

AppleWorks is a little different than most applications in that it is actually a suite of products which includes word processing, spreadsheet, database, drawing, painting, and presentation software. So, AppleWorks does not make the

assumption that if you are currently in word processing that you want to create a new word processing document. It gives you the option of creating a new document in any of the listed applications. So, to create a new word processing document, you need to click on the correct button.

With Word and Pages, they are designated word processing programs and can not do other things. Therefore, you have no decisions to make when you open a new file with either of these applications.

Leave this file open for the next assignment.



ASSIGNMENT 6E

PAGE: 60

You do not need to type anything into this new document. We are going to **Save** it to a specific location inside the **TEC 937** folder. **Save** the file as **FILE6** inside the **Four** folder which is located inside the **Column View** folder. Rather tough to find but we need to make certain that you feel comfortable navigating.

The previous activity saved the file as a standard word processing document inside that folder. Now, pull down **File** to **Save As** and change the **Format** to **RTF (Rich Text Format)**. Make sure there is a **.rtf** extension after the filename.

Close the file.



ASSIGNMENT 6F

PAGE: 60

This will be a **Journal** entry to summarize what you have just completed.

Save the **Journal** and **Close** it.



ASSIGNMENT 6G

PAGE: 62

We are going to start a string of assignments that deal more with the selection of **Icons** rather than the moving and copying of files, even though we will move them to the **Trash**.

Inside the **TEC 937** folder, you will find a **Delete** folder. **Open** that folder and then **Open** the folder titled **Shift**. Click on file **3.cwk**, hold down the **Shift** key and then click on **7.cwk**. Drag any of the selected **Icons** to the **Trash** and all selected files should be removed.

Leave the **Delete** folder open for the next assignment.



ASSIGNMENT 6H

PAGE: 62

Now open the folder titled **Command**. Hold down the **Command** (⌘) key and click on **2.cwk**, **5.cwk** and **8.cwk**. Drag any one of the selected **Icons** to the **Trash**.

Leave the **Delete** folder open for the next assignment.



ASSIGNMENT 6I

PAGE: 63

And finally, open the **Box** folder. Drag a selection box around the four files that make up the right column. Drag those files to the **Trash**.

Leave the **Delete** folder open for the next assignment.



ASSIGNMENT 6J

PAGE: 63

We are going to go back into the **Shift** folder.

Grab the **1.cwk** file Icon and drag it out onto the Desktop. Please notice that the file Icon is no longer located in the folder. Drag it back into the Shift folder from the Desktop.

Now, hold down the **Option** key and drag **1.cwk** back out onto the **Desktop**. Notice that when you held down the **Option** key, a plus appeared along with the **Pointer**. And, once you have finished dragging, you will also notice that you have one copy of the file on the **Desktop** and one in the **Shift** folder. This is how you duplicate files, and graphics for that matter, on the same drive.

Throw the **1.cwk** from the **Desktop** into the **Trash**. We do not want it to come into conflict with the one found in the **Shift** folder.

That's it. You can **Close** the **Delete** folder.



ASSIGNMENT 6K

PAGE: 64

I have really gotten tricky on this assignment. I have hidden a file inside a folder disguised as a file. The file is named **hidden**. Your job is to find where this file is located, **Open** it, and tell me how you can tell if a Redneck has been using your computer. Use the **Search** bar to locate the file. When you look at the **Path**, you will notice that I have modified a folder to look and act like a file.

Provide the answer in the **Journal** file. **Save** and **Close** the file.

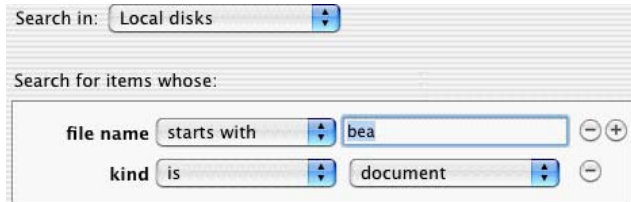


ASSIGNMENT 6L

PAGE: 65

This is going to be an unusual assignment in that I am going to have you find a wide variety of files. I want on documents whose filename begins with the letters "bea".

Use the **Find** found under **File** to accomplish this. You will need to use the **Add Criteria** option to make this work. Your search should look like this:



VII. Working with Volumes



ASSIGNMENT 7A

PAGE: 69

Now, the question is, how many files will be found using this criteria. Enter the number of files found in your **Journal** file.

Save the file and **Close** it.



ASSIGNMENT 6M

PAGE: 66

Go to the **Journal** file and relate a personal experience regarding the exchange of files with other computers.

Save the **Journal** and **Close** it.



ASSIGNMENT 6N

PAGE: 67

Open the **Journal** and answer a few of the questions that you find there.

Save and **Close** the file.

For this assignment, you will need to capture the **Get Info** window for your HD and **Paste** that picture into your **Journal**.

First, click once on your hard drive and pull down **File** to **Get Info**. With the **Get Info** window displayed, hold down **Shift + Control + Command** (⇧⌘) and click the **4** key. Use the plus pointer to select the **Get Info** window.

Second, **Open** the **Journal** file, move down to assignment 7A, click, and **Paste**.

Save the **Journal** file.

VIII. Macintosh OS X



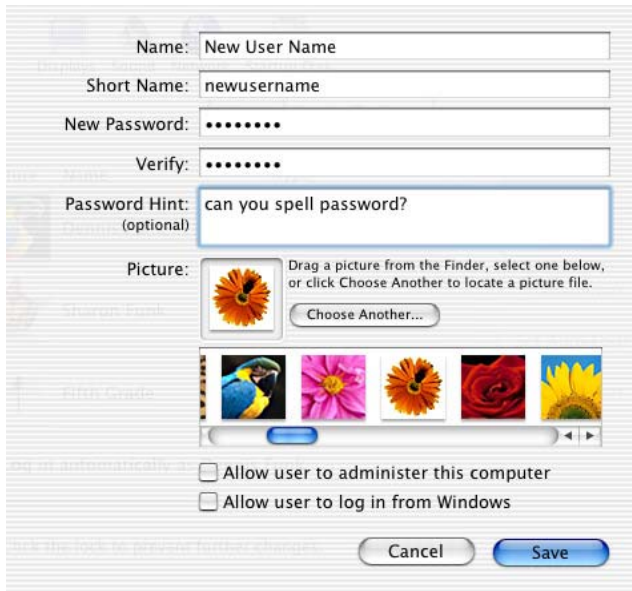
ASSIGNMENT 8A

PAGE: 76

We are going to create either a fictitious user or input a family member so that we can go through this process. For the next several assignments, we will go step-by-step and set all the parameters for a new user. When we are finished, you can certainly delete the user.

So, let's get started. On the **System Preferences** window, locate the **Accounts** button. Click it to open the window we need to create a new user.

Click the **New User** button to the right to get the following screen:



Fill in the **Name**, hit the **tab** key, let the computer pick the **Short Name**, so hit the **tab** key once more. If the person you are entering is a fictitious individual or group, then just use the word “password” as your password. We will log in later to see how the computer behaves with this new user.

Pick a **Picture** in the middle section. If you had a picture of yourself somewhere, you could go out and pick that picture as your graphic.

Lastly, do not allow this user to administer the computer nor should you allow the user to log in from Windows.

Click **Save** and leave the resulting window open for the next assignment.

No verification required for this assignment.



ASSIGNMENT 8B

PAGE: 77

We are going to set some capabilities for this new user. Click on the new user’s name and click on **Capabilities** on the right side.

First of all, we want to make this a very limited **Account** so turn off all the capabilities in the top section including being able to remove items from the **Dock**, change the password, etc. We do not want this person to be able to manage the computer in any way.

We are also going to limit the applications this user has access to. For instance, we do not want the user to be able

to get on the Internet with this computer so we will not enable any Browser access. For now, let’s let the user open AppleWorks and that is all. We can always go back and modify this as we go along.

Click the **OK** button and leave the window open.

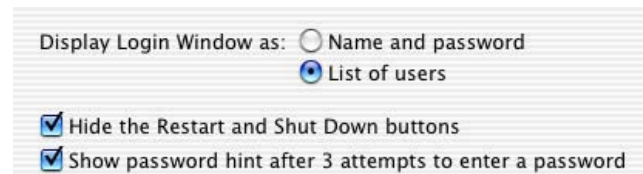
No verification needed for this assignment.



ASSIGNMENT 8C

PAGE: 77

Now, click on the **Login Options** tab at the top of the window and make sure there is a check in front of the **Hide Restart and Shut Down** option.



Now it is time to go in as the new user and see how the computer performs. Pull down the **Apple** to **Log Out** and log in as the new user. Remember the password, hint, hint.

Try and do some of the things you are not allowed to do. Try launching a **Browser**. Try opening the **System Preferences**. Try launching AppleWorks. Pull down the **Apple** and see if you can **Restart** or **Shut Down**.

Open the **Journal** file and describe your experience. Did it work? How might this be useful to you in the classroom? At home?

Save the **Journal** and you can leave it open for the next assignment if you like.



ASSIGNMENT 8D

PAGE: 78

Open your **Journal** and describe how you have Classic set up. Do you even have Classic? If you have a newer version of OS X, you will not have the Classic environment. Do you have it autoload on startup or do you have it load only when you run a Classic application?

Save the **Journal** and **Close** it.



ASSIGNMENT 8E

PAGE: 80

Open the **Date & Time System Preference**, make sure everything is in order, and set up the **Menu Bar Clock** so that it works for you.

No verification required.



ASSIGNMENT 8F

PAGE: 80

Open your **Journal** file and respond to the following questions:

Do you have your computer set up to automatically check for updates? Have you experienced an update? How did it go?

Save the **Journal** file and **Close** it.



ASSIGNMENT 8G

PAGE: 81

I think I am going to forgo any specific assignment making this work. While this has significant potential in the classroom, it also is difficult to set up and a little quirky in its behavior. I would recommend that you give it a try.

I would like you to give some thought as to how this might be used in the classroom. Who might benefit from this type of interface? Enter your thoughts into the **Journal** file.

Save the **Journal** file.



ASSIGNMENT 8H

PAGE: 83

Play around with the **Seeing** portion of the **Universal Access** window. **Zoom** in and out, try switching to **White on Black**.

Open the **Journal** file and describe how you might use this feature in the instructional setting. Have you ever worked with students that have vision problems? Could you use this feature in a classroom demonstration?

Save the **Journal** file.



ASSIGNMENT 8I

PAGE: 84

Open the **Journal** file and describe how students might benefit from the **Keyboard** options. Have you ever worked with students with physical limitations where this feature would have been a benefit?

On a side note, it might be of benefit to create a **User Account** for a student with limitations so the computer works specifically for their needs.

Save the **Journal** file.



ASSIGNMENT 8J

PAGE: 85

I want you to **Open** a picture from the CD. You will need to retrieve the CD and locate the folder titled **Pictures**. In that folder you will find a picture titled **KingHenry.jpg**. **Open** this picture using **Preview**.

This is a picture of me playing King Henry VIII at an Olde English Christmas Feaste a number of years ago. I chose this picture because it clearly demonstrates what we are about to do.

With this picture on the screen, **Open** the **Displays System Preference** window and change the **Colors** to **256**. Take a

good look at the picture and how washed out it has become. Now change the **Colors** to **Thousands**. You will see a marked improvement. Study closely the facial features and colors. Now change the **Colors** to **Millions**. There is a subtle difference between **Thousands** and **Millions** but if you look closely, you will see it. There is much more definition in the **Millions**.

No verification for this assignment.



ASSIGNMENT 8K

PAGE: 87

This activity is probably going to mess up your **Desktop** somewhat but you can put it back in order when we are finished.

Open a window on your screen and size it so that the window is quite small and you can see a goodly portion of the **Desktop**. Now, change the screen **Resolution** to the following options:

640 x 480
800 x 600
1024 x 768
1280 x 960

Now the big question - Which **Resolution** do you prefer? **Open** the **Journal** file and describe your preference and explain why.

Save your **Journal** file.



ASSIGNMENT 8L

PAGE: 87

Open the **Journal** file and describe your **Energy Saver** setup. How long before your computer goes to sleep?

Save the **Journal** file.



ASSIGNMENT 8M

PAGE: 88

This one is kind of fun. **Open** the **Keyboard & Mouse System Preference** panel and click on the **Mouse** tab at the top.

We are going to play around with the **Tracking Speed** first. Drag the slider all the way to **Fast** and move the mouse back and forth across the screen. Now go back and drag the slider all the way to **Slow**. Try moving the mouse back and forth now. Big difference. Either extreme is a little much but, there are times when Slow might be just the ticket.

Open the **Journal** file and describe the setting you have established. Do you ever go in and change this setting for different purposes? Leave the **Journal** open for the next part of this assignment.

Now, go back and modify the **Double-Click Speed** option. You can practice in the text selection box provided. Consider whether you are a fast clicker or a slow clicker. Set the speed that is comfortable for you and respond in the **Journal** as to your setting and why it is comfortable for you.

Save the **Journal** file.



ASSIGNMENT 8N

PAGE: 90

Please test the sound input level and adjust it so that it reaches the correct level, at least 3/4 of the way up the scale.

Open the **Journal** file and describe your experience with sound. Have you ever recorded a sound before? Have you created sound files? Have you modified sound at all?

Save the **Journal**.



ASSIGNMENT 8O

PAGE: 93

Go in and modify the **Scroll Arrows** so they are at the **Top and Bottom**. Give this a try and then go in and change it back. Which do you prefer?

Also, give the click in the **Scroll Bar** a change - make it just to the location of the click. Give that a try as well.

Open the **Journal** and describe your preference for both the arrows and clicking in the **Scroll Bar**.

Save the **Journal**.



ASSIGNMENT 8P

PAGE: 98

I have included several fonts in the **TEC 937** folder that resides on your **Desktop**. We are going to install one of them at this time and test them out in our **Journal** file. Find the **Handsign** font. **Open** the **Library** folder found on the hard drive's root window and drag the font into the **Fonts** folder found there.

Now, open the **Journal** file and type in a short sentence for assignment 8P. Highlight that sentence and change the size to 24 and the font to **Handsign**.

Save the **Journal** file.



ASSIGNMENT 8Q

PAGE: 103

I want you to **Open** the **Journal** file so we can experiment with some of the **Keyboard Viewer** features.

At assignment 8Q, enter piñata - Remember to use **Option+n** and then n to get the accent mark.

Enter 100° - **Shift + Option + 8**

Enter several of your own. Don't forget to look at the **Keyboard Viewer** to figure out where everything is located.

Save the **Journal** file.

IX. System 9



ASSIGNMENT 9A

PAGE: 106

If you are using OS 9 at all, **Open** the **Journal** file and respond to the following questions:

What applications do you find in your OS 9 Application Folder? Did you use OS 9 before switching to OS X, and if so, how would you compare the differences?

If not, just pass right on by.

Save the **Journal** file.

X. Word Processing



ASSIGNMENT 10A

PAGE: 113

We are going to add some **Buttons** to the main **Button** or **Toolbar**. Open the **Journal** file in your word processing application. Use the instructions in the manual to add a button to a toolbar.

Take a picture of your work and **Paste** it into the **Journal** file. Since you have the **Journal** open, this should be easy. Hold down **Shift**, **Control**, and **Command**, and press the **4** key. Highlight the **Buttons** you have just added, move to assignment 10A, position the **Cursor**, and **Paste**.

Save the **Journal** file.



ASSIGNMENT 10B

PAGE: 114

Open the **Journal** file.

I want you to spend some time selecting text with all seven methods. Be very careful not to mess up any existing text. If you do, **Close** the file without **Saving** the changes and **Open** it again from **TEC 937**.

Now, move down to assignment 10B and tell me if you were familiar with all seven methods. Also, identify which methods you prefer.

Save the **Journal** file.



ASSIGNMENT 10C

PAGE: 116

Open the file titled **Formatting** in the **TEC 937** folder on your **Desktop**.

Please follow the formatting instructions you find in that document for assignment 10C.

Save the file as **Formatting** back into the **TEC 937** folder. Leave it open for the next assignment.



ASSIGNMENT 10D

PAGE: 117

Continue to use the **Formatting** document for this assignment.

Follow all the instructions that you find for assignment 10D in that document.

Save the file and **Close** it.



ASSIGNMENT 10E

PAGE: 121

We are going to modify a file that we locked in an earlier assignment. That means we are going to have to go in and unlock it, make the changes, and go back in and lock it again. File the file **History**, select it and open the **Get Info** screen to unlock the file. Now, **Open** the file titled **History** from the **TEC 937** folder.

Set the document to the following parameters:

Set the **Top** and **Bottom Margins** to 1.5"
Set the **Left Margin** to 1.5"
Set the **Right Margin** to 1.25"
Start the **Page Numbering** at 5

Close this window.

Open **Page Setup** (under **File**) and change the **Orientation** to **Landscape** instead of **Portrait**. Click **OK** and now change the document to three columns by clicking twice on the right portion of the **Column Button** located just above the **Ruler** at about 4.5".

Save the file in the **TEC 937** folder and **Close** it. Now go back and lock the file using **Get Info**.

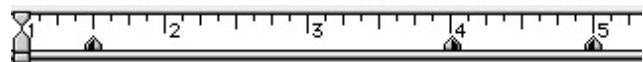


ASSIGNMENT 10F

PAGE: 122

Open the **Tabs** file found in the **TEC 937** folder on your **Desktop**.

Click to position the cursor in the line directly below the first sentence. Set the tabs as follows:



Left tab at 1.5", right tab at 4", and another left tab at 5".
Type in the following information:

TEC 937 - Mac OS X Assignments

Kit Blanchard	5/22/72	110
Jane Bonner	2/25/72	103
Jack Cooper	7/24/72	110
James Dunlop	6/2/72	110
Elizabeth Haberstro	5/12/72	103
Susan Jenkins	8/11/72	110
Megan Kennedy	6/30/72	103
John Lindstrom	4/2/72	103
Douglas McCallum	6/14/72	110

Save the file as **Tab**s. Leave the file open for the next assignment.



ASSIGNMENT 10G

PAGE: 123

Continue to use the **Tab**s file.

In the previous assignment, we input three columns of information. We are going to move the columns around a little to change the look. Highlight all rows of data and drag the 5" **Tab Marker** to 5.5" and the 4" marker to 4.25". Notice how all the data in that column flows with the **Tab Marker**. This is a very powerful tool - learn it.

Save the file as **Tab**s. Leave the file open for the next assignment.



ASSIGNMENT 10H

PAGE: 123

Continue to use the **Tab**s for this assignment.

What we want to do is **Copy** the tab setting for assignments 10F & 10G and **Apply** it below the text that you see in assignment 10H. Click anywhere among the data from assignment 10F & 10G where you find three columns. Pull down **Format** to **Rulers** and over to **Copy Ruler**. This copies the setting of the **Ruler** in that area. Now, click to position the **Cursor** right after the arrow below the data in assignment 10H. Pull down **Format** to **Rulers** and over to **Apply Ruler**. Add the following information to that **Tab** setting:

Julie Reichman	12/25/72	110
----------------	----------	-----

Save the file and **Close** it.



ASSIGNMENT 10I

PAGE: 124

Please **Open** the file **Margins** found in **TEC 937** on the **Desktop**.

Pull down **Format** to **Document** and set the **Global Margins** to 1" for all sides of the page.

Save the file and leave it open for the next assignment.



ASSIGNMENT 10J

PAGE: 125

Continue using the **Margins** document.

Set the **Right Margin** in paragraphs 1, 2, & 5 to 5".

Save the document and leave it open.



ASSIGNMENT 10K

PAGE: 126

Continue using the **Margins** document.

Highlight sentences 1 through 5 and move the top triangle to 1.5". Highlight sentences 6 through 10 and do a **Reverse Indent** by moving the top triangle to 1.5" and the bottom triangle to 2".

Save the document and leave it open.



ASSIGNMENT 10L

PAGE: 127

Continue using the **Margins** document.

Highlight the last four sentences and drag the bottom triangle to 3.5". Take a look at how it worked out. Please notice that I had already inserted a **Tab** after each title entry.

Save the document and **Close** it.



ASSIGNMENT 10M

PAGE: 129

Open the **Margins** file.

Save it first as a **Text** file (Margins.txt) and then as a **RTF** file (Margins.rtf). Make sure to add both the txt and rtf extensions when you save.

Save both in the **TEC 937** folder for eventual evaluation.

You may **Close** the open file.



ASSIGNMENT 10N

PAGE: 130

Open the **Clipboard** document for this assignment.

We are going to practice using the **Copy** and **Paste** functions found under the **Edit** pull-down **Menu**. We will use the sentence A to complete this assignment.

1. Highlight "Now is the time", pull down **Edit to Copy**, click after the letter B, and **Paste**.
2. Double-click on the word "good" so select that word and pull down **Edit to Cut**. Click after letter C and **Paste**. (Remember that the word "good" now replaced "Now is the time" on the **Clipboard**)

3. Click after the letter D and **Paste** once more. (Remember that whatever is on the **Clipboard** will stay there until you **Cut** or **Copy** something else so you could Paste as many copies of "good" as you like)

Save this file and leave it open for the next assignment.



ASSIGNMENT 10O

PAGE: 130

Continue using **Clipboard** for this assignment.

For this assignment we are going to play with **Drag and Drop** technology. This is something that was introduced a number of years ago and something that most users do not take full advantage of. It works the same as **Copy/Cut** and **Paste**, only easier.

- 1) Highlight the word "good" in sentence E and grab it and drag it so that the **Cursor** is positioned after the letter F. (When you simply drag an item, this action moves whatever is highlighted to the new location)
- 2) Highlight the words "Now is the time for all men", hold down the **Option** key and drag the selected text to letter G. (Notice that a plus sign appears which indicates that you are dragging a copy and not the original)
3. Double-click on the word "good" at letter F to select that word. Hold down the **Option** key and drag that word to the position between the words "all" and "men" at letter G.

Do you get the picture? Holding down the **Option** key is **Copy** and **Paste** and dragging without the **Option** key is **Cut** and **Paste**.

4. Now, this also works on graphic items. Click on the picture of the bird, pull down **Edit to Copy**, click after the letter J and **Paste**.

5. This one will be a little tougher. Click on **Calvin** and holding down the **Option** key, drag him to letter L. Same idea.

The first two graphics you see on the document are different from the third. Both of the smaller images were inserted as text so they behave like any letter or word. Add something above and they will move down with the lines they are one. The last item was placed on the document in a different manner. While we will talk about this in a later section, you need to know that the tree was **Pasted** on this document using the Arrow tool on the Drawing Tools. **To demonstrate, pull down Window to Show Tools**. If they are

already visible, it will say **Hide Tools**. Please **Show Tools**. Notice an arrow to the left of the shape tools. If you highlight this arrow and **Paste** onto the document, the resulting image will be free-floating and not behave as text. You can move it anywhere you like.

6. So, hold down the **Option** key and drag the tree to a new location. Let go of the mouse button, continue to hold down the **Option** key and drag it to a new location. A forest is created with ease.

Save this file and **Close** it.



ASSIGNMENT 10P

PAGE: 132

Open the file **Replace** for this assignment.

I have entered a few sentences that are quite indicative of early writing on the part of students. We are going to use this writing to illustrate the power of this feature.

First of all, we are going to replace some of the word “nice” with another adjective. For our purposes here, let’s use the word “pleasant”. We do not want to replace all the occurrences, only a few (your call). Use the **Find/Change** feature found at the bottom of the **Edit** pull-down **Menu**. **Find** “nice” and **Change** to “pleasant”. Click on the **Find Next** button to find the first occurrence. Click on the **Change/Find** button to change that occurrence and locate the next. Do this on at least three of the occurrences.

Once you have finished that, go back to the **Find/Change** feature and replace all occurrences of “picnic” with the word “journey”.

I am sure you get the picture of how this might be used in a classroom. If you put your brain into overdrive, you can see that you can create codes by replacing letters in a word (s).

Save this document and **Close** it.



ASSIGNMENT 10Q

PAGE: 132

Open the document **Thesaurus** in the **TEC 937** folder.

Use the **Thesaurus** to replace at least three occurrences of “nice” in the document with different but appropriate words. The easiest way to do this is to double-click on any of the words “nice” found in the document and hold down **Control** and click on the word. There you will find the **Thesaurus**.

Save the file and **Close** it.



ASSIGNMENT 10R

PAGE: 133

Open the **Sound** file for this assignment.

The first thing we are going to do with this assignment is have the computer speak the sentence that is entered at the top. First, make sure you have set up the **Speak Text** either as the Lips button in APPLEWORKS or as **Control + S** in the **System Preferences**.

Highlight the sentence and invoke Speak Text. Make sure the volume is up on your computer. If you would like to change the voice, **Open** the **System Preferences**, click on **Speech** and change the **Default Voice**.

Leave the file open for the next assignment.



ASSIGNMENT 10S

PAGE: 134

Continue to use the **Sound** file from the previous assignment.

We are going to add some sounds to our word processing document. This has all kinds of application in the classroom. You can add meaning to words and phrases with recorded sounds. You can give spelling tests using this feature. So many powerful applications for learning.

If you are using Word, you will need to pull down **Insert** to **Movie** to make this work. The resulting button will play the sound.

In Appleworks, click after the first arrow and pull down **File** to **Insert**. Change the **File Format** to **All Available**.

With Pages, pull down **Insert** to **Choose**.

Select **Think.wav** from the **TEC 937** folder on your **Desktop**. Go back to the document and double-click on the **Icon** found after the first question.

Now, click after the second arrow and **Insert** the wave file **Mind.wav**. Go back to your word processing document and try both **Icons**.

Seriously consider this option in your classroom.

Save the **Sound** file and **Close** it.

XI. Graphics

In this section, we have quite a number of assignments but I have purposely made each one small so, while the number is significant, it will go very quickly. I simply want to give you a small inkling of how graphics works in OS X.



ASSIGNMENT 11A

PAGE: 137

Open the **Journal** file for this assignment.

I want you to spend just a moment providing a little insight into what you know about graphics. What file formats are you familiar with? Do you use a scanner? Do you have a digital camera? Are you familiar with both **Paint** and **Draw**?

Save the file and **Close** it.



ASSIGNMENT 11B

PAGE: 141

Open the **Journal** file for this assignment.

It is just about impossible to use the computer today and not come in contact with graphic images. Where do you get your images? Do you use the Internet? Have you purchased a collection? Respond to these questions in the Journal.

Then, I want you to go out onto the Internet to one of the suggested Clipart locations. Find a piece of Clipart, either **Copy** it or download it to your computer, and place it at assignment 11B. You have two options: you can either **Copy** it right on the Web page and **Paste** it or you can download it and use the **Insert** button under **File**. It is important that you know how to use both methods.

Save the file and **Close** it.



ASSIGNMENT 11C

PAGE: 144

For the next few assignments, **Open** the **Paint.cwk** (if you have APPLEWOKS) or the **Paint.jpg** file in the **TEC 937** folder on your **Desktop**. We are going to do a little quick drawing practice on this page. Do not under any circumstances use the **Eraser Tool** for the beginning assignments. All I need is squiggles and not a beautiful masterpiece. This is practice folks.

On the **Paint** window, use the **Pencil Tool** to draw some lines in the top box. Try holding down the **Shift** key while you draw.

Save the file and leave it open.



ASSIGNMENT 11D

PAGE: 144

Continue using the **Paint** document.

Use the **Brush Tool** to draw something. Change the **Brush Shape** and continue. Finally, change the color and draw.

Save the file and leave it open.



ASSIGNMENT 11E

PAGE: 145

Continue using the **Paint** document.

Use the **Line Tool** to draw something. Change the **Line** thickness and continue. Finally, change the color and draw. Try holding down the **Shift** key.

Save the file and leave it open.



ASSIGNMENT 11F

PAGE: 145

Continue using the **Paint** document.

Use the **Shape Tools** to draw some shapes. Change the **Line** thickness, the **Line** color and continue. Change the **Fill**. Try drawing a figure holding down the **Shift** key.

Save the file and leave it open.



ASSIGNMENT 11G

PAGE: 146

Continue using the **Paint** document.

This one is going to be a little tougher. We are going to use both of the **Selection Tools** for this assignment. With PAINBRUSH, use the scissor tool for this.

First, click on the **Selection Box** and select the **Diploma** and **Cap** and while holding down the **Option** key, drag it to the right side of the document.

Now, select the **Lasso** and carefully lasso only the **Cap** in the bottom graphic. (There is no lasso in PAINBRUSH - use the scissors) It will be tight in there so go slow. If you make a mistake, simply click somewhere else on the screen and try again. Hold down the **Option** key and drag the **Cap** to the right side of the document.

Save the file and leave it open.



ASSIGNMENT 11H

PAGE: 146

Continue using the **Paint** document.

This one will only work as directed in APPLEWORKS. If you are using PAINBRUSH, do the best you can but don't worry about it.

For this one, we are going to do something tricky. I want the text to be the same color as the blue in the **Cap** to the left. Use the **Eye Dropper** to click on the blue of the **Cap** and notice the **Fill Color** box turn to that color. You now need to click on that box to see which color is selected. Kind of memorize where it is (row and column) and then click on the large **T** and change the color to that same color. Now, click on the **Text** button to the far upper left of the **Toolbar**, click inside the box, and type.

Save the file and leave it open.



ASSIGNMENT 11I

PAGE: 146

Continue using the **Paint** document.

Move down to the very bottom of the document. Pull down **File** to **Show Clippings** and select an image you would like to drag over to the document. Once you have found one, drag it over. You can also **Copy** and **Paste**.

Save the file and leave it open.



ASSIGNMENT 11J

PAGE: 147

Continue using the **Paint** document.

We are not going to use the **Screen Capture** method that results in a file. Instead, we are going to **Copy** the image to the **Clipboard**. Move up in the **Paint** document until you find the single **Graduation Cap** to the right. Hold down **Shift + Control + Command** (⌘) and click the **4** key.

Now, over the top of **Paint**, Open the **Journal** file. Move down to assignment 11J and **Paste** the **Cap**.

Save both files and **Close** them.



ASSIGNMENT 11K

PAGE: 151

Open the **Draw** file.

Draw some shapes on this blank page. Use different **Line** configurations and **Fill** options. Make some changes after you have drawn the **Objects**. This is something you could not do in **Paint**.

Save the file and leave it open.

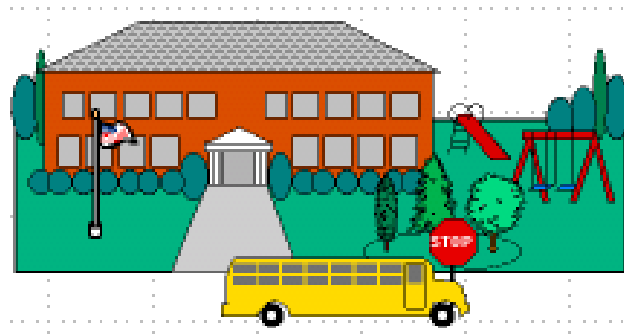


ASSIGNMENT 11L

PAGE: 152

Open the **Draw** file.

Move below the line to locate some images that have been placed. Please rearrange the **Layers** on these images to create the following picture:



Save the file and **Close** it.

XII. The Internet



ASSIGNMENT 12A

PAGE: 156

Open up the **Journal** file for this assignment.

Describe how you are connected to the Internet at home. How well does it work for you? Is it fast enough? Does your email work okay?

Save the **Journal** file and leave it open for the next assignment.



ASSIGNMENT 12B

PAGE: 157

Continue using the **Journal** file.

What service do you use for your email? What do you use email for? Do you use it for work? Do you use it with family? Do you use it with students and parents?

Save the **Journal** file and leave it open for the next assignment.



ASSIGNMENT 12C

PAGE: 158

Continue using the **Journal** file.

What browser do you feel most comfortable with? Do you have it set up for Cookies so that it remembers your passwords, etc.? Do more than one person use the same browser on the same computer?

Save the **Journal** file and **Close** it.



ASSIGNMENT 12D

PAGE: 159

Open your browser and go to at least 3 search engine sights and do a search on “butterflies”. In the **Journal** file, identify which search engines you used and how many hits you got on each. Also, do you use any kind of filtering at home or at school?

Save the **Journal** file and **Close** it.



ASSIGNMENT 12E

PAGE: 162

I want you to visit some lesson plan sites and locate a lesson plan that can be useful to you. The value of this assignment should be obvious and I am not going to require any verification.



ASSIGNMENT 12F

PAGE: 163

I want you to open the **Journal** file and discuss the Internet and education. How do you feel the Internet has changed your classroom? Do you see even more changes coming in the future? How comfortable are you with change? Do you see the Internet as a threat to your teaching in any way? In what ways have you embraced the Internet in your classroom?

Save the **Journal** file and **Close** it.

XIII. CD and DVD



ASSIGNMENT 13A

PAGE: 164

Open the **Journal** file for the next two assignments.

Describe your configuration. Do you have a CD and/or DVD player? Can you burn CDs? Can you burn DVDs?

Save the file and leave it open.



ASSIGNMENT 13B

PAGE: 165

This is not really going to be an assignment at this time. I simply wanted to call attention to the fact that you will probably burn a CD when you complete the class. If you have never done that before, this will be a new adventure. If you have already burned a CD, this will be good practice. Remember, it is the best way to archive your old files.



ASSIGNMENT 14C

PAGE: 170

Using Audacity, I want you to **Record** your own sound. You can read a short quote, say something stupid, or simply introduce yourself. **Save** the file as **FILE14.wav** in the **TEC 937** folder.



ASSIGNMENT 14D

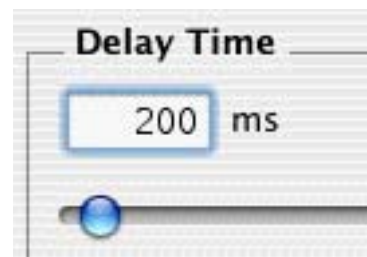
PAGE: 171

We are going to have some fun on this one. It will get a little complicated but if you follow along step by step, it will come out just fine. I want you to Record the following phrase - "This is an echo".

When the sound waves appear, highlight and remove any dead spaces either before or after the sound. Highlight the dead areas and hit the **Delete** key.

Now, highlight the word "echo" on the sound waves. Hit the **Play** button to make sure you have it correct. If not, highlight it again until it is right. Now, pull down **Edit** to **Copy**. Click once at the end of the sound waves and pull down **Edit** to **Paste**. Click once more at the very end of the sound waves and **Paste** another copy. Do it one more time and **Paste** a third copy at the very end. You should have 4 "echo"s at the end. **Play** it to make sure.

Now, we are going to add an **Echo** to the sound. Highlight the entire sound by pulling down **Edit** to **Select All**. Pull down **Effect** to **Delay/Echo**. Set the Delay for 200 milliseconds.



Click **OK** and hit the **Play** button to listen to what you have done to your sound.

Leaving everything highlighted, now pull down **Effect** to **Fade Special**. Drag the right box to below 25% as shown below:

XIV. Media



ASSIGNMENT 14A

PAGE: 168

In the **TEC 937** folder on your **Desktop**, you will find a sound file titled **Dave.wav**. Open the Hard Drive and find the **Library** folder found there. If you do not have a folder inside the **Library** folder titled **Sounds**, create it at this time. Now, drag **Dave.wav** into that sound folder. The moment you do that, **Dave** is now a possible **Alert Sound**. Open up the **Sound System Preferences Panel** and find out.

No verification for this assignment.

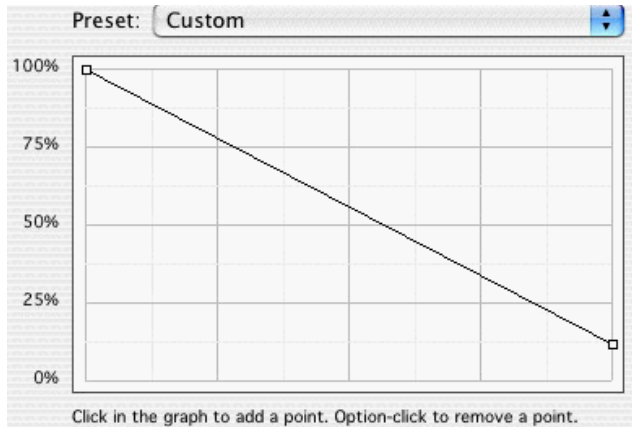


ASSIGNMENT 14B

PAGE: 169

Launch Audacity and **Open** the **Shirley.wav** file found in the **TEC 937** folder. **Play** the sound and then **Export** it back into **TEC 937** as an MP3 file. You may not be able to do this assignment if you are missing a plug-in. Give it your best shot.

I will be looking for an file titled **Shirley.mp3** when you return your materials.



You can hit the **Preview** button and listen to it to see if it is right. Your echo should fade into the distance. Hit **OK** and Save the sound as **Echo.wav** in the **TEC 937** folder.



ASSIGNMENT 14E

PAGE: 173

Open the **Journal** file and answer the following questions.

Have you ever created a movie using iMovie? If you have, how did it turn out? Do you have access to a digital camcorder at school that you could use to create movies and documentaries? Where do you think this is going in the future?

Save the **Journal** file and **Close** it.

XV. Mail



ASSIGNMENT 15A

PAGE: 176

To begin this assignment, I need to ask you a question. Your response will determine which of the following

exercises you must complete. The question is: Do you currently keep your address book type information in electronic form in a database, a spreadsheet, or other address book application?

If the answer is yes, then go to the **Journal** and describe your current setup. If the answer is no, then complete the following:

Open the Address Book application and make several entries. Take a picture of one of the entries and **Paste** it in the **Journal** file.

Save the **Journal** file.



ASSIGNMENT 15B

PAGE: 177

I am going to have you convert a file and attach it to an email. In the **TEC 937** folder on your **Desktop**, you will find a file titled **Graphics.bmp**. I have selected this file purposefully since it is a format that is specifically for Windows computers and because of its size. **BMP** files are notoriously large files, and this one is no exception at 252KB.

Open this file in APPLEWORKS or PAINTBRUSH. You will probably have to open the application first and pull down **File** to **Open** since it is a **BMP** file. Change the file format to **BMP** so that the file can be loaded. Once the file has been loaded, now pull down **File** to **Save As**. Change the format to **JPEG** and **Save** it as **Graphics.jpg** in the **TEC 937** folder. You may get a little flack from the computer about JPG verses BMP. If so, use both and then erase BMP once the file has been saved.

Now, instead of a file that is 252KB, you now have a file that is around 45KB which makes it much better as an attachment.

Send this file as an attachment to an email to Dr. Richard Kriegbaum at **richfpu@comcast.net**. While you have him on the phone (so to speak), let him know how you are doing. Do you need help in any area?

XVI. Networking



ASSIGNMENT 16A

PAGE: 178

I want you to find out how your school is networked. You may know already but if you do not, contact the technology leader on your campus for the information necessary to answer the questions in this chapter.

Open the **Journal** file and describe how your school is networked. **Save** the **Journal** and leave it open.



ASSIGNMENT 16B

PAGE: 179

Open the **Journal** file to answer the following question:

If your school uses wireless, how is it set up and for what is it used? To your knowledge, have there been any security issues?

Save the **Journal** and leave it open.



ASSIGNMENT 16C

PAGE: 181

Open the **Journal** file and respond to the following question:

In what ways do you come in contact with Windows computers? Do you ever share files? Do you access the same file server?

Save the **Journal** and **Close** it.

XVII. Dashboard



ASSIGNMENT 17A

PAGE: 182

First of all, make certain you are connected to the Internet. Launch your browser and go to several sites before you begin this exercise just to make sure the connection is there.

Launch Dashboard, click on the Google **Icon**, and search on a keyword related to a subject area you teach. Locate a single URL that meets your criteria, **Copy** it, and **Paste** it into the **Journal** file.

Save the **Journal** and leave it open.



ASSIGNMENT 17B

PAGE: 183

Continue using Dashboard.

Click on the Stocks **Icon** and select a stock. Do a screen capture of the chart for that stock and **Paste** it in the **Journal** file.

Save the **Journal** and leave it open.



ASSIGNMENT 17C

PAGE: 183

Continue using Dashboard.

Click on the Yellow Pages (Business) **Icon** and find the address for the Outback Steakshoue in Fresno, California. Enter the address in the **Journal** file.

Save the **Journal** and leave it open.



ASSIGNMENT 17D

PAGE: 183

Continue using Dashboard.

Click on the Flights **Icon** and find out the status of a United flight from Chicago to Los Angeles. When will it land or at what time did it land? Enter this information along with the flight number in the **Journal**.

Save the Journal and leave it open.



ASSIGNMENT 17E

PAGE: 184

Continue using Dashboard.

Click on the Dictionary **Icon** and find three synonyms for the word “Intelligent”. You can highlight the three words, **Copy**, and **Paste** them into the **Journal**.

Save the Journal and leave it open.



ASSIGNMENT 17F

PAGE: 184

Continue using Dashboard.

Click on the Translation **Icon** and translate the following phrase to Spanish:

“Please call me at your earliest convenience.”

Copy the translated text and **Paste** it into the **Journal**.

Save the Journal and **Close** it.



ASSIGNMENT 17G

PAGE: 185

Continue using Dashboard.

Select a new Widget and install it. In the **Journal**, identify the Widget you selected and why.

Save the Journal and **Close** it.

XVIII. Maintenance and Troubleshooting

No assignments in this chapter.

XIX. OS X Freebies



ASSIGNMENT 19A

PAGE: 189

Here again, we need to qualify this assignment with a leading question: Do you currently use a calendaring program. If so, describe it in the **Journal**. Otherwise, **Open** iCal, enter several events, and take a screen capture of one event and **Paste** it in the **Journal** file.

Save the Journal.

XX. Conclusion



ASSIGNMENT 20A

PAGE: 192

I would like you to submit a small project that demonstrates your knowledge and understanding of OS X. This project can be an existing file that you have created that you feel shows off your talents on the computer. I would request only that your project file be:

- 1) Curriculum-based - Make sure it addresses at least one National Achievement Standard in any subject area.
- 2) Please title your file **Project** so that it is easy to locate.
- 3) Have your project reflect your current assignment.

Your project can be:

- Word Processing
- Web Pages
- Graphics
- PowerPoint
- SlideShow
- Excel
- Sound
- Movie
- Your call...

It is not my intent that this be something new created just to meet this requirement. Grab something you have already created and **Copy** it to the **TEC 937** folder and name it **Project**.



ASSIGNMENT 20B

PAGE: 193

Please **Open** the file **Evaluation** in the **TEC 937** folder on your **Desktop**. Complete the comments requested in that document. Your feedback is greatly appreciated and will most assuredly be used to modify the course in order to better meet teacher's needs.

Also, please send an email to Dr. Richard Kriegbaum at **richfpu@comcast.net** to let him know you are finishing the coursework and that he should be expecting your work. In this email, please identify ways in which you feel you can use Mac OS X to help students learn in your classroom. And finally, in the email, identify the concept covered in this course that you feel was most the valuable to you.

I would also like to take this opportunity to thank you for taking this class and I hope you not only learned something about the computer, but found it at least a little bit enjoyable.

Be well.

Items to be returned

Files

- Clipboard
- Draw
- Echo.wav
- Evaluation
- File 14.wav
- File 2.jpg
- Formatting
- Graphics.jpg
- History
- Journal
- Margins
- Paint
- Project
- Replace
- Shirley.mp3
- Sound
- Tabs
- Thesaurus

Folders

- Column View
- Delete
- Drop Box
- Icon View
- List View
- Organization

Technology Standards Addressed

Chapter	Topic	Technology Standards Addressed
1	Introduction to the Course	3a, 5b
2	The Macintosh Environment	3a, 5b
3	Organizing your Files with Folders	3a, 3b, 4b, 4c, 4d, 5b, 5c
4	OS X Desktop	3a, 5b
5	Working with Applications	1a, 1c, 2a, 3a, 5b, all subject areas
6	Working with Files	3a, 3b, 4b, 4c, 4d, 5b, 5c
7	Working with Volumes	3a, 3b, 4b, 4c, 4d, 5b, 5c
8	OS X Features	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
9	OS 9	3a, 5b
10	Word Processing	1a, 1c, 2a, 3a, 5b, all subject areas
11	Graphics	3a, 5b
12	The Internet	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
13	Using CDs and DVDs	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
14	Media	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
15	Mail and Address Book	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
16	Networking your Macintosh	3a, 5b
17	Dashboard	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
18	Maintenance and Troubleshooting	3a, 5b
19	OS X Freebies	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, all subject areas
20	Conclusion	2d, 3a, 3d, 4a, 4b, 4c, 4d, 5b, 5c, Language Arts, Mathematics, Social Studies, Science