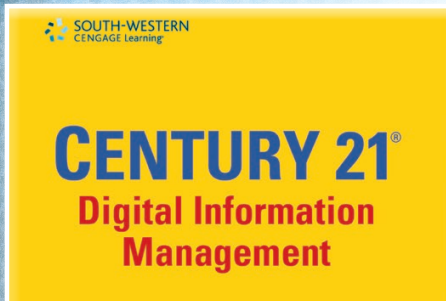


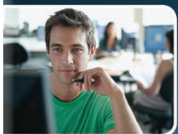
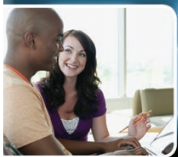
# YOUR CONNECTION TO THE FUTURE

# CENTURY 21<sup>®</sup>

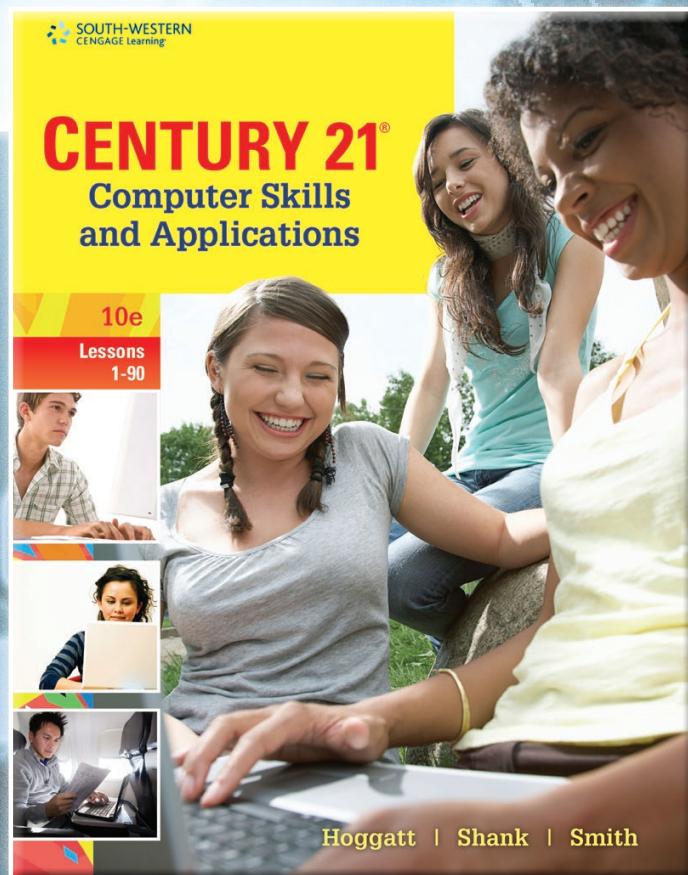
## 10TH EDITION



10e



Hoggatt | Shank | Smith



**SAMPLER**

# **CENTURY 21<sup>®</sup>**

## **10th Edition**

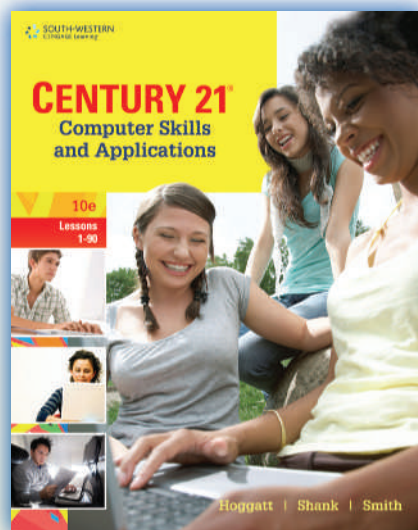
**Computer Skills and Applications**  
**Digital Information Management**

**Hoggatt ■ Shank ■ Smith**

 **SOUTH-WESTERN**  
CENGAGE Learning

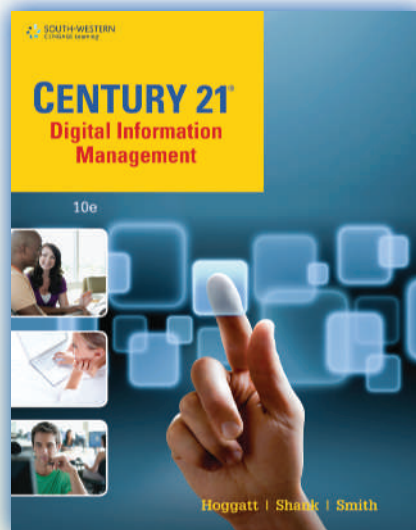
Australia • Brazil • Mexico • Singapore • United Kingdom • United States

## Give your students a connection to the future with the best keyboarding and computer applications



### **Computer Skills and Applications**

Lessons 1-90  
9781111571757



### **Digital Information Management**

Lessons 1-145  
9781111571405

These latest editions of **Century 21 Computer Skills and Applications** and **Century 21 Digital Information Management** help you prepare students for a lifetime of success with innovative technology and real-world applications. Students can tap into the latest keyboarding software, practice Math and Communication skills, learn to master computer applications using Microsoft® Office 2013, and apply their computer skills in a simulated work environment.

#### **New to this edition:**

- The new title of **Computer Skills and Applications** focuses on new key learning and basic computer applications introduction with the right number of units that you need.
- New second-course book with intermediate approach for **Digital Information Management** focuses on intermediate computer skills with skill-building practice for keyboarding for a year-long course. The emphasis is on critical thinking to solve problems that students will encounter in the classroom, at home, and in the workplace.
- New documents that utilize Office 2013 settings and features with Windows 8.
- Assessment activities help place students at the right skill level.
- New MicroType 6 with CheckPro with skill building, timed writings, document checking, and more!
- New cleaner, design with instructions moved from left to right columns to ease readability.
- New end of unit projects for Academic and Career for Language Arts and Math; Career Clusters; Winning Edge; and School and Community to emphasize critical thinking and support Common Core Standards.
- New features for 21st Century Learning Skills and Digital Citizenship discuss topical themes throughout.

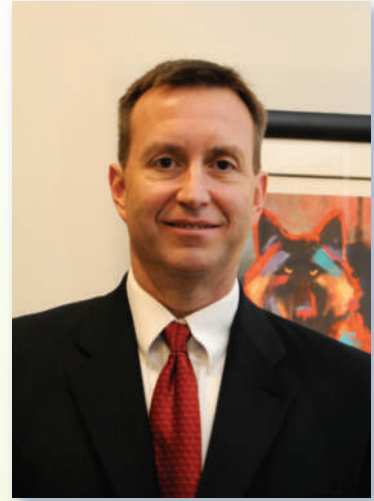
## A Letter from the Century 21 Authors



Jack P. Hoggatt



Jon A. Shank



James R. Smith, Jr.

Dear Educator

The keyboarding curriculum continues to change as technology impacts what we can do and the rate at which we can do it. This 10th edition of *Century 21* captures that change by integrating **Microsoft Office 2013** computer applications into the lessons.

*Century 21 Computer Skills and Applications, 10e* retains a strong emphasis on keyboarding and skill building because we recognize that touch typing is a life skill like reading and writing. Students who have this skill will be better able to realize the full potential of technology and become more productive students and workers. *Century 21 Digital Information Management* will help students become better writers and use more intermediate skills with spreadsheet, presentation, and database software to enhance their learning for 21st century skills.

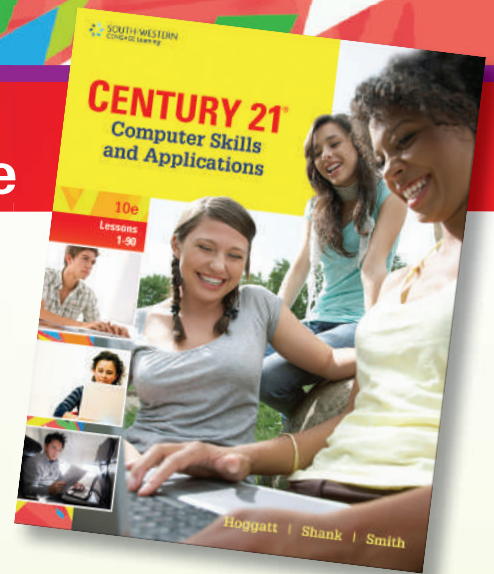
This text and accompanying *MicroType* software program continue to provide you with the flexibility you need to meet the variety of skill and knowledge levels of your students. Select your starting point based upon previous computer learning; build each student's keystroking skill with appropriate drills; and integrate computer applications in realistic documents.

As the definition of "keyboarding" expands from touch typing and documents to integrated and advanced computer applications, *Century 21* will be your students' connection to the future.

Jack P. Hoggatt  
Jon A. Shank  
James R. Smith, Jr.

# Century 21

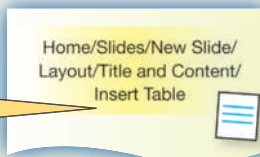
# Computer Skills and Applications, 10e



Provide your students with the **best in computing education** from the proven business education leader—now stronger than ever! This Tenth Edition of *Century 21 Computer Skills and Applications* helps students prepare for a lifetime of keyboarding and computer success with innovative solutions updated to reflect today's business challenges. Trust the leader who has taught more than 90 million people to type—bringing 100 years of publishing experience and a century of innovations together in a complete line of computing solutions.

## The Right Approach, with the Right Coverage

- ▶ A cleaner look with a new internal design
- ▶ Streamlined and more focused units of instruction
- ▶ Emphasis on Ribbon Path (Tab/Group/Command) enables students to quickly navigate the software.



Increased emphasis on introductory **computer basics**.

### UNIT 1 Learn Computer Concepts

Lesson 1	Computer Basics
Lesson 2	Application Software Basics
Lesson 3	Using a Software Application
Lesson 4	Managing Files and Folders
Lesson 5	Computer Safety and the Internet

---

#### LESSON 1 Computer Basics

**OUTCOMES**

- Analyze the importance of computers.
- Explain how computers process information.
- Describe hardware and software.
- Evaluate technology for specific needs.
- Start the computer and navigate the desktop.

**1A Hardware and Software Basics**

**The Importance of Computers in Your World**  
A computer is a machine that processes data and performs tasks according to a set of instructions. Computers are all around us, embedded in devices we use every day, including cell phones, televisions, cars, and ATMs, as well as devices such as game systems and iPods.

Computers are used in nearly every type of business or profession to create information and help us get things done. Some common uses of computers are described in the following list, but there are literally millions of ways these tools are used to help us learn, work, and enjoy our lives.

Here are some of the most common uses for computers you may encounter in the course of your day. Try to imagine how you would get through each day without the help of computers in these situations:

- A computer in your alarm clock or cell phone sounds the alarm that wakes you up in the morning.
- A large, powerful mainframe computer controls the vast power grid that sends power to light and heat your home, as well as the water systems that bring you fresh water for your shower.
- A microchip computer in the microwave oven, stove, or coffee maker helps monitor the temperature while cooking your breakfast.
- Computers control the traffic lights that regulate the flow of traffic at busy intersections on your way to school.
- Computers regulate the heating and cooling systems in your home and school, keeping the buildings comfortable.

The **Application Guide Activities** prepare students for the lessons that follow.

### UNIT 7 Word Processing: Letters

Lesson 37	Personal-Business Letters—Block Format and Open Punctuation	Lesson 40	Business Letters—Letter Envelopes
Lesson 38	Personal-Business Letters—Mixed Punctuation	Lesson 41	Business Letters—Application and Assessment
Lesson 39	Additional Letter Parts		

**Application Guide**

**Letters**

A letter written by an individual to deal with business of a personal nature is called a **personal-business letter**. A personal-business letter is typically printed on personal stationery that does not have a preprinted return address. A business letter is typically printed on letterhead stationery (stationery that has a preprinted return address). You compose letters using word processing software such as *Microsoft Word* (see Figure 7-1).

**Block Letter Format**  
Block letter format (see p. 138) is commonly used to format a letter. In block letter format, the letter arranged in block format begins at the left margin (tap Enter three times), default side margin specified below.

**Basic Letter Parts**  
The basic parts of a letter are described below between the parts of a personal-business letter.

**Return address.** The return address on a personal letter consists of a line for the street address and one line for the city, state, and ZIP Code. Enter once after each line of the return address.

The return address on a business letter consists of a line for the street address and one line for the city, state, and ZIP Code, the company name, and the letterhead.

**Date.** When keying a personal letter, the date is typed on the line below the last line of the return address. When keying a business letter, the date is typed on the line below the last line of the return address to begin the letter mailing.

**WP Applications**

**Activity 1**

**Font Group**

Home/Font

For each feature, read and learn the feature described; then complete the activity as directed.

**OUTCOMES**

- Change Font attributes
- Insert a Text Wrapping Break (Remove Space After Paragraph)
- Use Spelling & Grammar, Synonyms, Hyphenation, Thesaurus, Envelope, Insert Date & Time, Decimal Tabs, and Bullets and Numbering

The Font group contains many features that can be used to change the appearance of text in a document. For example, the font, font size, and font color can be changed. Text can be highlighted, underlined, or have an effect applied to it. Numbers can be formatted in superscript or subscript formats. These features as well as others are contained in the Font group on the Home tab illustrated below in Figure 7-2.

1. Within the Font group, hover your mouse pointer over each of the 15 features to identify each feature and read the short description of it.

**Figure 7-2**  
The Font group

Word Processing: Letters

UNIT 7 130

Word Processing: Letters

UNIT 7 128

**Learning Outcomes** mapped to lesson activities.

**Short generic drills** support Microsoft Office versions.

# Integrated Learning for Stronger Results

**Academic and Career Connections**  
Complete the following exercises that introduce various topics that involve academic themes and careers.

**Grammar and Writing: Abbreviations and Word Usage**

MicroType 6

- References/Communication Skills/Abbreviations
- References/Communication Skills/Word Usage
- CheckPro/Communication Skills 7
- CheckPro/Word Choice 7

**Communication: Reading**

Open the document of **u09 communications**. Read the document carefully, and then close the file. Create a new presentation and apply a design theme of your choice. Insert a title slide and key the title **Habitat for Humanity**. Key your name as the subtitle. Insert a slide for each of the following questions. Key the question on the slide. Below the question, key your answer in a complete sentence. Select an appropriate slide layout, and apply formatting of your choice.

1. Who founded the organization Habitat for Humanity International?
2. What motivated the founder to start the organization?
3. What is the basic mission of Habitat for Humanity?
4. Habitat is not a giveaway program. When Habitat works on a home, what are the partner family's financial obligations? What other obligation does the family have?
5. Habitat for Humanity operates at the grassroots level. What does this mean?
6. Save the presentation as **u09 communications**.

**Math Skills: Markups and Discounts**

1. Will is a pharmacist who operates a small drugstore. In order to achieve a targeted level of gross profits (sales revenue minus product costs) to cover his fixed expenses—such as rent, utilities, and payroll—he needs to determine how much he should mark up his products. For example, if he expects to sell \$2.5 million of products (based on cost) and he needs to produce gross profits of \$500,000 to cover fixed expenses, how much does he have to mark up his products, on average, to achieve that target?
2. Will's drugstore has just signed up to participate in a health-care discount program. Although he does not know yet exactly how many customers will sign up to be club members, he expects that purchases on average will earn a 4 percent discount. How much will that reduce the store's projected sales revenue?

**New end-of-unit projects for Academic and Career preparation** provide the connection to Common Core integration. The coverage of Career Clusters and the **NEW School and Community** activities emphasize critical thinking.

**Appendix B Leadership Development**

**OUTCOMES**

- Analyze the characteristics of a good leader.
- Explore leadership opportunities in school and professional organizations.

**Leadership Activity 1**

**What is Leadership?**

1. Read about the characteristics of leadership below.
2. Describe in a paragraph or two a situation in which you assumed a leadership role and describe your effectiveness as a leader in this situation.
3. Print your paragraph(s) and save your file as **app b leader 1**.

**The Characteristics of Leadership**

Leadership is an important foundation for our society. Effective leadership is needed in our schools, homes, government, and places of worship, work, and play. Therefore, much has been written about the attributes that many believe are essential for effective leadership.


**Leadership Can Be Learned**

It is a popular opinion that leaders are born, not made. However, in reality, leadership is a set of characteristics that can be learned. You will have many opportunities during your school years to develop leadership qualities. You may have opportunities to be a leader in student government, a student club or other extracurricular activity, and in your community or church. If you work, you will have opportunities to develop leadership qualities for the workplace.

**Leadership Defined**

Leadership can be defined as getting other people to follow you toward a common goal. For example, imagine that 12 students from your class, including yourself, were asked to move to the front of the room. Once there, the group is directed to line up in the order of their ages from the youngest to the oldest by year, month, and day. Also, the group is told they must do this. No further instructions are given.


Of the 12 students, how many could perform this simple task without one of them assuming the role of leader? If you were the student who assumes that role? If so, would you do it differently than the others? How would you do it?



**Leadership skills** are *key* to personal and business success, and students can develop these skills using the material found in the **New Leadership Appendix** as well as the teamwork and Winning Edge activities.

**Digital Citizenship and Ethics** The rules governing appropriate and courteous behavior while you are online are called **netiquette**. Think of netiquette as online manners—the way you should behave as you surf the Web or correspond via e-mail, text messaging, and chats.

You might already know some netiquette rules. For example, you should not send e-mails or text messages in all caps because it implies shouting. Long and wordy postings on discussion groups should be avoided because readers may get bored. Avoid using all caps, as if you were shouting. Don't flood your messages or cute pictures you've found online. And don't start **flame wars**—hostile arguments that lead to flaming rather than discussing issues.




The addition of **21st Century Skills** and **Digital Citizenship** add interesting and relevant topics for classroom discussion.

**21st Century Skills: Media Literacy** Think about the various ways you receive information. In addition to classroom lectures and studies, you might watch a television show, listen to a radio broadcast, browse the Web, or read a magazine. As you process the information you receive daily, you form impressions and make interpretations and judgments. Consciously—or subconsciously—the many messages you process every day influence the decisions you make and have a significant impact on the way you live your life.

**Think Critically**

1. Think of an advertisement you have recently seen or heard. Where did you see or hear the ad? What was being advertised? What was the main message of the advertiser? Would you make a purchase based on the ad? If so, what would you buy? Would you buy clothing or shoes or a favorite food item?



# A Proven Approach for Mastering Keyboarding Skills

**Triple control guidelines** for timed writings and skill building include three factors—syllabic intensity, average word length, and percentage of high-frequency words—for the most accurate evaluation of students' keying skills.

**Tested and proven pedagogy provides sound new key learning,** skill building, model document illustrations, and triple-controlled timed writings to ensure that assessments are reliable and consistent.



23F Enrichment

Key each line twice SS; DS between 2-line groups.

One-hand words (Think and key by letter response.)

- bear aware data gave edge states race great street
- ink pin you hook milk moon only join union million

Balanced-hand words (Think and key by word response.)

- oak box land sign make busy kept foal handle gowns
- chair disown mantle right world theme towns theory

One-hand sentences (Think and key by letter response.)

- Jim gazed at a radar gadget we gave him in a case.
- Dave saved a dazed polo pony as we sat on a knoll.

Balanced-hand sentences (Think and key by word response.)

Figure 7-9 Business letter in block format with mixed punctuation

Begin 7" from top or 6 1/2" below letterhead, whichever is lower

Date: April 5, 2011

Letter Address: (Dr. Brown Martinson, Head, Science Department, Lincoln High School, 4833 Motor Trail South, St. Louis, MO 63105-0193)

Salutation: Dear Mr. Martinson

Body: Laboratory Supply Company has laboratory and science equipment to donate to your school. We and our staff are pleased to help your science teachers and students with benefits from what we have to offer.

Use default left and right margins for letter

Complimentary Check: Enclosed

Writer's Name: Sarah L. Lawrence, Position Title: Community Relations Director

Reference: Enclosed

Copy Notation: g

## Computer Applications and Beyond!

Core computer application skills are taught and reinforced so that students are prepared for life! Instead of teaching students the entire application, the critical components are emphasized and mastered.

**Word processing** skill is enhanced by the model documents provided for letters, tables, reports, and special documents.

**Presentations** coverage includes creating slides, graphics, tables, charts, and slide shows—and learning the appropriate way to present.

**Spreadsheet activities** include basic functions as well as working with formulas and charts to help resolve numeric problems for business, education, and personal use.

**Database** coverage includes adding/deleting records and fields, sorting, and reports.

67C LESSON 67 Documents with Shapes and Text Boxes

OUTCOME: Insert and modify shapes and text boxes to enhance the content of documents and make them attractive and easy to read.

67B Letterhead

1. Open a new document. Using the information below, create a header that serves as letterhead on the company stationery. Use Verdana 36-pt. font within a text box to display the company name and colors similar to those shown below. You decide all other format features.

2. Save as: 67b letterhead.

Paragon Group

Specialists in: Recruitment  
22 East Ohio Street Chicago, IL 60613  
Phone: 312.555.0150 Fax: 312.555.0150 Email: actharterecruits@group-paragon.com www.paragonrec.com

48B LESSON 48 Slides with Graphics

OUTCOMES: Describe how to use appropriate graphic images, lines, and shapes. Insert, position, and size graphic images, photos, lines, and shapes. Create and enhance slides with graphics.

48B Insert Clip Art

Graphics: Graphics can enhance a message and help convey ideas. Graphic images might include clip art from your software collection or other sources such as the Internet (see Figure 9-31). Graphic images could also include photos or even original artwork, scanned and converted to a digitized image. Recall from Unit 1 that music is protected by copyright law, and the content.

Use graphics only when they are relevant. Choose graphics that will not distract the creative, but use images in good taste.

1. Learn how to insert clip art on a slide.

2. Open *df 48b insert photos.ppt*. Insert from Office.com Clip art on slide and position the clip art attractively.

3. Save as: 48b.ppt.

Figure 9-31 Sample clip art

62B LESSON 62 Worksheets with Formulas and Functions

OUTCOME: Use formulas and functions to perform calculations in a worksheet.

62B Key Formulas

Spreadsheet software can add, subtract, multiply, and divide numbers in cells. To perform calculations, activate the cell in which the results of the calculation are to appear, and then key a formula in the formula bar (see Figure 12-13). Formula sign (=). The ss software interprets the formula to calculate operations: (1) Calculations inside parentheses are performed first. (2) Multiplication and division are performed before addition and subtraction. (3) Addition and subtraction are performed last.

TIP: To show formulas in cells, follow this path: Formulas/Formulas Auditing>Show Formulas

TIP: To show the answer, click Show Formulas to deselect it.

Figure 12-13 Formulas

77C LESSON 77 Sorts, Filters, and Queries

OUTCOMES: Learn to create single and multiple data sorts. Learn to create filters. Learn to create queries.

77B Sort Information for Franklin HS FBLA

1. Review the Sort feature in the Application Guide (p. 298), learn how to create sorts.

2. Open the *FHS FBLA Members table file*.

3. Perform the following sorts.

Single Sorts – Ascending Order

- Last Name
- ZIP Code

Single Sorts – Descending Order

- Last Name
- ZIP Code

4. Print the single sort by Last Name in Descending order.

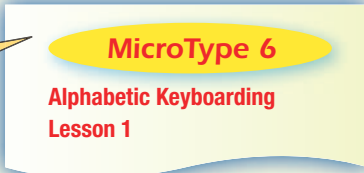
5. Save and close the database.

## Digital Solutions Take You Beyond the Book!



For supporting software that is motivating, teaches new keys, checks documents for speed and accuracy, and is built for student success, **MicroType™ 6** and **MicroType 6 with CheckPro™** are your ideal solutions.

- ▶ **MicroType 6 includes touch-typing instruction** for alphabetic and numeric keyboarding and the numeric keypad.
- ▶ **MicroType 6 with CheckPro** checks keystrokes and formatting in Microsoft Word and Excel, providing the most comprehensive teaching and learning tool.



If you only need new-key learning and skill building, then MicroType 6 is your solution. With either solution, textbook marginal references will indicate the appropriate points for incorporating the software. Skill building lessons can be used throughout the course to continue to build those essential productivity skills.

An **Interactive eBook** provides students with an interactive, online-only version of the printed textbook to be used at school or at home with indexing, highlighting, and quick navigation.

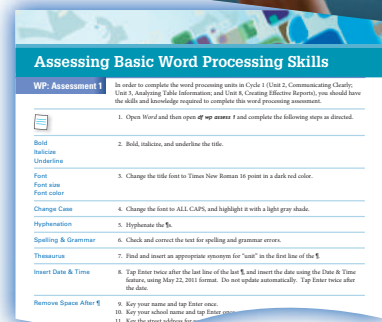
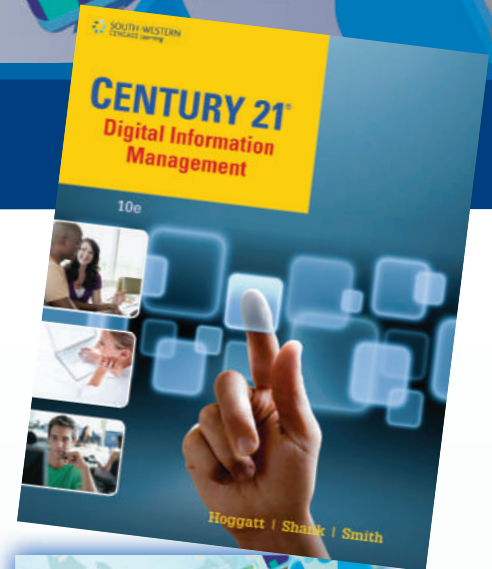


### Visit Us Online!

For more information on this innovative textbook—as well as a wealth of teaching and learning resources—visit [www.cengage.com/school/keyboarding/c21key](http://www.cengage.com/school/keyboarding/c21key) today!

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- ▶ Web Links
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- ▶ Lesson Plans
- ▶ PowerPoint® Presentations
- ▶ **And much more!**





Provide your students with the best in computing education from the proven business education leader—now stronger than ever! *Century 21 Digital Information Management* propels students into the realm of computing education with innovative solutions updated to reflect today's business challenges. Trust the leader who has taught more than 90 million people to type—bringing 100 years of publishing experience and a century of innovations together in a complete line of computing solutions.

## No Need to Repeat the Basics—Focus on the Skills You Want Students to Master!

- ▶ **An intermediate approach** to computer applications to reflect changing trends in computer applications instruction and to optimize learning time.
- ▶ **More units** of instructions—two cycles for a full year—Essentials and Intermediate
- ▶ **Pre-assessments** help place students within the lessons. **Assessments** cover new topics covered in each Part.
- ▶ **21<sup>st</sup> century skills approach** organizes business documents and computer topics

## Contents—Emphasis on Intermediate Computer and Business Skills

Part I: ESSENTIAL PERSONAL, ACADEMIC, AND BUSINESS INFORMATION MANAGEMENT SKILLS	Part II: INTERMEDIATE PERSONAL, ACADEMIC, AND BUSINESS INFORMATION MANAGEMENT SKILLS
<ul style="list-style-type: none"> <li>Assessing Basic Computer Skills</li> <li>1. Computer Concepts L1-6</li> <li>Assessing Basic Word Processing Skills</li> <li>2. Communicating Clearly L7-14 (WP)</li> <li>3. Analyzing Table Information L15-19 (WP)</li> <li>Assessing Basic Spreadsheet Skills</li> <li>4. Making Economic Choices L20-26 (SP)</li> <li>Assessing Basic Database Skills</li> <li>5. Data Mining and Analyzing Records L27-32 (DB)</li> <li>Assessing Basic Presentation Skills</li> <li>6. Building Effective Presentations L33-38 (PP)</li> <li>7. Real-World Applications I L39-43 (WP, SP, DB, PP)</li> <li>8. Creating Effective Reports L44-50 (WP)</li> <li>9. Using Design to Enhance Communication L51-55 (WP)</li> <li>Assessing Basic Personal Information Management Skills</li> <li>10. Managing Communications and Schedules L56-61 (OL)</li> <li>11. Creating Web Sites L62-66 (WEB and WP)</li> <li>12. Becoming a Successful Digital Citizen L67-71 (WP, SP, DB, PP)</li> <li>13. Real-World Applications II L72-76 (WP, SP, DB, PP)</li> <li>14. Assessing Essential Information Management Skills L77-80 (WP, SP, DB, PP)</li> </ul>	<ul style="list-style-type: none"> <li>15. Manage Written Communication L81-86 (WP)</li> <li>16. Preparing and Analyzing Financial Documents L87-93 (SP)</li> <li>17. Creating and Understanding Publications L94-100 (WP)</li> <li>18. Analyzing Information Efficiently and Effectively L101-106 (DB)</li> <li>19. Real World Applications III L107-111 (WP, SP, DB, PP)</li> <li>20. Becoming an Entrepreneur L112-117 (WP, SP, DB, PP)</li> <li>21. Enhancing Visuals to Communicate Effectively L118-120 (PP, MM)</li> <li>22. Understanding Our World L121-125 (WP, SP, DB, PP)</li> <li>23. Preparing for the Workplace L126-131 (WP, SP, DB, PP)</li> <li>24. Being an Effective Employee L132-134 (WP, SP, DB, PP)</li> <li>25. Real-World Applications IV L135-140 (WP, SP, DB, PP)</li> <li>26. Assessing Intermediate Information Management Skills L141-145 (WP, SP, DB, PP)</li> <li>Appendix A: Timed Writings</li> <li>Appendix B: Reference Guide</li> <li>Glossary, Index</li> </ul> <p>WP = Word Processing, SP = Spreadsheet, DB = Database, PP = Presentations, OL = Outlook, WEB = Web, MM = Multimedia</p>

# An Instructional Design to Learn, Apply, Reinforce, and Assess

**Cycles** cover **units** of instruction, which are comprised of **lessons** and rotate computer topics. **Reference Guides** present concepts before the lessons.

**Cycle 1** LESSONS 1-83  
Intermediate Personal, Academic, and Business Information Management Skills

**Unit 1** Managing Digital Information  
**Unit 2** Communicating Clearly  
**Unit 3** Analyzing Table Information

**LESSON 20** Format Cells and Columns

**OUTCOMES**

- Merge cells.
- Align text vertically.
- Wrap text.
- Shrink text to fit in a cell.
- Indent text in a cell.

**Business Documents**

- Enrollment Report
- Recycling Materials
- Shareholder Distribution
- Common Stock Fund Report

**Learning outcomes** are mapped to lesson activities. **Business Documents** are listed per lesson.

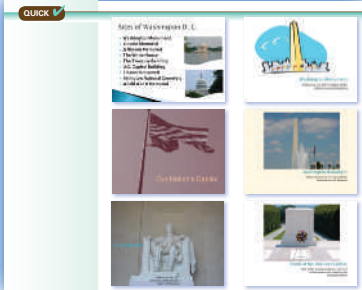
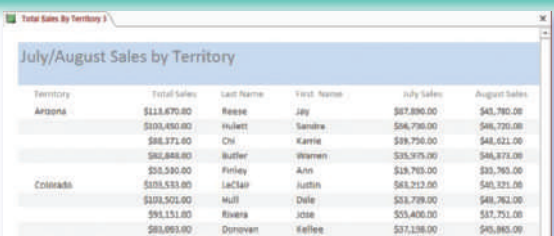
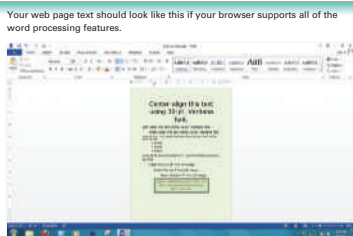
Home/Alignment/Select Desired Vertical Alignment

Emphasis on **Ribbon path** (Tab/Group/Command) enables students to quickly navigate the software.



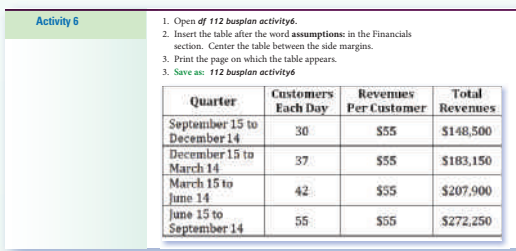
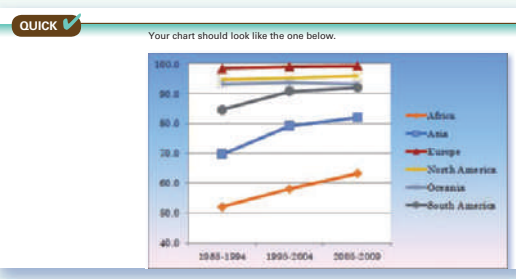
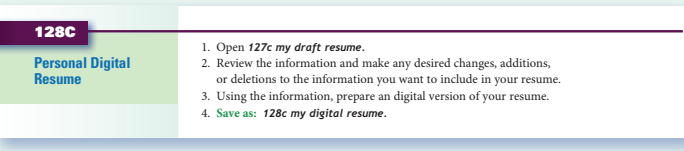
## Intermediate Approach for Computer Applications

Chapter Topics	Sample from Chapter Quick Check or Lesson Documents
<p><b>Managing Digital Information</b> is a review of basic computer concepts and introduces hardware, software, the Internet, operating systems, the Cloud, and security issues.</p>	<p><b>QUICK</b> ✓</p> <ol style="list-style-type: none"> <li>1. What factors do you need to consider when building a team for a project that might use online applications and shared files?</li> <li>2. Who do you think should decide which team members get access to which documents online?</li> <li>3. What disadvantages do you see to sharing information online with coworkers or project team members?</li> </ol>
<p><b>Word Processing</b> skill is further enforced by following the model documents for letters, tables, reports, mail merge, and special documents such as agendas, minutes, itineraries, newsletters, purchase orders, invoices, and other business documents.</p>	<p><b>QUICK</b> ✓</p> <p>Your completed two-page letter should look like this:</p>

# Integrated Approach Continued

Chapter Topics	Sample from Chapter Quick Check or Lesson Documents																																																																																										
<p><b>Presentations</b> coverage includes creating presentations for businesses using graphics, animations, transitions, SmartArt, sound, and delivering an effective presentation.</p>																																																																																											
<p><b>Spreadsheet</b> activities include formatting, views, charting, advanced functions, and other intermediate tasks for various financial and sales reports, planning, and data analysis. Integrating documents with Word is also covered.</p>	<p><b>QUICK</b> ✓ Your calculations should be the same as those in this worksheet:</p> <table border="1" data-bbox="806 829 1444 1032"> <thead> <tr> <th colspan="9">JENNCO MONTHLY SALES REPORT</th> </tr> <tr> <th colspan="4">Northern Division</th> <th colspan="5">Southern Division</th> </tr> <tr> <th>Office</th> <th>This Month</th> <th>Last Year</th> <th>Percent Change</th> <th>Office</th> <th>This Month</th> <th>Last Year</th> <th>Percent Change</th> <th></th> </tr> </thead> <tbody> <tr> <td>Boston</td> <td>\$1,540,000</td> <td>\$1,444,975</td> <td>6.6%</td> <td>Atlanta</td> <td>\$1,653,450</td> <td>\$1,582,625</td> <td>4.5%</td> <td></td> </tr> <tr> <td>Baltimore</td> <td>\$1,562,675</td> <td>\$1,375,755</td> <td>13.6%</td> <td>Dallas</td> <td>\$1,345,870</td> <td>\$1,467,050</td> <td>-8.3%</td> <td></td> </tr> <tr> <td>Cleveland</td> <td>\$2,143,750</td> <td>\$2,307,450</td> <td>-7.1%</td> <td>Mobile</td> <td>\$1,873,525</td> <td>\$1,852,840</td> <td>1.1%</td> <td></td> </tr> <tr> <td>Chicago</td> <td>\$1,957,500</td> <td>\$2,010,730</td> <td>-2.6%</td> <td>Memphis</td> <td>\$2,769,200</td> <td>\$2,652,810</td> <td>4.4%</td> <td></td> </tr> <tr> <td>Boise</td> <td>\$780,560</td> <td>\$755,050</td> <td>3.4%</td> <td>Omaha</td> <td>\$2,459,550</td> <td>\$2,234,800</td> <td>10.1%</td> <td></td> </tr> <tr> <td>Seattle</td> <td>\$2,289,570</td> <td>\$2,185,525</td> <td>4.8%</td> <td>San Diego</td> <td>\$3,000,540</td> <td>\$2,750,750</td> <td>9.1%</td> <td></td> </tr> <tr> <td><b>Totals</b></td> <td><b>\$10,274,055</b></td> <td><b>\$10,079,485</b></td> <td><b>1.9%</b></td> <td><b>Totals</b></td> <td><b>\$13,102,135</b></td> <td><b>\$12,540,875</b></td> <td><b>4.5%</b></td> <td></td> </tr> </tbody> </table>	JENNCO MONTHLY SALES REPORT									Northern Division				Southern Division					Office	This Month	Last Year	Percent Change	Office	This Month	Last Year	Percent Change		Boston	\$1,540,000	\$1,444,975	6.6%	Atlanta	\$1,653,450	\$1,582,625	4.5%		Baltimore	\$1,562,675	\$1,375,755	13.6%	Dallas	\$1,345,870	\$1,467,050	-8.3%		Cleveland	\$2,143,750	\$2,307,450	-7.1%	Mobile	\$1,873,525	\$1,852,840	1.1%		Chicago	\$1,957,500	\$2,010,730	-2.6%	Memphis	\$2,769,200	\$2,652,810	4.4%		Boise	\$780,560	\$755,050	3.4%	Omaha	\$2,459,550	\$2,234,800	10.1%		Seattle	\$2,289,570	\$2,185,525	4.8%	San Diego	\$3,000,540	\$2,750,750	9.1%		<b>Totals</b>	<b>\$10,274,055</b>	<b>\$10,079,485</b>	<b>1.9%</b>	<b>Totals</b>	<b>\$13,102,135</b>	<b>\$12,540,875</b>	<b>4.5%</b>	
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<p><b>Database</b> coverage includes data mining and analyzing records for use with queries, computed fields, and mail merge for letters, envelopes, and labels.</p>	<p><b>QUICK</b> ✓</p> 																																																																																										
<p><b>Personal Information Management Skills</b> include managing contacts, e-mail, meetings, and other calendar features.</p>	<p><b>59f</b></p> <p><b>Apply: Create Auto Reply Message</b></p> <p><b>TIP</b> Remember to cancel message when completing this activity.</p> <ol style="list-style-type: none"> <li>1. Create an Auto Reply message to be sent to contacts sending you an e-mail message.</li> <li>2. Create the template with the following message: I am unavailable until April 15. If this is an emergency, please contact my assistant at 919-555-8888. [Your Name] General Manager Sweety Pie Bakery</li> <li>3. Save template as: <i>59f outofoffice</i>.</li> </ol>																																																																																										
<p><b>Websites</b> cover creating web pages in Word and Excel, using graphics, hyperlinks, bookmarks and Web construction.</p>	<p><b>QUICK</b> ✓ Your web page text should look like this if your browser supports all of the word processing features.</p> 																																																																																										

# Integrated Approach Continued

Chapter Topics	Sample from Chapter Quick Check or Lesson Documents																				
<p><b>Digital Citizenship</b> has projects for digital etiquette, communications, law, security, and online commerce.</p>	 <p>QUICK ✓</p> <p>Stop the Cyberbully!</p> <p>Sample flyer on cyberbullying</p>																				
<p><b>Real World Applications</b> ask students to use all applications while working for the “Hoops” simulated business to create basketball tournaments.</p>	 <p>April 24</p> <p>Hotel Information</p> <table border="1"> <thead> <tr> <th>Hotel and Address</th> <th>Price Range</th> <th>Features</th> </tr> </thead> <tbody> <tr> <td>Country Inn 1228 Main Street 1097 Columbia, SC 29204-1719 Phone: 803-555-4743 E-mail: reservations@countryinn.com</td> <td>\$45-61</td> <td>Non-smoking rooms, onsite restaurant, free full breakfast, 40+ amenities, whirlpool, indoor pool, fitness center</td> </tr> <tr> <td>Cozy Cottage Inn 685 Center Highway 1097 Columbia, SC 29204-2729 Phone: 803-555-7712</td> <td>\$80-95</td> <td>Cable, pets allowed, non-smoking rooms, complimentary coffee</td> </tr> <tr> <td>Four Seasons Suites 817 Main Street 1097 Columbia, SC 29204-2016 Phone: 803-555-8800</td> <td>\$18-74</td> <td>Suites, non-smoking rooms, onsite restaurant, free continental breakfast, cable, in-room (kitchen), indoor pool, valet service, free local calls</td> </tr> <tr> <td>The Inn 235 Stone Street 1097 Columbia, SC 29204-1814 Phone: 803-555-7182</td> <td>\$40-\$128</td> <td>Suites, non-smoking rooms, onsite restaurant, free continental breakfast, Michelin, indoor pool, fitness center</td> </tr> </tbody> </table>	Hotel and Address	Price Range	Features	Country Inn 1228 Main Street 1097 Columbia, SC 29204-1719 Phone: 803-555-4743 E-mail: reservations@countryinn.com	\$45-61	Non-smoking rooms, onsite restaurant, free full breakfast, 40+ amenities, whirlpool, indoor pool, fitness center	Cozy Cottage Inn 685 Center Highway 1097 Columbia, SC 29204-2729 Phone: 803-555-7712	\$80-95	Cable, pets allowed, non-smoking rooms, complimentary coffee	Four Seasons Suites 817 Main Street 1097 Columbia, SC 29204-2016 Phone: 803-555-8800	\$18-74	Suites, non-smoking rooms, onsite restaurant, free continental breakfast, cable, in-room (kitchen), indoor pool, valet service, free local calls	The Inn 235 Stone Street 1097 Columbia, SC 29204-1814 Phone: 803-555-7182	\$40-\$128	Suites, non-smoking rooms, onsite restaurant, free continental breakfast, Michelin, indoor pool, fitness center					
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<p><b>Entrepreneurship</b> has several lessons that cover all aspects of creating a business plan.</p>	 <p>Activity 6</p> <ol style="list-style-type: none"> <li>Open of 112 busplan activity6.</li> <li>Insert the table after the word assumptions in the Financials section. Center the table between the side margins.</li> <li>Print the page on which the table appears.</li> <li>Save as: 112 busplan activity6</li> </ol> <table border="1"> <thead> <tr> <th>Quarter</th> <th>Customers Each Day</th> <th>Revenues Per Customer</th> <th>Total Revenues</th> </tr> </thead> <tbody> <tr> <td>September 15 to December 14</td> <td>30</td> <td>\$55</td> <td>\$148,500</td> </tr> <tr> <td>December 15 to March 14</td> <td>37</td> <td>\$55</td> <td>\$183,150</td> </tr> <tr> <td>March 15 to June 14</td> <td>42</td> <td>\$55</td> <td>\$207,900</td> </tr> <tr> <td>June 15 to September 14</td> <td>55</td> <td>\$55</td> <td>\$272,250</td> </tr> </tbody> </table>	Quarter	Customers Each Day	Revenues Per Customer	Total Revenues	September 15 to December 14	30	\$55	\$148,500	December 15 to March 14	37	\$55	\$183,150	March 15 to June 14	42	\$55	\$207,900	June 15 to September 14	55	\$55	\$272,250
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<p><b>Global Issues</b> has projects for thinking and acting globally, protecting the environment, exploring legal and ethical issues, and evaluating media messages.</p>	 <p>QUICK ✓</p> <p>Your chart should look like the one below.</p> <p>Line chart showing data for six regions: Africa, Asia, Europe, North America, Oceania, and South America across three time periods: 1988-1994, 1995-2004, and 2005-2009.</p>																				
<p><b>Workplace and Employment</b> covers preparing a career portfolio and reference list, print and digital resumes, application letters, preparing for an interview and post-interview.</p>	 <p>128C</p> <p>Personal Digital Resume</p> <ol style="list-style-type: none"> <li>Open 127c my draft resume.</li> <li>Review the information and make any desired changes, additions, or deletions to the information you want to include in your resume.</li> <li>Using the information, prepare a digital version of your resume.</li> <li>Save as: 128c my digital resume.</li> </ol>																				

# Special Features

**Warmup** drill lines and **Quick Checks** begin and end a lesson.

**20A-26A**

**Warmup**


Key each line twice at the beginning of each lesson; first for control, then speed.

alphabet 1 Zebb likely will be top judge for the exclusive quarter-mile run.

figures 2 This association has 16,873 members in 290 chapters in 45 states.

speed 3 Jamel is proficient when he roams right field with vigor and pep.

**QUICK** ✓



**Digital Citizenship and Ethics** Bullying comes in many forms, from teasing and name-calling to pushing and hitting to excluding others from a group. Now, technology has provided new ways for people to bully each other. Cyberbullying—or using online communications technology to harass or upset someone—has become increasingly common as more and more people gain access to cell phones and the Internet.

Cell phones and e-mail can be used to send hateful calls or messages or to share humiliating images. Threatening messages can be sent via chat or networking sites. Name-calling and abusive remarks can be made on social media. What can you do about cyberbullying? As a class, discuss the following questions:

1. What are three things you can do so that you do not become a victim of cyberbullying?
2. If you've been the victim of cyberbullying, what can you do?

The addition of **21<sup>st</sup> Century Skills** and **Digital Citizenship** provide interesting and relevant topics for classroom discussion.

**21st Century Skills: Communicate Clearly**

Spreadsheets are a powerful tool for calculating, managing, and analyzing numerical data. Businesses use spreadsheets to record market research, measure performance, and create financial documents. Another valuable use of spreadsheets is creating charts and graphs to help illustrate complex numerical information and identify trends.

Assume you are the production manager for a manufacturing company. You want to analyze the productivity of workers on first shift (6 a.m.–2 p.m.), second shift (2 p.m.–10 p.m.), and third shift (10 p.m.–6 a.m.). To do this, you have collected the following information on the number of units produced per shift.

	Shift 1	Shift 2	Shift 3
Monday	100	120	150
Tuesday	110	130	160
Wednesday	120	140	170
Thursday	130	150	180
Friday	140	160	190
Saturday	150	170	200
Sunday	160	180	210

**CORPORATE View**

**An Integrated Intranet Application**

**Human Resources & Management**

As part of your internship with Corporate View you have the opportunity to work in several departments within the organization to see the overall operations. Your current assignment is with Finance & Accounting. Because you have the expertise to create attractive and informative charts using Excel, the F&A Director would like you to create two charts that show changes in income statement accounts and balance sheet accounts from last year to this year. He will use them in a presentation to the corporate officers. The Director has provided you with the following instructions. Complete each step before going on to the next step.

1. Our company website is: [www.cengage.com/cgi-wadsworth/course\\_products\\_wp.asp?id\\_publisher=prodact\\_item\\_item=978111749590&chapter\\_number=08resource\\_id=268&format=CorporateViewIntranet](http://www.cengage.com/cgi-wadsworth/course_products_wp.asp?id_publisher=prodact_item_item=978111749590&chapter_number=08resource_id=268&format=CorporateViewIntranet)
2. Find the *Corporate View Quarterly Report Summary* in the Finance & Accounting section of the website.
3. Create a worksheet and chart for the Income Statement that compares the Net Revenues, Net Income amounts (in millions) for the current year to the previous year.

**Corporate View projects** provide a real-life work simulation that evolves throughout the course using data from an intranet business.

# New End-of-Unit Academic/Career Connections

New end-of-unit projects for Academic and Career Preparation provide the connection to **Common Core** integration. The coverage of **Career Cluster** and the **NEW School and Community** Activities emphasize critical thinking.

**Academic and Career Connections**

Complete the following activities that introduce various topics that involve academic themes and careers.

**Grammar and Writing**

**Number Expression**

1. Go to [M12279e](http://M12279e) and use this library path for review: Reference/Communications Skills/Number Expression.
2. Check Read and review the rules of using numbers.
3. Under Number Expression, click Practice.
4. Follow the instructions to complete the practice.

**Operational activities**

1. Go to the path: Check/Pre/Communications Skills 4.
2. Complete the activities as directed.
3. Go to the path: Check/Pre/Word Check 4.
4. Key the Apply lines, and show the correct word.

**Communications**

You have been selected to participate in an exchange program with students from different schools in your area. Each time you visit one of the schools or makes your school, you must stand up in front of the group and introduce yourself. In a new word processing document, prepare your introduction by following these steps:

1. Write your name, grade, the name of your school, and the city in which it is located.
2. List the courses, activities, and organizations in which you are involved at school.
3. List your interests, hobbies, and anything else you feel is a typical about you.
4. Discuss your goals for after you graduate.
5. Save the document as *self-communication* and print a copy.
6. Practice your introduction by reading your document several times aloud. Add revisions as necessary. Set additional notes on the document as needed.
7. In front of a mirror or with your friends or family, continue to practice your introduction. Pay attention to your tone of voice, facial expressions, posture, and body language.
8. As directed by your instructor, present your self-introduction to the class.

**Science**

Advances in technology have had a tremendous impact on worker productivity. For example, software applications have empowered office employees to produce letters, reports, charts, graphs, and team meetings in a matter of minutes.

1. Open a new spreadsheet file, and save it as *self-essay*. You are going to track the time you spend on school work and work around your home every day for a week.
2. In the column for each of your school classes followed by the classes at home that you are responsible for later. Assume the top row of the spreadsheet lists each of the seven days of the week. Check each day, record the amount of time you spend on homework or reading for each class as well as the time you spend on other school-related activities at home. Which one took the most time? How could you use technology to reduce the amount of time you spend?

**Career Clusters**

**Planning a Career in Finance**

The field of finance is focused on numbers and money, and, therefore, you probably immediately think of careers in banking. But the industry provides job opportunities in many different types of financial and non-financial institutions. These include insurance companies, financial planners, accountants, analysts, and investment banks as well as nonfinancial organizations that employ workers to handle these functions. This field is also directly tied to the stock market.

**What's a Job?**

- They advise companies about loans or other advice in areas such as corporations, employee health care benefits, and financing.
- They advise everyday people ("road warriors") on appropriate investments based on their needs and financial ability.
- They guide clients through the process of applying for loans.
- They process routine transactions that customers conduct at banks, such as cashing checks and making deposits, loan payments, and withdrawals.
- They investigate and manage claims, register investments, and authorize payments to insurance policyholders who make a claim.

Employees in most of these fields work a standard 40-hour week in a typical office environment. Those in investment banking and stock markets also work longer hours under more stressful and demanding conditions.

**Employment Outlook**

Employment in the banking and insurance field is expected to grow more slowly than average, while employment in securities and investments will grow between 7 and 13 percent. Accountants and auditors should see much faster than average growth, or 20 percent increase in employment. Employees typically require a bachelor's degree in a business or finance-related field. Many jobs in a financial career require business administration (BA/BS). Some jobs, such as bank tellers and loan officers, require a high school diploma, although previous banking, lending, or other experience is highly valued.

**What About You?**

The Finance career cluster is covered in box 6 of the Interest Survey Activity you completed in Unit 4 of this text. If this box had one of the three highest scores on your survey, you should further explore the cluster's pathways and related education.

1. What do you think a career in this field would be a great fit for?
2. What skills can you develop now that would be helpful to a career in this field?
3. What do you think the future of the industry or employment in these fields is and why? Do you think the state of the country's economy?

**The Winning Edge**

Complete this activity to help prepare for the **Speechcraft Application** event in FBLA/PFLA Finance Division. Participants in this event demonstrate their skills necessary to develop a speech about a business.

You are the sales manager for a magazine publisher. You received each agent's sales on a daily basis and then prepare a summary spreadsheet at the end of each quarter. Following is the sales data for the second quarter.

Sales Agent	April	May	June	Total	Commission
D. Juarez	\$10,200	\$12,400	\$15,500		
M. Lamerton	\$8,400	\$9,200	\$9,200		
A. Vangelis	\$11,200	\$10,400	\$14,400		
C. Rivers	\$12,100	\$14,400	\$14,000		
B. Altman	\$16,400	\$14,200	\$15,100		

Use the data as shown in a new spreadsheet. Then do the following:

1. Use a formula in the Total row and Total column to sum the sales data by month and then by agent.
2. Calculate the commission on each agent's total sales. The commission rate for Juarez, Rivers, and Altman is 10 percent; the rate for Lamerton and Vangelis is 12 percent.
3. Create an embedded pie chart that shows what percent of the whole each agent's total sales represent. Add an appropriate title to the chart, and format it as directed.
4. Create an embedded column chart that illustrates each agent's sales by month. Add an appropriate title to the chart, and format it as directed.
5. Apply cell styles and other formats as necessary.
6. Save and print the spreadsheet as directed by your instructor.

For detailed information on this event, go to [www.fbla.org](http://www.fbla.org).

**Think Critically**

1. Speechcraft programs such as this should not be used extensively in business. How could you use such a program at home? At school?
2. Why are visual aids, such as charts, helpful in communicating ideas and information?

**School and Community** Many nonprofit and community-based organizations conduct fundraisers and raise money for various causes, such as cancer, and hunger. A **Mag** is a type of website maintained by an individual or group in which regular entries of comments are read as a listing of events and programs to be held.

1. Think of an organization in your community for which you would like to volunteer.
2. Explain the ways in which the organization's needs could be met with a volunteer.
3. Assume you are going to write a blog for the organization. You can use an Microsoft

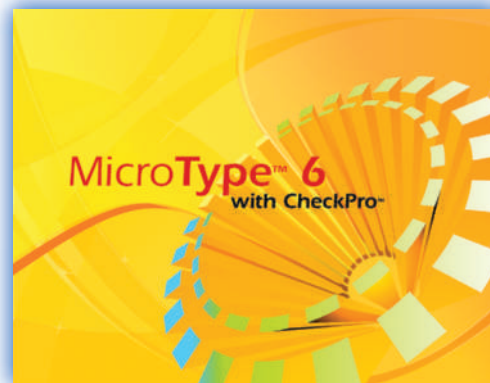
End-of-unit projects also include Timed Writings, Grammar/Writing, Communications, Science, Social Studies, and Math. **Winning Edge** provides activities for practice for competitive events such as with BPA and FBLA.

## Get Connected to MicroType

This sixth version of **MicroType** introduces keyboarding and skill building reinforcement—and combines document checking using **CheckPro** along with Microsoft® Office 2013.

## Features

- Separate versions for **Century 21 Computer Skills and Application 10e** and **Century 21 Digital Information Management 10e**
- **Keyboarding Lessons**—with timed writings, skill builders, communication skills and textbook keying
- **New Reference Features** for communications, Word 2013, document formats, and movies
- **New Document Checker** in the **CheckPro** feature for **Word, Excel, and PowerPoint® 2013** documents
- **Enhanced Teacher Utilities** with reports and grade book
- Web Site: [www.cengage.com/school/keyboarding](http://www.cengage.com/school/keyboarding)



## Components

MicroType 6 Network Site License

MicroType 6 with CheckPro Network Site License—for C21 CSA 10e

MicroType 6 with CheckPro Network Site License—for C21 DIM 10e

MicroType 6 with CheckPro Demo CD-ROM

9781111571207

9781111571825

9781285088198

9781111573294

### Main Menu Items

#### Lessons

Alphabetic Keyboarding L1-20

Numeric Keyboarding L1-16

Numeric Keypad L1-6

New Key Review L1-23

#### Skill Building

Accuracy Emphasis

Speed Emphasis

Quick Review

Textbook Keying

Drill Practice

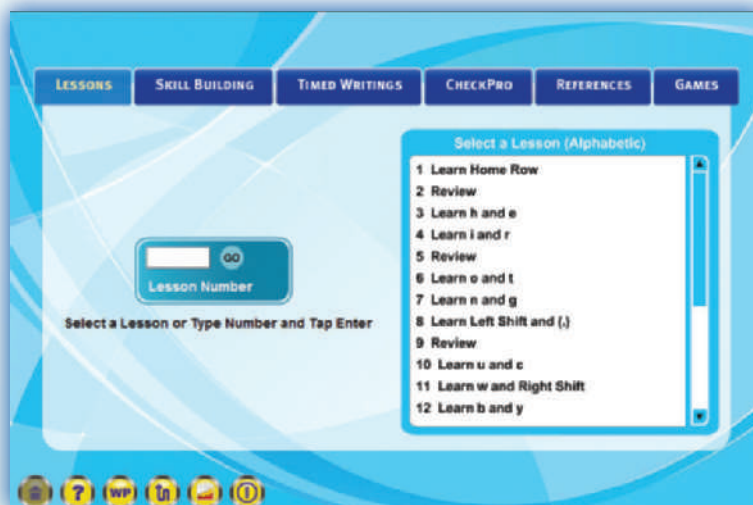
#### Timed Writings

CheckPro (includes Word, Excel, and PowerPoint)

#### References

#### Games

Instructor Utilities

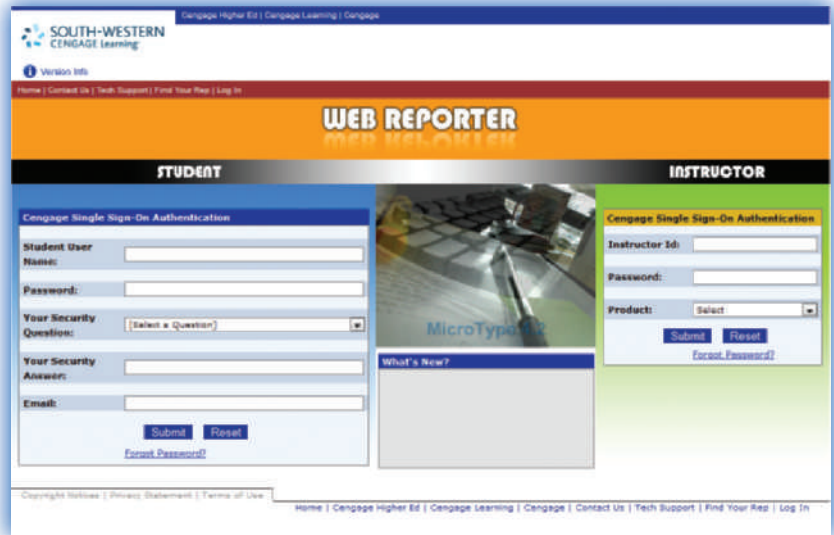


# Century 21 Online

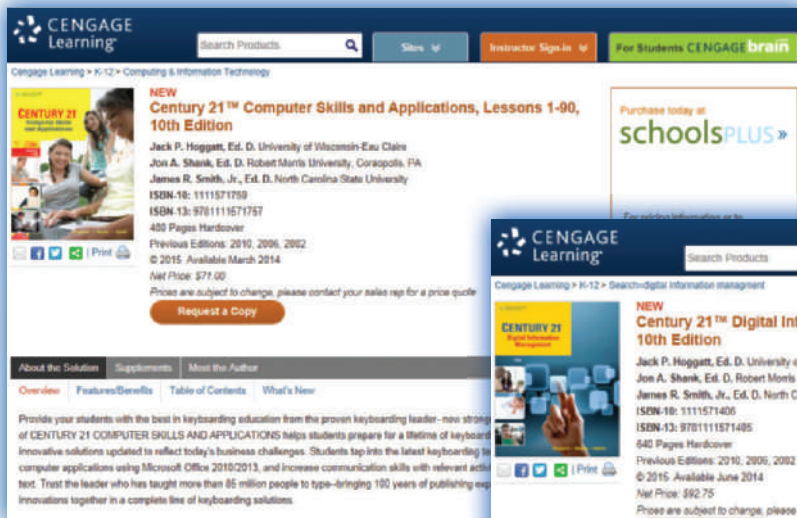
## Web Reporter

Now you can use any computer at any location to connect to the online Web Reporter. The Web Reporter allows instructors to manage classes, set grading parameters, and add comments to student reports.

Those students' reports are hyperlinked to provide more detailed information about performance. Instructors can even add comments to student documents which students will be able to view. Our Web Reporter functionality makes teaching and learning more effective.



Experience Century 21 Online: [www.cengage.com/keyboarding/c21key](http://www.cengage.com/keyboarding/c21key)



[www.cengage.com/keyboarding/c21dim](http://www.cengage.com/keyboarding/c21dim)

# Instructor Resources

## Wraparound Instructor's Edition

The wraparound Instructor's Editions feature student pages with comprehensive, related teaching tips, and support for Resources, Focus/Prepare, MicroType, and more.

## Cognero® Web-based Assessment

The assessment tool provides the best in test creation and online testing software to produce reliable, balanced tests quickly and reduce grading time.

## Instructor's Resource CD-ROM, with Manual, Style Manual, and Spanish Supplement

The instructor materials are available on a convenient and easy-to-use CD. Designed to help facilitate classroom instruction, this CD has instructor files unique to the textbook, such as data files, solution files, PowerPoint® slides, and assessment solutions. All of these tools can help motivate students and enhance their knowledge and course appreciation. The Instructor's Resources are also available online.

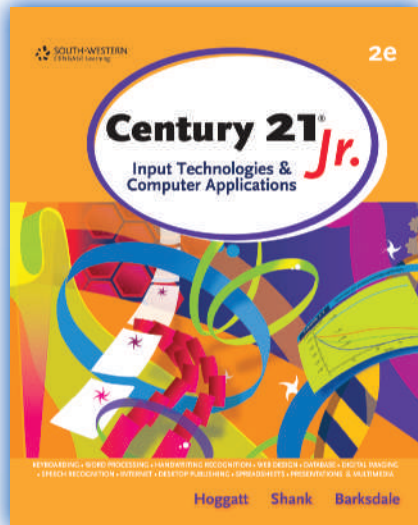
## PC Keyboarding Wall Chart

This attractive chart shows a generic keyboard for the PC and indicates all main keys, along with function keys and some special keys.





## Don't forget Century 21 Jr. for middle school grades!



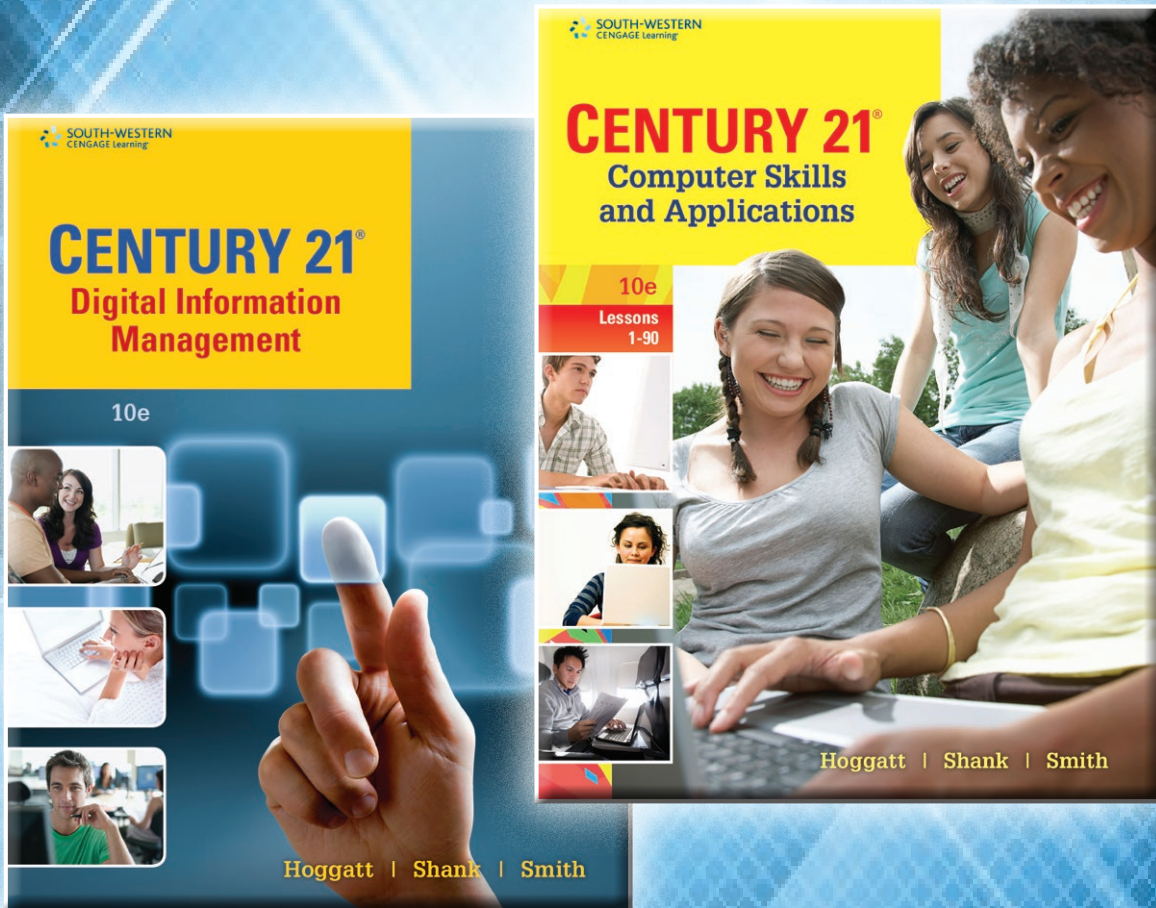
## New edition coming soon!

### Features new to this new edition include:

- All new documents and screen captures
- NEW! MicroType 6 with CheckPro for C21 Jr. 3e
- Supports the Microsoft Office 2013 and Windows 8.1; also supports Office 365
- New coverage of Digital Citizenship and 21st Century Skills

# Further enhance your students' keyboarding and computer skills!

Order your **Century 21<sup>®</sup> 10e** instructional tools now:  
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ISBN-10: 1-111-57944-X

