

COMPUTER KEYBOARDING

Course Description

The skill of touch keyboarding is developed as a foundation for personal and business use. Acceptable speed and accuracy levels are emphasized. Document formatting and the concept of mailability are included in word processing applications.

Recommended for: Students who wish to develop/refine basic keyboarding skills
Course length: Half year
Credits: .5
Level: III

Goals

- Provide instruction in correct touch keyboarding techniques
- Promote the development of optimum levels of keyboarding speed and accuracy based on individual student potential
- Teach proper document formats for personal and business applications
- Develop work habits and attitudes to foster success in keyboarding, business courses, and employment
- Introduce students to the concepts of business standards, business ethics, and the ethical use of computers
- Provide opportunities for self-evaluation and decision making
- Provide training in following directions—oral and written
- Emphasize the importance of discipline in the acquisition of keyboarding skill
- Develop an appreciation of the value of the computer as a lifetime tool
- Understand that software is continually updated and learn techniques to transfer knowledge efficiently

Competencies

COMPUTER SKILLS FOR LIFELONG LEARNING

- Master correct keystroking of the alphanumeric keys and the ten-key numeric pad of the computer keyboard to ensure efficient use of the computer keyboard
- Keystroke using proper posture, position, reach, and techniques
- Identify and use correctly auxiliary keys and equipment parts
- Demonstrate efficient use of equipment and software features to maximize productivity
- Attain a minimum skill level of 30 words per minute for 3 minutes using proper touch keyboarding techniques on material of average syllabic intensity (error limit of 1 error per minute)
- Develop keyboarding skill and accuracy beyond the minimum level with an error limit of 1 error per minute)
- Key, format, edit, store, retrieve, and print basic personal and business documents from arranged and unarranged copy including rough draft and script (memorandums, announcements, letters, short reports, outlines, tables, résumés, envelopes)
- Work in a windows environment using screens, menus, toolbars, dialog boxes, and Help feature
- Apply software features in formatting documents—margins, line spacing, alignment styles, page breaks, page numbering, page sizes/orientation, bold and underline
- Identify components of personal and business documents
- Apply correct grammar, punctuation, number/symbol expression, hyphenation, and capitalization guidelines to the production of personal and business documents
- Demonstrate knowledge and use of proofreading symbols
- Proofread for typographical errors and meaning to produce error-free copy
- Complete assignments that comply with the concept of mailability within a specified time frame considering priorities, making decisions, and following directions
- Exhibit care and appreciation of the computer and peripheral equipment
- Demonstrate knowledge and use of correction features
- Compose and edit personal and business documents at the computer

COMPUTER SKILLS FOR LIFELONG LEARNING

- Troubleshoot to solve problems that arise when working with hardware and software

Course Content

I. Introduction to Equipment

A. Hardware

1. Keyboard—alphanumeric keys, auxiliary keys, and ten-key numeric pad
2. Monitor
3. Mouse
4. Printer

B. Start up/Shutdown procedures

C. Configuration

1. Network
2. Stand alone PC

D. Introduction to specific software (operating system, keyboarding, and word processing)

E. Arrangement of work area

II. Presentation of Alphanumeric Keys

A. Alphabetic keys

1. Emphasis on correct position and techniques
2. Home keys and space bar
3. Auxiliary keys
4. Correct spacing
5. Skill-building activities to reinforce correct touch techniques and increase speed and accuracy

B. Numeric and symbol keys

1. Emphasis on correct position and techniques
2. Skill-building activities (source copy—straight, script, rough draft, and statistical)

C. Speed building (controlled for accuracy—1-, 2-, and 3-minute timed writings)

III. Document Formatting/Speed Building—Incorporating Software Features

A. Announcements

B. Memorandums

C. Personal letters

D. Business letters

E. Envelopes

F. Résumé and employment documents

G. Composing at the computer

H. Speed building (controlled for accuracy—1-, 2-, and 3-minute timed writings)

IV. Multi-Page Document Formatting/Speed Building—Incorporating Software Features

- A. Two-page letters
- B. Outlines
- C. Short reports
 - 1. Title page
 - 2. Reference page/bibliography
 - 3. Citations—internal, footnotes, endnotes
- D. Tables
- E. Speed building (controlled for accuracy—3-minute graded timed writings and 5-minute timed writings for skill building)

V. Presentation of Ten-Key Numeric Pad

- A. Emphasis on correct position and techniques
- B. Skill-building activities

Instructional Methodologies

- Self-paced keyboarding mastery software program for skill development
- Teacher demonstration/presentation of keyboarding skills and applications
- Speed building progress chart (student record of speed and accuracy skills)
- Technique evaluation chart
- Preparation of personal documents illustrating practical applications (example—preparing a letter of inquiry or a résumé and letter of application for actual use)
- Preparation of academic documents (reports/book reports) for other courses—curriculum integration
- Document analysis (self-evaluation)
- Peer proofreading and editing
- Peer assessment of formatted documents (suggestions for improvement—problem-solving skills)
- Texts for skill-building applications that represent cross-curricular areas (literature, mathematics, technology, social studies, science)
- Cumulative portfolio of work (document style examples—announcements, memorandums, personal and business letters, reports, tables, résumé, envelopes)

Instructional Resources (Students)

- Text
 - Glencoe Keyboarding with Computer Applications*, Glencoe/McGraw-Hill, 2007
- *All The Right Type* software, 3.7 (self-paced keyboard mastery program)
- Word processing software (Microsoft *Word*)

COMPUTER SKILLS FOR LIFELONG LEARNING

- Supplementary textbooks
- Reference manuals and style guides
- Transparencies
- Keyboard charts

Teacher Resources

- *Glencoe Keyboarding with Computer Applications Unit 1 Resources*, Glencoe/McGraw-Hill
- *Glencoe Keyboarding with Computer Applications Unit 2 Resources*, Glencoe/McGraw-Hill
- *Glencoe Keyboarding with Computer Applications Unit 3 Resources*, Glencoe/McGraw-Hill
- *Glencoe Keyboarding with Computer Applications Unit 4 Resources*, Glencoe/McGraw-Hill
- *Glencoe Keyboarding with Computer Applications Unit 5 Resources*, Glencoe/McGraw-Hill
- *Learning Microsoft Office Word 2007*, Pearson/Prentice Hall/DDC Publishing, 2008
- Supplementary textbooks

Curriculum Map

Terms I/III

Weeks 1 and 2

Introduction to course, class expectation, introductory paper work

Learn and practice the home row keys using All The Right Type and textbook drills

Learn and practice E and U keys using All The Right Type

Learn and practice capitals and periods using All The Right Type

Test 1 on home row, E, U, capitals, and period keys in All The Right Type

Learn and practice R and I keys using All The Right Type

Learn and practice G and H keys using All the Right Type

Learn and practice O and V keys using All The Right Type and textbook drills

Test 2 on R, I, G, H, O, and V keys in All The Right Type

1-minute timings

Week 3

Learn and practice T and Y keys using All The Right Type and textbook drills

Learn and practice B and C keys using All The Right Type and textbook drills

Learn and practice M and N keys using All The Right Type and textbook drills

Review Lesson 4 in textbook

Test 3 on T, Y, B, C, M, and N key in All The Right Type

1-minute timings

Week 4

Learn and practice P and Q keys using All The Right Type

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Learn and practice W and Z keys using All The Right Type and textbook drills
Learn and practice X and Apostrophe keys using All The Right Type and textbook drills
Review Lessons 12 and 16 in textbook
Test 4 on P, Q, W, Z, X, and Apostrophe keys in All The Right Type
1-minute timings

Week 5

Learn and practice Comma and Question Mark keys using All The Right Type and textbook drills
Learn and practice – and _ keys using textbook
Review Lesson 8 in textbook
Skill Building Lessons 19 and 20 in textbook
1-minute timings

Week 6

Learn and practice 1 and 2 keys using All The Right Type
Learn and practice 3 and 4 keys using All The Right Type
Test 5 on Comma, Question Mark, 1, 2, 3, and 4 keys in All The Right Type
Learn and practice 5 and 6 keys using All The Right Type and textbook drills
1-minute timings

Week 7

Learn and practice 7 and 8 keys using All The Right Type and textbook drills
Learn and practice 9 and 0 keys using All The Right Type and textbook drills
Review Lesson 24 in textbook
Test 6 on 5, 6, 7, 8, 9, and 0 keys in All The Right Type
1-minute and 3-minute timings

Week 8

Learn and practice special symbols using textbook drills
Learn and practice numeric keypad 4, 5, 6, and Enter using textbook drills
Learn and practice numeric keypad 7, 8, and 9 using textbook drills
Review Lesson 30 in textbook
1-minute and 3-minute timings

Week 9

Learn and practice numeric keypad 1, 2, and 3 using textbook drills
Learn and practice numeric keypad 0 and . using textbook drills
Review Lesson 33 in textbook
Skill Building Lessons 34 and 35 in textbook
3-minute timings (5-minute timings)

Terms II/IV

Week 1

COMPUTER SKILLS FOR LIFELONG LEARNING

Format and key one-page academic reports with titles using the MLA (Modern Language Association) style

- ✓ setting margins
- ✓ changing line spacing
- ✓ underlining text

Applying proofreaders' marks

Format and key a one-page business report with a title and byline

- ✓ bold and italic
- ✓ cutting, copying, and pasting text

Format and key reports with side headings and paragraph headings
3-minute timings (5-minute timings)

Week 2

Format and key multipage reports

- ✓ page breaks
- ✓ page numbering
- ✓ widows and orphans

Format and key outlines and agendas

- ✓ bullets and numbering

Apply proofreaders' marks

Format and key minutes of the meetings

3-minute timings (5-minute timings)

Week 3

Format and key personal-business letters in block style

- ✓ date insert
- ✓ center page

Format and key envelopes

Key block style personal-business letters with envelopes

Format and key business letters in block style

Key block style business letters with envelopes

- ✓ find and replace

3-minute timings (5-minute timings)

Week 4

Format and key business letters in modified-block style

- ✓ ruler and tab stop

Format and key letters with indented paragraphs

Format and key modified-block letters with enclosures and attachments

Format and key letters with copy and delivery notations

Format and key letters with postscripts

Review various letter formats

3-minute timings (5-minute timings)

Week 5

Create tables

Center tables on a page

- ✓ select columns and rows
- ✓ table position
- ✓ adjusting column widths

Format and key tables with column headings

Format and key tables with number columns

- ✓ aligning text in columns

3-minute timings (5-minute timings)

Week 6

Apply table formats

Format and key tables with titles, subtitles, and braced column headings

- ✓ merge cells

Apply knowledge of table formats

Format and key reports with parenthetical references and quotes

- ✓ indents

Format and key a works cited page

3-minute timings (5-minute timings)

Week 7

Create headers and footers

Format and key a report with citations (internal, footnotes, and endnotes)

Format and key multipage, left-bound reports

Format and key title, contents, and bibliography pages

- ✓ dot leaders

Format and key two-page business letters

Format and key letters with attention and subject lines

Format and key letters with numbered lists

3-minute timings (5-minute timings)

Week 8

Format and key memos using templates

- ✓ using templates

Format and key open tables

- ✓ table borders

Format and key tables with borders and shading

- ✓ using shading/fill
- ✓ changing borders

3-minute timings (5-minute timings)

Week 9

Format and key tables in landscape orientation

- ✓ changing page orientation
- ✓ adding and delete table columns and rows

Format and key memos with copy notations and attachments

Reinforce keying from rough draft copy

Reinforce letter, memo, and table formatting

3-minute timings (5-minute timings)

Technology Resources

- Computer laboratory classroom with Internet access
- Computer overhead projection system for demonstrations
- Laser printers
- Word processing program (emphasis on maximizing productivity through efficient use of features)—Microsoft *Word 7*
- Self-paced keyboard mastery program—*All The Right Type, 3.7*

Method of Assessment

- Technique evaluation
- Timed writings

Suggested Grading Guidelines for Timed Writings (Straight Copy/Average Syllabic Intensity)

End of First Quarter (3 minutes)

32 wpm and up	= A
28 - 31	= B
18 - 27	= C
12 - 17	= D
Below 12	= F

End of Second Quarter (3 minutes)

36 wpm and up	= A
32 - 35	= B
23 - 31	= C
16 - 22	= D
Below 16	= F

Two timed writings may be given allowing the student to submit the better timed writing for grading. Correction is made to the fourth uncorrected error before speed is determined. Gross words per minute are used.

Enrichment—five-minute timings to encourage students to strive to increase speed and accuracy to 40-45 wpm

COMPUTER SKILLS FOR LIFELONG LEARNING

Suggested Grading Guidelines for One-Page Documents*

<u>Errors</u>	<u>Grade</u>
0	A
1	A-
2	B+
3	B
4	B-
5	C+
6	C
7	C-
8	D
9	F

*Adjustment may be necessary for complex and multi-page documents.

- Quizzes/tests on related learning (spacing rules and application of grammar, punctuation, number/symbol expression, hyphenation, capitalization guides)
- Department rubrics
- School-wide rubrics
- Participation
- Final examination

Academic Support—Enrichment Topics and Activities

- Apply the sum formula feature in tables
- Format and key letters with international addresses
- Format and key résumé
- Format and key application letter and other employment documents
- Apply basic design and formatting skills on a variety of reports including flyers, invitations, certificates, and newsletters
- 5-minute timings to build speed and accuracy

Global Awareness/Global Economy

- Appreciate the technological nature of global information (Internet access)
- Recognize that keyboarding skill is a vital, transferable skill for success in a global economy
- Exposure to business communication practices used in other countries
- Incorporate document content on global issues and the global economy

Massachusetts Technology Literacy Standards and Expectations Reflected in the Course Content (2008)

Basic Operations

- G9-12: 1.1 Identify the platform, version, properties, function, and interoperability of computing devices including a wide range of devices that compute and/or manage digital media.
- G9-12: 1.2 Use online help and other support to learn about features of hardware and software, as well as to assess and resolve problems.
- G9-12: 1.6 Demonstrate keyboarding techniques, including the use of keyboard shortcuts, to complete assignments efficiently and accurately. (For students with disabilities, demonstrate alternate input techniques as appropriate.)

Word Processing/Desktop Publishing

- G9-12: 1.8 Apply advanced formatting and page layout features when appropriate (e.g., columns) to improve the appearance of documents and materials
- G9-12: 1.9 Use editing features appropriately
- G9-12: 1.10 Identify the use of word processing and desktop publishing skills in various careers

Ethics

- G9-12: 2.1 Demonstrate compliance with the school's Acceptable Use Policy.
- G9-12: 2.2 Explain issues related to the responsible use of technology (e.g., privacy, security).
- G9-12: 2.5 Write correct in-text citations and reference lists for text and images gathered from electronic sources
- G9-12: 2.8 Design and implement a personal learning plan that includes the use of technology to support lifelong learning goals

School-to-Career Skills Reflected in the Course Competencies

- **(*Reflects SCANS Skills—The Secretary's Commission on Achieving Necessary Skills, U.S. Dept. of Labor)**
- Computer literacy/applications*
- Time management*
- Decision making*
- Problem solving*
- Creative thinking*
- Critical thinking
- Listening*
- Organizing*
- Teamwork*
- Communicating effectively*
- Mentoring
- Leadership

COMPUTER SKILLS FOR LIFELONG LEARNING

- Production of mailable business documents*
- Transfer learning strategies*
- Develop positive attitude toward work and learning
- Apply information to problems and tasks*
- Analyze/interpret information and tasks*
- Use various styles of written communication*
- Teach others*
- Understand systems*
- Troubleshoot technology*
- Visioning an end result and using technology to produce an outcome*
- Self-management*
- Preparation for additional computer courses, internships, education after high school, and employment

AHS School-Wide Academic Expectations Reflected in the Course Competencies

- Students will demonstrate satisfactory achievement in the standards-based curriculum at Agawam High School
- Communicate effectively through listening
- Communicate effectively through reading
- Communicate effectively through speaking
- Communicate effectively through writing
- Develop proficiency in information and communication technology literacy skills and will use appropriate tools to identify and solve problems across the curriculum
- Participate in activities to foster individual interest and fulfill individual potential
- Become knowledgeable of the changing employment market and acquire skills for career exploration

Massachusetts Common Core of Learning Elements Reflected in the Course Competencies

- Read and listen critically for information, understanding and enjoyment
- Use computers and other technologies to obtain, organize and communicate information to solve problems
- Make careful observations and ask pertinent questions
- Seek, select, organize and present information from a variety of sources
- Analyze, interpret and evaluate information
- Set goals and achieve them by organizing time, work space, and resources effectively
- Monitor progress and learn from both successes and mistakes
- Work both independently and in groups
- Work hard, persevere and act with integrity
- Accept responsibility for one's own behavior and actions

- Know career options and the academic and occupational requirements needed for employment and economic independence
- Treat others with respect and understand similarities and differences among people
- Participate in meaningful community and/or school activities

Massachusetts Career/Vocational Technical Education Curriculum Frameworks Reflected in the Course Competencies

Business and Consumer Services—Office Technology Technical Knowledge and Skills

- **2.I Use word processing software to produce documents (text and paragraphs)**
 - Proofread, edit, and format text within a document
 - Check writing for grammar, spelling and usage errors using resource tools, e.g., thesaurus, dictionary, etc.
 - Insert and edit headers and footers, set margins, and define page orientation
 - Prepare and print envelopes and labels
 - Create and modify tables
- **2.J Use word processing software to produce documents (format documents)**
 - Outline, bullet, and number lists using advanced techniques
 - Align text vertically and horizontally
 - Apply character effects
 - Set character, line, paragraph spacing, and indentation options
 - Set, delete, and modify tabs
 - Apply borders and shading
- **2.U Demonstrate correct keyboarding technique**
 - Develop proper input techniques for the alphabetic keyboard
 - Enter and manipulate numeric data using the touch method on the numeric keypad

National Standards for Business Education Performance Standards Reflected in the Course Competencies (2007)

Technological Communication

- Demonstrate basic keyboarding and computer functions
- Refine documents using spell check, thesaurus, and grammar check tools

Information Technology

- Identify uses of information technology in the home, school, workplace, and global society
- Explain how information technologies meet human needs and affects quality of life
- Use technology to achieve academic success
- Describe the impact of technology on the knowledge and skills needed for success in the workplace
- Develop proper input techniques
- Describe ergonomic issues related to input technologies

COMPUTER SKILLS FOR LIFELONG LEARNING

- Demonstrate proper safety techniques using input technologies
- Identify productivity software appropriate for specific tasks
- Use productivity software to create documents, research topics and take notes, categorize data, and perform calculations to improve academic achievement across the curriculum
- Use help features and reference materials to learn software and solve problems
- Select and apply the appropriate productivity software to complete tasks
- Use the collaborative features of productivity software to accomplish organizational tasks
- Explain plagiarism and its consequences
- Demonstrate legal and ethical behaviors when using information technologies
- Identify common tasks performed by information technology workers
- Describe the impact of technological change on information technology positions and the resulting need for lifelong learning and retraining

