ABSTRACT

The course is constructed to develop speed and accuracy in taking dictation and in transcribing notes; to develop desirable personal traits and awareness of responsibility for proofreading and correcting errors before submitting typewritten transcripts for approval. Course content includes: (1) typing technique, (2) typing fundamental skills, (3) shorthand techniques, (4) shorthand fundamental skills, (5) transcription, (6) speed building, and (7) personal traits needed in business. Suggested teaching strategies include penmanship, dictation drills, and other special activities. Resources for students and teachers are specified, and an appendix offers a pretest, pretest key, transcription quizzes, varied test formats, and final evaluation test form and key. (MW)
AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION 1971
ADVANCED DICTATION AND TRANSCRIPTION

7707.31 (New: 7751.31)

Business Education

Written by Judy Dominick
And Approved by the Business Education Steering Committee
For Quinzeaster Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972
DADE COUNTY SCHOOL BOARD

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I. COURSE TITLE - ADVANCED DICTATION AND TRANSCRIPTION

II. COURSE NUMBER—7707.31 (New: 7751.31)

III. COURSE DESCRIPTION

A. Synopsis
Further develops speed and accuracy in taking dictation and in transcribing notes; develops desirable personal traits and awareness of responsibility for proofreading and correcting errors before submitting typewritten transcripts for approval.

B. Textbook
One of the state adopted textbooks for the second semester of advanced shorthand and/or one of the department’s choosing.

C. Occupational Relationships

<table>
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<th>Stenographer</th>
<th>Conference recorder</th>
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<td>Public stenographer</td>
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<td>Executive secretary</td>
<td>Legal secretary</td>
</tr>
<tr>
<td>Law clerk</td>
<td>Medical secretary</td>
</tr>
<tr>
<td>Technical secretary</td>
<td></td>
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</tbody>
</table>

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed
The student should have attained the objectives of Shorthand Transcription prior to enrollment in this course.

B. Pretest
Since some students have had exposure to dictation and transcription, the pretest (sample is in the Appendix) may be used as a diagnostic device to determine individual differences for placement within the course. If any students feel they have mastered the objectives without taking the course, the final evaluative device should be administered. Students who fail should continue in this course. Successful completion of the final evaluative device should indicate that the student would select another advanced course.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course, students will be able to—

1. take dictation from practiced material at a minimum rate of 90 wpm for 5 minutes and transcribe their notes on the typewriter with 95 percent accuracy;

2. take dictation from new material at a minimum rate of 60 wpm for 5 minutes and transcribe their notes on the typewriter with 95 percent accuracy;

3. transcribe shorthand notes rapidly and accurately on the typewriter at a minimum transcription rate of 17 net words a minute;
IV. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

4. take brief office-style dictation (including oral and written instructions) and transcribe their notes on the typewriter with 95 percent accuracy;

5. produce mailable letters from the office-style dictation using correct spelling, punctuation, grammar, capitalization, sentence structure, letter placement, and paragraphing;

6. read, write, and transcribe 10 brief forms, 10 phrases, and 10 most-commonly used business terms with 90 percent accuracy; and

7. arrange materials properly to insure a steady flow of work and demonstrate other good habits, traits, and attitudes.

VI. COURSE CONTENT

A. Equipment and Supplies—Same as Shorthand Theory (Introductory) and/or Introduction to Machine Shorthand Theory

B. Typing Techniques (Brief Review)
   1. Posture
   2. Stroking
   3. Keyboard operation

C. Typing Fundamental Skills (Brief Review)
   1. Correspondence and basic report typing
   2. Proofreading
   3. Erasures or corrections
   4. Care and maintenance of typewriters
   5. Carbons

D. Shorthand Techniques (Brief Review)
   1. Writing for symbolic shorthand
   2. Writing for machine shorthand
   3. Reading
   4. Notebooks for symbolic shorthand
   5. Tape for machine shorthand

E. Shorthand Fundamental Skills (Brief Review for Symbolic and Machine Shorthand)
   1. Writing and transcribing
   2. Increasing reading rates
   3. Building sustained writing and transcription power

F. Transcription
   1. Of shorthand plates
   2. Of shorthand notes
   3. Of mailable letters with acceptable substitutions
   4. Of shorthand dictation that is grammatically and typographically correct
   5. Proper handling of stenographer's supplies
   6. Proper arrangement of work area
VI. COURSE CONTENT, Continued

G. Speed Building
   1. Sources
      a. Teacher dictation
      b. Individualized dictation from tape
      c. Extra dictation from records
      d. Outside sources such as television, radio, and other classes

   2. Rates on practiced material dictation
      a. First half of course build a minimum speed of 80 wpm for five minutes
      b. Second half of course build a minimum speed of 90 wpm for five minutes

   3. Rates on new material dictation
      a. First half of course—min. of 70 wpm for five minutes
      b. Second half of course—min. of 80 wpm for five minutes

H. Personal Traits Needed in Business
   1. Honesty
   2. Punctuality
   3. Attention
   4. Concentration
   5. Neatness
   6. Initiative
   7. Responsibility
   8. Human relations

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Suggested Teaching Methods

   The methods that seem best suited for this course are practice dictation, audio-visual presentations, technique improvement drills, and performance and/or written tests. It is likely that learning will be enhanced if the methodology used is student-centered and individualized. The learning activities are arranged in groups. The teacher decides the type of activity for the day and selects one or more from the group. Vary procedures each day.

B. Shorthand Drills and Techniques (In addition to those listed in Shorthand Transcription)

   Many of the following suggested drills can be pre-recorded on audiotapes for use by individual students.

<table>
<thead>
<tr>
<th>TYPE OF DRILL</th>
<th>PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Penmanship</td>
<td>Have the students drill on proper character form and proportion; and have the students exchange and read shorthand notes.</td>
</tr>
</tbody>
</table>
### VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES: Continued

<table>
<thead>
<tr>
<th>TYPE OF DRILL</th>
<th>PROCEDURE</th>
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<tbody>
<tr>
<td>2. Dictation</td>
<td></td>
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<tr>
<td>a. Progressive</td>
<td>Before dictating, preview the difficult words on the chalkboard. Dictate a letter at 80-90-100 wpm. After each dictation, have the students read back the notes. After the last dictation, drop back in speed so students can write for control.</td>
</tr>
<tr>
<td>b. Stair-step</td>
<td>Choose five letters with a maximum of 100 words in the body of each letter. Preview the difficult words in each letter. 1. Dictate the first letter at 80 wpm. 2. Dictate this letter again at 90 wpm, and the second letter at 60 wpm. 3. Re-dictate the first letter at 100 wpm, the second at 90 wpm, and the third at 80 wpm. 4. Continue this until all the letters have been dictated. 5. After completion of the dictation, re-dictate all five letters at a speed that the students can take with control.</td>
</tr>
<tr>
<td>c. Spurt</td>
<td>Dictate at several speeds an average-length letter. Start at 140 wpm, change to 100, 120, 90, 110, etc., throughout the entire letter.</td>
</tr>
<tr>
<td>d. Potential rate builder</td>
<td>Dictate a short sentence or clause and have the students write this as many times as possible within a given time (such as 15 seconds).</td>
</tr>
<tr>
<td>e. Reading approach</td>
<td>Dictate a short letter at 100 wpm. Have the students read back the letter several times from their notes. Then dictate the same material again 10 to 20 words faster than the previous dictation speed.</td>
</tr>
</tbody>
</table>
| f. Variation           | Dictate one part of a letter several times until the majority of the students can take it easily. Next, dictate the
VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

<table>
<thead>
<tr>
<th>TYPE OF DRILL</th>
<th>PROCEDURE</th>
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<tbody>
<tr>
<td><strong>f. Variation, continued</strong></td>
<td>second part of the letter until the majority can take it. Combine the first and second parts of the letter. Dictate the third part until the majority can take it with control. Combine the first, second, and third parts until all students can take the dictation. Redictate the entire letter at a speed the students can take with control.</td>
</tr>
<tr>
<td><strong>g. Weekly</strong></td>
<td>Choose one letter to use all week. At the beginning of the week, dictate the letter at speeds that most of the class can reach. Increase speeds each day (still using the same letter) until a speed of approximately 40 words a minute higher than the beginning speed is attained. Select a new letter for the next week.</td>
</tr>
<tr>
<td><strong>h. One-minute progressive plan for five minutes of dictation</strong></td>
<td>1. Preview a letter of approximately 450 words before dictating. 2. Dictate the first minute of dictation 20 wpm below the average speed of the class. For example, the first minute is dictated at 80 wpm if you are trying to increase speeds from 30 wpm to 90 wpm. Redictate the first minute at 90 wpm and then at 100 wpm. Dictate the first minute again at 90 wpm. 3. Dictate the second minute the same way as above. 4. Combine the first and second minutes at 90 wpm. 5. Dictate the third minute as you did in Step 2. 6. Dictate the fourth minute as you did in Step 2. 7. Combine the third and fourth minute at 90 wpm. 8. Dictate the fifth minute as you did in Step 2. 9. Dictate all five minutes at 90 wpm.</td>
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</table>
VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

<table>
<thead>
<tr>
<th>TYPE OF DRILL</th>
<th>PROCEDURE</th>
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</table>
| i. 3 x 5 Plan       | 1. Preview a 270-word letter.  
2. Dictate the first one-half minute at 110 wpm.  
3. Dictate the second one-half minute at 110 wpm.  
   Dictate the first minute at 90 wpm.  
3. Dictate the second minute the same way.  
4. Dictate the third minute the same way.  
5. Dictate the entire three-minute letter at 90 wpm. |
| j. Progressive plan | Preview the letter. Dictate continuously:  
   First minute at 80 wpm  
   Second minute at 100 wpm  
   Third minute at 120 wpm  
   Fourth minute at 140 wpm  
   Fifth minute at 160 wpm |
| k. Reverse plan     | Preview the letter. Dictate continuously:  
   First minute at 160 wpm  
   Second minute at 140 wpm  
   Third minute at 120 wpm  
   Fourth minute at 100 wpm  
   Fifth minute at 160 wpm |
| l. Inverted pyramid | Preview letter  
1. Dictate the first part of a letter at 80 wpm.  
2. Dictate this part again at 100 wpm and the second part of the letter at 80 wpm without pausing.  
3. Redictate the first part at 120 wpm, the second part at 100 wpm, the third part at 80 wpm without pausing.  
4. Redictate the first part at 140 wpm, the second part at 120 wpm, the third part at 100 wpm, the fourth part at 80 wpm.  
5. Have students volunteer to read each take. |
| m. Retention exercises | Dictate a short letter; students do not write the letter in their notes until the entire dictation has stopped. Then they write in shorthand |
VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

<table>
<thead>
<tr>
<th>TYPE OF DRILL</th>
<th>PROCEDURE</th>
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<tbody>
<tr>
<td>m. Retention exercises,</td>
<td>as much as they can remember. Gradually increase the length of the dictation.</td>
</tr>
<tr>
<td>continued</td>
<td>Dictate sentences consisting of 15-30 words; students do not write anything until the dictation has stopped. Then they write as much as they can remember.</td>
</tr>
<tr>
<td>n. Office-style</td>
<td>Dictate a letter at a speed students can take with control. While dictating, make changes and additions so students will experience simple deletions,</td>
</tr>
<tr>
<td></td>
<td>reinsertion of a previously indicated deletion, extensive transposition that makes use of circles and arrows, short insertions using the caret, long</td>
</tr>
<tr>
<td></td>
<td>insertions, indented material using brackets, instructions regarding spelling or capitalization, special instructions that must be noted at the beginning and/or ending of their shorthand notes, and instructions that must be noted within the body of the letter.</td>
</tr>
<tr>
<td>o. Sustained</td>
<td>Dictate familiar material for two or three five-minute takes without pausing between.</td>
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<td></td>
<td>Dictate articles taken from career business magazines.</td>
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<tr>
<td>p. Warm-up activities</td>
<td>Students take dictation for the first five minutes of class from tapes or records.</td>
</tr>
<tr>
<td>q. Direct</td>
<td>Students take dictation directly on the typewriter from the teacher, tape, or skill builder.</td>
</tr>
</tbody>
</table>

C. Typing (See Shorthand Transcription)

D. English Mechanics (See Shorthand Transcription)

E. Special Drills in English Mechanics (See Shorthand Transcription)

F. Stenographic Procedures (See Shorthand Transcription)
VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

C. Personal Development

- Show films on personal development.
- Dictate material on desirable personal traits.
- Discuss personal traits that are helpful in business.
- Organize the class with rotating positions such as manager and secretary to develop human relations.

H. Other Drills (In Addition to Those Listed in Shorthand Transcription)

1. Timed writings
   - Compare speed typing from printed copy with speed typing from shorthand copy.
   - Students will take a five-minute timed writing on material written in shorthand and another five-minute timed writing on the same material written in longhand.

2. Handling materials
   - Set up a model stenographic desk in front of the classroom.
   - Use the desk to stress points of efficient work organization.
   - Set up a schedule whereby all students can use the desk for one day or more.

I. Special Activities (In Addition to Those Listed in Shorthand Transcription)

1. Shorthand bingo
   - On the day before Christmas vacation, pass out duplicated forms set up like a bingo card with a "free space."
   - Dictate 50 brief forms and have the students fill in the blank spaces with whatever brief forms they choose until all the spaces on the card are filled.
   - Redictate the 50 brief forms but in a mixed order. While you are dictating, the students are checking their cards.
   - Continue to dictate until a student has bingo horizontally, vertically, or diagonally. Have the winner call back the brief forms. Award a prize to the winner (as a candy cane).

2. Dictation practice
   - Have the students keep a diary, write recipes, take lyrics of a popular song in shorthand, write shorthand outlines above the print in newspapers and magazine articles; and have mock
VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

2. Dictation practice, continued

VIII. EVALUATIVE INSTRUMENTS

The tests and quizzes described in this section are examples of the types of items that may be used to evaluate student progress. One test or drill has been suggested to evaluate each major item included in the course content. Each includes directions for students. Examples of these types of tests may be found in the Appendix. At the teacher's discretion, other tests or drills may be used. The evaluative items included are:

A. Pretest

The pretest is used to determine if the student needs to go through this course or advance to another course. The pretest is also used to determine if the students are familiar with punctuation rules and can supply the correct punctuation with accompanying reasons.

The pretest aids in determining if the students can supply, from the context, the words omitted from the shorthand; and if the students can capitalize and spell properly.

Identification of other strengths or weaknesses enables the teacher to plan individualized instruction.

B. Interim Tests

1. Transcription quizzes—See Shorthand Transcription

2. Speed tests

A speed test enables the teacher to determine if students are able to take dictation at various speeds and transcribe with 95 percent accuracy. These may be given at the teacher's discretion from appropriate selected material from the text, homework written assignments, or from teacher-dictation books. (See Resources for Teachers—Books.)

3. Word tests

A word test helps determine if the students can write common business terms from dictation and transcribe them with 90 percent accuracy.

4. Mailable letter tests—See Shorthand Transcription

5. Brief form tests

A brief form test determines if students can write selected brief forms and transcribe them with 100 percent accuracy.
VIII. EVALUATIVE INSTRUMENTS, Continued

6. English mechanics tests
These tests may be given at the teacher's discretion to help in determining the needs of members of the class in this area.

7. Letter style tests
A typewriting style test helps to determine familiarity with letter style and letter placement.

C. Final Evaluation
The final evaluation measures success of the students in the course. It includes each item in the objectives.

IX. RESOURCES FOR STUDENTS

A. Basic Books


B. Supplementary Books


B. Supplementary Books, Continued


IX. RESOURCES FOR STUDENTS, Continued

B. Supplementary Books, Continued


C. Workbooks


Workbooks are available from Gregg Division of McGraw-Hill Book Co. for all of their books that are listed under Section A, "Basic Books."

D. Tapes and Cassettes

Dictation Tapes. Correlated with The Secretarial Specialist. Each of the 30 tapes (one per lesson) contains the words of the lesson followed by the complete dictation from that same lesson at speeds of 60, 80, 100, and 120 words a minute. Programs for Achievement in Reading, Inc., Abbott Park Place, Providence, RI 02903.

Multi-channel tapes correlated with Gregg Dictation, Gregg Speed Building, and Gregg Transcription, Diamond Jubilee Series. 1st and 2nd editions. Channels A, B, and C are available.

Multi-channel tapes correlated with Touch Shorthand, Beginning Skill Development and Transcription, Book 2. Channels A, B, and C are available.
IX. RESOURCES FOR STUDENTS, Continued

D. Tapes and Cassettes, Continued

Teaching tapes correlated with *Gregg Dictation*, *Gregg Speed Building*, and *Gregg Transcription, Diamond Jubilee Series*, 1st and 2nd editions. Available through Media Services, Dade County Public Schools.

Transcription Training Program to be used with cassette (also belt) transcribing machines are available from D. C. National Publishing, Inc., 3815 Bunker Hill Road, Brentwood, MD 20722. The program consists of 25 units in textbook/workbook format with letterheads and stationery supplies and all tapes on cassettes or belts. Free catalogs are available upon request.

Wide variety of tapes and/or cassettes are available from Western Tape, Box 69, 2273 Old Middlefield Way, Mountainview, CA 94040 and Class National Publishing, Inc., 3825 Bunker Road, Brentwood, MD 20722. Catalogs are available free upon request.

E. Records

Dictation Disc Company, 240 Madison Avenue, New York, NY 10016, has a wide variety of sets and speeds. (Theory records are available for both Pitman and Gregg Shorthand Systems.)

*Gregg Dictation Records, Diamond Jubilee Series*. New York: Gregg Division of McGraw-Hill Book Co. Theory records and speed records (sets from 60 wpm up to 130 wpm) are available; consult catalog for a complete list.

Nixdorf, Marion E.; Dungan, Jon R.; and Ruseg, Robert J. *Dictation Record Set, Book 2*. Skokie: Stenograph.

Teaching Aids Incorporated, P. O. Box 3527, Long Beach, CA 90893, has a variety of sets and speeds.

F. Filmstrips and Keyboard Chart


Individual Shorthand Machine Keyboard Chart is available from Stenograph Machines, Inc., 7300 Niles Center Road, Skokie, IL 60076.
X. RESOURCES FOR TEACHERS

A. Books


*Fashion Vocabulary and Dictation*. Textbook (26058) and teacher's manual (26034). Obtain through Howard W. Samo & Co., Inc., 4300 West 62 Street, Indianapolis, IN 46268. Office specialized dictation and transcription practice relating to correspondence, reports, and other secretarial duties in the fashion industry.


X. RESOURCES FOR TEACHERS, Continued

A. Books, Continued


Teachers' editions, manuals, handbooks, and keys are available for the basic books listed under "Resources for Students" in this course. Most of the publishers will send these books free upon request of teachers using the corresponding textbooks in their classrooms.


B. Periodicals


X. RESOURCES FOR TEACHERS, Continued

C. Bulletin Boards


Bulletin Board Ideas for Shorthand are available from Ramon P. Heimerl, School of Business, University of Northern Colorado, Greeley, CO 80631, at $1.50 each. Make checks payable to Delta Pi Epsilon and add 50¢ for postage and handling.

Dewar, Thadys J. and Hurdle, Louisianna A. **Illustrated Displays for Shorthand.** East Carolina University.


**Hand Positions Chart for Shorthand Writing.** W. A. Sheaffer Pen Company, Fort Madison, Iowa.

D. Film

Part I

Dictation:

Three 5-minute speed tests will be dictated at 70-80-90 wpm. Each 5-minute test consists of a 3-minute letter and a 2-minute letter from unstudied material. When the dictation is completed, choose one two-letter test to be transcribed on the typewriter. You will be allowed five minutes to look over your notes before transcribing. To make the best use of this time, insert the correct punctuation and use the dictionary for spelling.

Transcription:

Set your margins for a 70-space line (or 1-inch margins). In the upper right-hand corner of your typing paper, type your name and the speed you are transcribing: Jane Doe
100 wpm—5 minutes

Type the letters in modified block style with mixed punctuation. Use a separate sheet of typing paper for each letter. You will be allowed 30 minutes to transcribe a 5-minute take. Be sure to proofread carefully before turning in your paper. When time is called, ALL of the shorthand notes must be stapled to the back of the transcript and turned in to the teacher.

Letters may be selected from books listed in "Resources for Teachers."

Part II

Fill in the correct answer:

1. The proofreader's symbol for a deletion is the _____________.

2. Use hyphens to indicate where you would divide the following words at the end of a line.

   WORDS               ANSWERS
   a. practicable  a. ______________
   b. movements  b. ______________
   c. notoriety  c. ______________
   d. wrapper  d. ______________
   e. practicing  e. ______________

3. If a letter is typed with mixed punctuation, a ____________ would follow the salutation.
4. At least ________ blank lines should be left for the dictator.

5. True or False
   a. Proofread your letter only after you have removed it from the typewriter. __________
   b. Always write your shorthand notes in pencil. __________
   c. After transcribing a letter, place it face up to insure easy handling. __________
   d. Dictation should be transcribed according to its importance. __________

6. Write the following words and brief forms in shorthand:
   a. duplicating ______________
   b. procedures ______________
   c. recognize ______________
   d. superintendent ____________
   e. modernize ______________
   f. alternate ______________
   g. quantity ______________
   h. sublease ______________
   i. situation ______________
   j. terminate ______________

7. Punctuate the following sentences correctly:
   a. However I do not plan to be in the city for several months and I should like this information as soon as possible.
   b. That is why as a matter of interest a group of successful salesmen formed the Salesmen's Book Club.
   c. Enclosed is a copy of our booklet "Songs for Children."
   d. She wore a beautiful pink evening gown.
   e. In fact we urge you to come to our store.
8. Circle the letters which should be capitalized in the following terms:
   a. the miami news
   b. business english
   c. typing II
   d. the president, mr. smith
   e. the summer weather

9. One of the following words may be misspelled. If it is, write the correct spelling of the word in the space provided:
   a. stencil  mimograph  computer
   b. calculator  subsidiary  embarrass
   c. equiped  practical  weather
   d. similar  exceed  personnel
   e. alright  proceed  calendar

10. Choose and underline the correct word:
   a. Use this devise, device) to produce the right (affect, effect).
   b. To apply for a job, see the (personal, personnel) director.
   c. On what (bases, basis) did you (chose, choose) this answer?
   d. My (advise, advice) is to (accept, except) the position.
   e. (Precede, Proceed) with caution.

11. The teacher should dictate a list of 10 brief forms, 10 phrases, and 10 commonly-used business terms in 1 minute. Students will transcribe the list on their typewriters.
Part II

1. 

2. a. prac-ti-cable
   b. move-ment
   c. noto-riety
   d. wrap-per
   e. prac-ticing

3. colon

4. three

5. a. False
   b. False
   c. False
   d. True

6. a. 
   b. 
   c. 
   d. 

7. a. However, I do not plan to be in the city for several months; and I should like this information as soon as possible.
   b. That is why, as a matter of interest, a group of successful salesmen formed the Salesmen's Book Club.
   c. Enclosed is a copy of our booklet, "Songs for Children."
   d. She wore a beautiful pink evening gown.
   e. In fact, we urge you to come to our store.

8. a. the Miami News
   b. business English
   c. Typing II
   d. the president, Mr. Smith
   e. the summer weather

9. a. mimeograph
   b. subsidiary
   c. equipped
   d. exceed
   e. all right
PRETEST KEY—Part II, Continued

10. a. device, effect
    b. personnel
    c. basis, choose
    d. advice, accept
    e. Proceed

11. The teacher should grade both the shorthand outlines and the transcript of this portion of the test. Since this list will vary, the teacher will prepare an appropriate key.
TRANSCRIPTION QUIZZES

Part I

Directions: An answer to one of your homework letters will be dictated. Some words will be omitted during the dictation. When the dictation is completed, you are to transcribe the letter, inserting punctuation marks and appropriate words that were omitted during the dictation. These words must not change the meaning of the sentence. (See "Resources for Teachers"—Books)

Part II

Directions: Write TRUE or FALSE before the following statements regarding transcription procedures.

1. When the dictator gives the stenographer direction-, he/she should carefully memorize them instead of writing them down.
2. Dictation must always be transcribed in the order dictated.
3. Put a rubber band around the unused portions of your shorthand pad in order to locate these pages easily.
4. It is easier to write shorthand notes in pencil than in pen.
5. A stenographer should heavily scratch through her notes after transcribing.
6. Only proofread your transcribed letter after taking it out of your machine.
7. Figures or amounts dictated should not be considered any more important than anything else dictated.
8. Special instructions regarding carbon copies should be written at the bottom of the shorthand notes of the letter.
9. Transcribing in thought phrases will help you avoid errors.
10. After you complete the transcription of a letter, always place it face up for easy handling.

SPEED TESTS

Dictation: Five minute speed tests (every other week)

Three familiar letters will be dictated at 90–100–110 wpm. Each five-minute take will consist of a three-minute letter and a two-minute letter. When the dictation is completed, choose one take to be transcribed on the typewriter. You will be allowed five minutes to look over your notes before transcribing. To make the best use of this time, insert the correct punctuation and use the dictionary for spelling.
SPEED TESTS, Continued

Transcription:

Set your margins for a 70-space line. In the upper right hand corner of your typing paper, type your name and the speed you are transcribing:

Jane Doe
110 wpm—5 minutes

Type the letters in modified block style with mixed punctuation. Use a separate sheet of typing paper for each letter. You will be allowed 30 minutes to transcribe a five-minute take. Be sure to proofread carefully before turning in your paper. When time is called, ALL the shorthand must be stapled to the back of the transcript and turned in to the teacher.

Letters may be selected from books listed in "Resources for Teachers."

WORD TESTS

Directions: Transcribe the following words into longhand:

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  
13.  
14.  
15.  
16.  
17.  
18.  
19.  
20.  

MAILABLE LETTER TESTS:

Directions: Seven letters will be dictated at varying speeds. All seven letters contain 100 words in the body of each. You are to take all seven letters. After completion of the dictation,
MAILABLE LETTER TESTS, Continued

you will be allowed five minutes to look over your shorthand before transcribing. To make the best use of this time, insert the punctuation and check the dictionary for spelling. You will then be given 30 minutes to transcribe as many mailable letters as possible.

All letters will be typed in block style with open punctuation. Be sure to proofread each letter carefully before removing it from the typewriter. When time is called, ALL the shorthand must be stapled to the back of the letters and turned in to the teacher.

Examples of mailable letter dictation:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Speed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70 wam</td>
</tr>
<tr>
<td>2</td>
<td>80 wam</td>
</tr>
<tr>
<td>3</td>
<td>90 wam</td>
</tr>
<tr>
<td>4</td>
<td>100 wam</td>
</tr>
<tr>
<td>5</td>
<td>90 wam</td>
</tr>
<tr>
<td>6</td>
<td>80 wam</td>
</tr>
<tr>
<td>7</td>
<td>70 wam</td>
</tr>
</tbody>
</table>

Speeds given when the majority of the class can take 90 wam.

Sample grading scale:

- 5 mailable: A
- 4 mailable: B
- 3 mailable: C
- 2 mailable: D
- 0-1 mailable: F

Mailable, meaning that the letter turned in could be signed by the boss and mailed.
Brief Form Test

Directions for the teacher to announce: 25 brief forms will be dictated in 60 seconds. Write them in shorthand and then transcribe them on your typewriter in five minutes or less.

1. difficult
2. question
3. publish
4. advantage
5. character
6. work
7. about
8. acknowledge
9. merchant
10. present
11. suggest
12. worth
13. short
14. opinion
15. govern
16. under
17. request
18. object
19. quantity
20. manufacture
Proofreading Test—Part I

Directions: The teacher will give you a transcribed letter. You are to proofread and indicate the necessary corrections for word omissions, typographical errors, punctuation, spelling, capitalization, paragraphing, and word-division errors. After locating the errors, retype the letter correctly in block style with open punctuation.

(Refer to Resources for Teachers—Books)

Part II

Directions: Number your paper 1-9. Opposite each number write the letter that identifies the appropriate proof mark which represents the following terms:

1. close up       a.  
2. transpose       b.  
3. insert          c.  
4. paragraph       d.  
5. space           e.  
6. delete          f.  
7. move over       g.  
8. lower case      h.  
9. capitalize      i.  

Proofreading Test Key—Part II

1. c  
2. d  
3. b  
4. a  
5. f  
6. e  
7. i  
8. h  
9. c  

PART I

Directions: Supply the necessary word or phrase to make the following statements correct.

1. In punctuation styles, a colon follows the salutation and a comma follows the closing.

2. Business letters are usually typed spaced with a space between paragraphs.

3. The attention line appears in the inside address and on the .

4. In style, all lines of a letter begin at the left margin.

5. If a letter is addressed to a company, the salutation would be .

6. The left margin for an elite machine would be if the letter contained 120 words.

7. The line follows the inside address of a letter.

8. The heading of the second page of a 2-page letter should include the , , and .

9. At least blank lines should be left for the dictator's signature.

10. The mailing address of an envelope should be exactly the same as the of the letter.

PART II

Directions: Your teacher will give you an unarranged business letter. You are to type the letter in correct form and use correct placement. Use a modified block style with mixed punctuation.
FINAL EVALUATION

Part I

Dictation:

Three 5-minute speed tests will be dictated at 80–90–100 wpm. Each five-minute test consists of a 3-minute letter and a 2-minute letter from unstudied material. When the dictation is completed, choose one 2-letter test to be transcribed on the typewriter. You will be allowed five minutes to look over your notes before transcribing. To make the best use of this time, insert the correct punctuation and use the dictionary for spelling.

Transcription:

Set your margins for a 70-space line (or 1-inch margins). In the upper right hand corner of your typing paper, type your name and the speed you are transcribing: Jane Doe 100 wpm for 5 minutes.

Type the letters in modified block style with mixed punctuation. Use a separate sheet of typing paper for each letter. You will be allowed 30 minutes to transcribe a 5-minute take. Be sure to proofread carefully before turning in your paper. When time is called, ALL of the shorthand notes must be stapled to the back of the transcript and turned in to the teacher.

Letters may be selected from books listed in "Resources for Teachers."

Part II

Fill in the correct answer:

1. The proofreader's symbol for an insertion is the ________.

2. Use hyphens to indicate where you would divide the following words at the end of a line.

<table>
<thead>
<tr>
<th>WORDS</th>
<th>ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. advisable</td>
<td>a.</td>
</tr>
<tr>
<td>b. movements</td>
<td>b.</td>
</tr>
<tr>
<td>c. knowledge</td>
<td>c.</td>
</tr>
<tr>
<td>d. product</td>
<td>d.</td>
</tr>
<tr>
<td>e. separate</td>
<td>e.</td>
</tr>
</tbody>
</table>

3. In ________ style all lines of a letter are begun at the left margin.

4. Begin the body of a letter a ________ space below the salutation.
5. True or False
   a. Special instructions referring to a letter should be written below the notes for that letter.
   b. Indicate the end of each letter dictated with a distinctive mark.
   c. Never use longhand in your shorthand notes.
   d. Always transcribe from your notes.

6. Write the following words and brief forms in shorthand:
   a. appliance
   b. embarrass
   c. seldom
   d. convenience
   e. particular
   f. contain
   g. classification
   h. examine
   i. promptly
   j. drink

7. Punctuate the following sentences correctly:
   a. Three years ago Miss Smith we held the convention in Miami Beach.
   b. If the number of orders are increased we can surpass this months goal.
   c. Before we can complete the project we must have all the facts.
   d. Mr. Smith who lives next door is going to Europe.
   e. You too can be successful if you subscribe to our magazine.
8. Circle the letters which should be capitalized in the following terms:
   a. american history
   b. fifth avenue store
   c. us congress
   d. cpa
   e. chapter 5

9. One of the following words may be misspelled. If it is, write the correct spelling of the word in the space provided:
   a. installment recieve weird a. __________
   b. supersede canceled forcible b. __________
   c. similiar collateral professor c. __________
   d. chose maintanence oblige d. __________
   e. attorneys conscientious ocasion e. __________

10. Underline the correct word in parentheses.
    a. I don't like the (stationary, stationery).
    b. Always include a (complementary, complimentary) close in your letters.
    c. The (cite, site) of the building has been selected.
    d. Many people responded to the (ad, add).
    e. (Chose, Choose) the correct answer.

11. The teacher should dictate a list of 10 brief forms, 10 phrases, and 10 commonly-used business terms in 1 minute. Students will transcribe the list on their typewriters.
Part II

1.

2. a. advis-able
   b. move-ments
   c. know-ledge
   d. prod-uct
   e. sepa-rate

3. block

4. double

5. a. False
   b. True
   c. False
   d. True

6. a. f. ✓
   b. g. ✓
   c. h. ✓
   d. i. ✓
   e. j. ✓

7. a. Three years ago, Miss Smith, we held the convention in Miami Beach.
   b. If the number of orders are increased, we can surpass this month's goal.
   c. Before we can complete the project, we must have all the facts.
   d. Mr. Smith, who lives next door, is going to Europe.
   e. You, too, can be successful if you subscribe to our magazine.

8. a. American history
   b. Fifth Avenue store
   c. U. S. Congress
   d. CPA
   e. Chapter 5

9. a. receive
   b. supersede
   c. similar
   d. maintenance
   e. occasion
FINAL EVALUATION KEY—Part II, Continued

10. a. stationery
    b. complimentary
    c. site
    d. ad
    e. choose

11. The teacher should grade both the shorthand outlines and the transcript of this portion of the test. Since this will vary, the teacher will prepare an appropriate key.