

DOCUMENT RESUME

ED 412 349

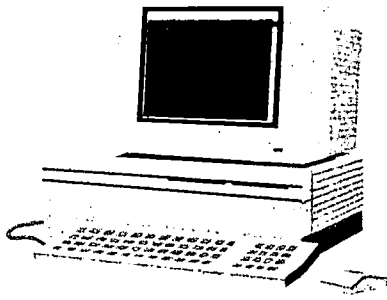
CE 074 833

AUTHOR Roby, Marita S.
TITLE Keyboarding I.
INSTITUTION Morehead State Univ., KY.
PUB DATE 1997-07-30
NOTE 36p.; For related curriculum guides, see CE 074 825-832.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Business English; *Competency Based Education; *Computer Literacy; High Schools; Internet; *Keyboarding (Data Entry); Lesson Plans; Office Automation; *Office Occupations Education; Proofreading; Teaching Guides; *Word Processing

ABSTRACT

This document contains the information required to deliver a 1-semester beginning keyboarding course designed to give high school students a basic understanding of the following: parts of a computer; keyboard functions; Windows 95; keypads; techniques for proofreading and formatting various documents; basic word processing features; capitalization and punctuation rules; word division; principles of editing; techniques producing simple tables; and use of the Internet for research. Included in the document are the following: rationale; course overview; course objectives; lesson plans for the course's 13 units; class activities; list of 14 Internet resources; keyboarding rubric for letters and memos; quiz for the proofreading unit; language arts and keypad skills worksheets; and bulletin board ideas. The unit topics are as follows: learn letter key operation; master keyboarding and language skills; get acquainted with symbol keys; learn number keypad operation; learn to center documents; master keyboarding and language skills; learn to format memos; learn block letter format; master keyboarding and language skills; learn unbound report format; learn simple table format; assess keyboarding and application skills; and participate in a keyboarding simulation on ethics--the right thing to do. (MN)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



KEYBOARDING I

Dr. Donna Everett
BEOS 621

Marita S. Roby
July 30, 1997

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
 - Minor changes have been made to improve reproduction quality.
-
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

MS Roby

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

CE 074 833

RATIONALE

Keyboarding is a first step to becoming computer literate. In this age of technology, it is imperative that students be able to meet this challenge by taking classes that are designed to meet the needs of individuals in preparation of careers, full-time employment, and their personal lives.

This class teaches a real-life skill, as well as, discipline, problem-solving, and attention to detail. Keyboarding I, taught as an introductory class, will also serve as the foundation for those students who want to continue in other computer-related classes and a review of language arts.

COURSE OVERVIEW

Keyboarding I is a mandatory semester course for students in grades 9 - 12. Each class period is 90 minutes in length. Much can be accomplished in this time period if students are kept on task. Discipline problems can be kept at a minimum. A varied curriculum can break the monotony and make learning a fun experience.

Since the keyboarding text did not have a unit on introduction to computers, I developed one for the first week of class. The text does contain a list of computer-related terms that I incorporated into the introduction. Only those terms that were necessary for beginners was used. Other terms, such as those for word processing, will be included as they are required.

Some students will have prior knowledge of computers and others will not. A test (included at the end of this packet) over relevant terms and concepts for beginning computer students, will be used as both a pre-test and post-test to determine computer knowledge at the beginning of the class.

The course content of the text has been modified to incorporate what I believe to be the more necessary skills. Ex: keypad lessons vs. learning the individual keys. The software that comes with the text is an excellent source of instant feedback for the student. A warmup will be posted on the board each day for the students as they enter the room. They will be expected to set up their workstation, log on the system, access the keyboarding software, and begin their warmup immediately. (This has worked for me in the past.) This sets the tone for the class and more work can be accomplished in the class period.

Instituting collaborative learning is an exciting prospect. I believe that the students will benefit greatly and it would certainly keep me on my toes.

COURSE OBJECTIVES

At the end of this course, students will be able to type at least 40 wpm with minimal mistakes. They will have a basic understanding of:

- A. the parts of the computer
- B. keyboard functions
- C. Windows '95
- D. the keypad
- E. proofreading
- F. formatting various documents
- G. basic word processing features
- H. capitalization and punctuation rules
- I. word division
- J. editing
- K. setting up simple tables
- L. how to use the internet for research

DAY ONE--WEEK ONE

INTRODUCTION TO CLASS AND COMPUTERS

LESSON OBJECTIVES:

Students will be able to:

1. Understand class rules and expectations
2. Identify parts of the computer
3. Recognize special keys on the keyboard

PROCEDURE:

- Class introductions and "ice breaker" using first name and adjective that begins with the same letter as the first name and describes that student. (Example: Merry Marita)
Students must remember the adjective and name of the person preceding them before they give their adjective + first name.
- Go over classroom rules and expectations for the class. Give students a contract to sign that states that they will not deface the textbooks or misuse the computers in any way. Explain the consequences.
- Guide students through the parts of the computer and their use.
- Have students identify the letter, function, and symbol keys, keypad, special-use keys, etc.
- If time permits, hold a question and answer session on computer and keyboard parts.

CLOSURE:

- Discuss with students the value of learning keyboarding

INSTRUCTIONAL MATERIALS:

Student contract handout (included at the end of this project)

FLEMING COUNTY HIGH SCHOOL
CLASS CONTRACT FOR ROOM 107
KEYBOARDING

I agree to abide by the following rules:

I will not write in or otherwise deface any textbook; nor will I take it from the room without permission from the teacher.

I will not abuse (in any way) the computer equipment, including printers, monitors, mice, keyboards, or processors.

I will be careful with my diskette, knowing that I could lose all of my assignments if I mistreat it.

I will not copy anyone's disk/work and turn it in as my own.

I will treat all classroom equipment with care. This includes tables, chairs, etc.

I will respect the property of others.

I will conduct myself in a kind and courteous manner at all times.

I will take responsibility for all of my work by writing down assignments when given.

I will strive to turn in homework and class assignments when they are due.

I will not miss class for reasons other than emergencies or illness.

I will turn in missed assignments (for excused absences) within three days from the date that I return to school.

I understand that I will not be able to make up daily assignments given as participation grades.

I will use good grammar and manners while in this class.

I will not be tardy for class.

I will not disrupt class by excessive talking and noise.

I will not play games on the computer unless I have express permission by the teacher to do so.

I will not attempt to copy any files that I am not entitled to.

I will clean up my work area not more than five minutes before class is over. If I finish with all of my assigned tasks, I will practice my keyboarding skills or otherwise remain quiet out of respect for my classmates.

I will only turn in work that has been done to the best of my ability.

I will uphold these class rules even in the absence of the regular teacher.

I will treat any substitute teacher with the same courtesy and respect as I do Ms. Roby.

By my signature, I agree to the above class rules.

Student Name

Date

DAY TWO--WEEK ONE

INTRODUCTION TO COMPUTERS CONTINUED

LESSON OBJECTIVES:

Students will understand:

1. the use, care, and parts of a diskette
2. how to move around Windows using the mouse and keyboard
3. need for good posture
4. neatness and arrangement of workstation materials

PROCEDURE:

- Review computer and keyboard parts from yesterday's class
- Show students a diskette that has purposely been taken apart, describing how a disk works in the drive; proper use and handling; insertion, etc.
- Demonstrate proper posture
- Show how to position the monitor, use of bookholder, storage of backpacks, etc. out of the aisle, other reference materials
- Turn on computer and monitor and access windows. Show how to hold the mouse correctly and move around the screen.
- Have students practice using the mouse for remainder of class

EVALUATION:

- Group questions
- Demonstration of proper techniques

INSTRUCTIONAL MATERIALS:

Century 21 Keyboarding & Information Processing text
Sample diskette (taken apart)

DAY THREE:--WEEK ONE

INTRODUCTION TO COMPUTERS CONTINUED

LESSON OBJECTIVES:

Students will have knowledge of:

1. computer related terms such as: menus, word wrap, help screens, scrolling, file names, directories, cursor movements, and document codes.
2. creating directories
3. how to name files
4. saving files in created directories

PROCEDURE:

- Using transparencies, show examples of common computer related terms that will be applicable to this class. Have students boot their computers and follow along as directions are given and transparencies are shown.
- Walk students through the process of naming and creating a directory with an appropriate name. Example: <Letters>
- Show students how to name files that they will be creating.
- Walk students through the procedure of accessing their newly created directory and then saving a file in it.
- Review all concepts and terms learned .

EVALUATION:

Question and answer session

INSTRUCTIONAL MATERIALS:

Century 21 Keyboarding & Information Processing text
Transparencies
Overhead projector

DAY FOUR--WEEK ONE

INTRODUCTION TO COMPUTERS CONTINUED

LESSON OBJECTIVES:

Students will be able to:

1. Boot the computer and log on the system.
2. Access and use microcomputer keyboarding program
3. Save and retrieve information to disk.
4. Send information to the printer.
5. Power down the system.

PROCEDURE:

- Have student boot the computer to Windows. Show how to log on and access the keyboarding program by clicking the icon on the Windows screen.
- Have students type in their name, address, parent's name, telephone number, and interests; name and save it to disk, watching the drive light for verification.
- Walk students through the printing procedures; have them print their personal info.
- Exit the program and log off the system.
- Review the procedures by having students log on the system, access the keyboarding program, close out, and log off.
- Review all terms, procedures, and concepts learned during the week. Assign a written evaluation over this information for tomorrow.

EVALUATION:

Question and answer session to check for student understanding.

INSTRUCTIONAL MATERIALS:

Century 21 Keyboarding & Information Processing text

DAY FIVE--WEEK ONE

INTRODUCTION TO COMPUTERS CONTINUED

LESSON OBJECTIVES:

Students will:

1. complete and pass written evaluation of all concepts and terms learned about computer usage.
2. demonstrate their proficiency in accessing and logging on the system
3. illustrate their knowledge of proper position at the keyboard
4. show correct usage of the mouse

PROCEDURE:

- Hand out written evaluation to be completed.
- Go over answers.
- Assuming correct positioning at the keyboard, have students access the system and log on. Allow them to go into the Games menu and select a game to play and practice their use and control of the mouse.

EVALUATION:

Written examination

Sight checking seating technique; control and use of mouse

INSTRUCTIONAL MATERIALS:

Century 21 Keyboarding & Information Processing text
Test

COMPUTER EVALUATION

Directions: Write your answers to the following questions on the corresponding lines.

1. What is the small hand-held device used to control a pointer on the screen? _____
2. What device transfers information from the computer to paper? _____
3. What is the "brain" of the computer? _____
4. What is the screen that displays the information in the computer? _____
5. What is used to enter data into and issue commands to the computer? _____
6. What do you call the large capacity, permanent storage area that offers fast access to the information stored on it? _____
7. What is the group of parts that make up the computer system and that can be seen and touched? _____
8. What is the special kind of software that provides a graphics environment, that is, an icon-based link between you, and the application software? _____
9. What is the optional "period and up to three characters" at the end of a filename called? _____
10. In Windows 95, what are directories called? _____
11. How many characters may a filename contain? _____
12. What would be a descriptive file extension to identify a group of letters? Reports? Memos? _____
13. What is the screen background area on which windows and icons are displayed? _____
14. Information stored on a disk under an assigned name. _____

PHASE 1- THE ARTS

UNIT 1- LEARN LETTER-KEY OPERATION

Lessons:

- 1 Home Keys (f, d, s, a, j, k, l, ;)
- 2 New Keys: H, E, I, R
- 3 Review and Evaluation
- 4 New Keys: O, T, N, G
- 5 New Keys: Left Shift and Period
- 6 Review and Evaluation
- 7 New Keys: U, C, W, Right Shift
- 8 New Keys: B, Y
- 9 Review and Evaluation
- 10 New Keys: M, X, P, V
- 11 New Keys: Q, Comma
- 12 Review and Evaluation
- 13 New Keys: Z, Colon
- 14 New Keys: CAP LOCKS, Question Mark
- 16 Tab Key
- 17 Review Check and Evaluation

LANGUAGE & WRITING SKILLS 1

UNIT 2 - MASTER KEYBOARDING/LANGUAGE SKILLS

Lessons:

- 18 Keying Technique/Language Skills
- 19 Keyboarding/Language Skills - Capitalization
- 20 Keyboarding/Language Skills - Punctuation
- 21 Keyboarding/Language Skills - Proofreading
- 22 Skill Builder 1

LANGUAGE & WRITING SKILLS 2

UNIT 3 - GET ACQUAINTED WITH SYMBOL KEYS

Lessons:

- 23 New Keys: /, \$, %, and -
- 24 New Keys: #, &, and ()
- 25 New Keys: ', ", _, and *

LANGUAGE & WRITING SKILLS 3

PHASE 2 - LITERATURE

UNIT 4 - LEARN NUMERIC KEYPAD OPERATION

Lessons:

- 26 New Keys: 4/5/6/0
- 27 New Keys: 7/8/9
- 28 New Keys: 1/2/3
- 29 Skill Builder 2
- LANGUAGE & WRITING SKILLS 4
- 30 WORD PROCESSING 1
 - Center Delete Undelete and Undo Block Text
 - Copy and Move Center Page View Envelope

UNIT 5 - LEARN TO CENTER DOCUMENTS

Lessons:

- 31 Horizontal Centering
- 32 Lists, Announcements, and Memos
- Evaluation

UNIT 6 - MASTER KEYBOARDING/LANGUAGE SKILLS

Lessons:

- 33 Keyboarding/Language Skills
- 34 Keyboarding/Language Skills Review
- Evaluation

UNIT 7 - LEARN TO FORMAT MEMOS

Lessons:

- 35 Simplified Memos
- 36 Standard Memos
- 37 Simplified and Standard Memorandums
- Skill Builder 3
- LANGUAGE & WRITING SKILLS 5

UNIT 8 - LEARN BLOCK LETTER FORMAT

Lessons:

- 38 Personal Business Letters
- 39 Business Letters
- 40 Block Letter Mastery
- 41 Modified Block Letter Mastery
- Evaluation

UNIT 9 - MASTER KEYBOARDING/LANGUAGE SKILLS

Lessons:

- 42 Keyboarding/Language Skills
 - 43 Keyboarding Check & Improvement
- LANGUAGE & WRITING SKILLS 6
WORD PROCESSING 2
Flush Right Tabs Paragraph & Hanging Indent
Hard Page Break Numbering Pages Speller

UNIT 10 LEARN UNBOUND REPORT FORMAT

Lessons:

- 44 Unbound Report Model
 - 45 Unbound Reports
 - 46 Book Report from Rough Draft
 - 47 Unbound Report with Listed Items
 - 48 Three-Page Unbound Report
 - 49 Left-bound Report
- Skill Builder 4
LANGUAGE & WRITING SKILLS 7

UNIT 11 - LEARN SIMPLE TABLE FORMAT

Lessons:

- 50 Simple Two-Column Tables
 - 51 Tables with Secondary Headings
 - 52 Two-Column Tables with Column Headings
 - 53 Three-Column Tables with Multiple Features
 - 54 Tables with Multiple Features
 - 55 Tables with Totals and Footnotes
- Skill Builder 5
LANGUAGE & WRITING SKILLS 8

UNIT 12 - ASSESS KEYBOARDING/APPLICATION SKILLS

Lessons:

- 56 Assessment Preparation
- 57 Assess Keyboarding and Correspondence Skills
- 58 Assess Report Skill
- 59 Assess Keyboarding and Table Skills

UNIT 13 - TWIN CITIES YOUTH CAMP FOR FINE & PERFORMING ARTS

Lessons:

61-63 A Keyboarding Simulation

YOUR PERSPECTIVE - ETHICS: The Right Thing To Do

CLASS ACTIVITIES

PORTFOLIO WRITINGS:

- I. Students will do two portfolios writings. The topics will include:
 - A. **The Person Who Has Most Influenced My Life**
 - a. How have they influenced your life?
 - b. What traits do you most admire in that person?
 - B. **Relevancy of Keyboarding in Our Changing World**
 - a. Internet research
 - b. What technological advances are in the foreseeable future?

Both topics will need to be long enough to cover the subject adequately. They should be at least two typewritten pages in length, double-spaced; formatted in unbound report style with excellent grammar and punctuation skills exhibited; spell-checked and proofread carefully.

Topic 2 should be researched on the Internet, with locations cited. Parts a and b should be included but not the only points addressed.

The library is the only location connected to the Internet at this time. You should begin on Topic 2 as soon as possible in order to avoid a last minute rush. A rough draft of the topics are due on October 1. A final typewritten copy is due on October 5. No late papers will be accepted.

- II. Student portfolios will be developed and a grade assigned and averaged with the final exam. Included in the portfolios will be:
 - A. A copy of each portfolio writing (final draft)
 - B. A sample of each type of document learned
 - C. At least one timed writing
 - D. Any report done for group work

TEAM WORK:

At least once a week groups will be formed for activities such as practice proofreading of previously typed papers, vocabulary drills, and reviews. Keyboarding speed and accuracy charts will be maintained by groups. Class reports will be given on interesting topics related to business. Discussions will be held on problems facing employers/employees today.

Teams will be asked to contribute questions for periodic written evaluations and topics for discussion. Each team will decide on group rules and behavior. One member will be a record keeper for anyone absent in his/her group. This person will write down missed assignments for the absent member. One member will be designated as speaker for the group. A third member will keep order within the group, making sure everyone is kept on task. All members will be expected to hold a position within their group on a rotating basis. The purpose of team work is three-fold: experience in working as a team; breaking the monotony of constant typing; learning pertinent information associated with keyboarding/technology.

ADDITIONAL PRACTICES:

- A. Reinforcement problems
- B. Enrichment problems
- C. Skill Builder for the keypad
- D. Windows Tutorial

INTERNET RESOURCES

http://encarta.msn.com/EncartaHome.asp	MicroSoft Encarta Encyclopedia
http://www.kde.state.ky.us	Kentucky Department of Education
http://zelda.thomson.com	NBEA
http://www.tcachnet.com	Lesson Ideas
http://www.classroom.net	Classroom Connect
http://www.askanexpert.com	Answers to questions by students/teachers
http://www.education-world.com	Education directory
http://www.msnbc.com	Breaking News
http://www.discovery.com	Discovery Channel The Learning Channel Animal Planet History, Technology, Nature, Exploration, Science
http://www.amazon.com	Bookstore
http://www.concentric.net/~Leboom	Shareware for teachers
http://www.pws.com/canit/canit.html	Educational Technology Resource Center
http://www.capecod.net/schrockguide	Guide for educators
http://www.excite.com/channel/career	Education and career websites

KEYBOARDING RUBRIC FOR LETTERS & MEMOS*

25 points possible	EXCELLENT 24 - 25	GOOD 20 - 23	FAIR 14 - 19	FAILURE 13 & below	PTS .
<u>FORMAT</u> margins, placements dateline, style	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
<u>PROOFREADING</u> transposition, tense. etc.	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
<u>NEATNESS</u> centered on page, spacing, etc.	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
<u>WORD-DIVISION</u> correctly hyphenated words	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
<u>PUNCTUATION</u> correct use of commas, solons, etc.	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
<u>CAPITALIZATION</u> proper nouns, names, places, etc.	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	
<u>NUMBER SKILLS</u> numbers under 10 written as words etc.	0 - 1 error(s)	2 - 4 errors	5 - 8 errors	9+ errors	

TOTAL POINTS _____

*Any document that has not been spell-checked is an automatic zero.

Quiz on Unit 3

Directions: On the line provided write the letter which best completes the answer.

1. Home row keys on the numeric keypad are
(a) 7, 8, 9.
(b) 4, 5, 6.
(c) 1, 2, 3. _____

2. The ampersand is struck with the
(a) k finger.
(b) f finger.
(c) j finger. _____

3. When a colon is used to indicate time
(a) you should not space before or after it.
(b) you should space once after it.
(c) you should space once before and after it. _____

4. The proofreader's mark \equiv means
(a) close up.
(b) put in all capitals.
(c) space. _____

5. The proofreader's mark \bigcirc means
(a) close up.
(b) put in all capitals.
(c) space. _____

6. The proofreader's mark $\#$ means
(a) close up.
(b) put in all capitals.
(c) space. _____

7. The symbol @ means
(a) pounds.
(b) at.
(c) space. _____

Continued on next page

8. The symbol # means
(a) pounds if it is in front of a figure.
(b) number if it is in back of a figure.
(c) number if it precedes a figure and pounds if it follows a figure. _____
9. The proofreader's mark ¶ means
(a) switch around.
(b) insert.
(c) new paragraph. _____
10. The proofreader's mark ^ means
(a) switch around.
(b) insert.
(c) new paragraph. _____
11. The proofreader's mark ∪ means
(a) switch around.
(b) insert.
(c) new paragraph. _____
12. Between the figure and the percent symbol, you should
space
(a) zero times.
(b) one time.
(c) two times. _____
13. The proofreader's mark / means
(a) spell it out.
(b) make it lowercase.
(c) let it stand. _____
14. The proofreader's mark ○ means
(a) spell it out.
(b) make it lowercase.
(c) let it stand. _____
15. The proofreader's mark ^{stet} means
(a) spell it out.
(b) make it lowercase.
(c) let it stand. _____

Continued on next page

16. Between the figure and the dollar sign, you should space
(a) zero times.
(b) one time.
(c) two times _____
17. When keying a dollar amount that involves decimals,
(a) space once before and after the decimal.
(b) do not space before and after the decimal.
(c) space once after the decimal. _____
18. Which statement is true?
(a) Do not space before or after the > symbol.
(b) Do not space before or after the = symbol.
(c) Do not space before or after the + symbol. _____
19. The symbols [and] are
(a) used to enclose a correction.
(b) are operated by the "I" finger.
(c) are called "braces." _____
20. After an exclamation mark, you should space
(a) zero times.
(b) one time.
(c) two times. _____

Language Arts Worksheet No. 2

Directions: Read rules 6, 7, 8, 14, and 15 in Appendix D in the text. Then apply them to the sentences below; each sentence contains an error. Make your corrections on this sheet.

1. I never told no one about our secret meeting.
2. Juan Mendez our trainer will have to bandage your leg.
3. We met the group at the diner and then went to the play but we were late.
4. Be sure to order sizes large extra large and petite.
5. We hardly never get to see much of you.
6. Because they never told us to do it that way.
7. The substitute teacher Mrs. Baldwin forgot her purse.
8. After the team won the game.
9. For the campout you will need hot dogs mustard and ketchup.
10. When I looked for my money, I found there was none left.
11. His parents Mr. and Mrs. Wilkins will assist you.
12. The store was closed when we got there so we just walked on but we could not find even one store that was open so we gave up.
13. For this class you will need a pen a notebook and a computer disk.
14. While I waited for her to get home.,
15. This course didn't teach me nothing I never knew before.
16. Before I get angry.
17. You can eat white meat fish or pasta for dinner.
18. You will have to ask the Assistant Manager Ms. Valdez.
19. I can't hardly understand her when she speaks.
20. If you want to be that way.

Supplementary Exercise No. 5

Keying with Proofreader's Marks

Directions: Key the paragraphs below using default side, top, and bottom margins and double spacing. Double space between paragraphs. Make all corrections indicated by proofreader's marks. File name: Sup5

If you believe what ^{is said by} the futurists, people who make predictions about what life will be like in the future, we will be living with robots. household robots are predicted to be as common place in the home as vacuum cleaners. [#]We ^{stet} will even have robotic tables and chairs that will be operated by voice command. The lawn mower will be computer guided; it will ^{be} so smart that its sensors will see where the grass needs to be cut and will avoid objects such as rocks and trees. Computer chips will be in every thing thus providing objects with voice-recognition capability and synthesized speech. In the future people will be able to ^mcommunicate with ⁱinanimate objects.

9) The business world will find even more uses for computers than it has today. We ^{stet} will no longer carry our money in our pockets. Dollars will be replaced by smart cards. Plastic cards that contain a microprocessor. ^{it is predicted that} By the year 2050 ^{no paper} money with a value of more than \$10 will be in circulation. ^aStores will be called hyper markets. These will be giant stores that carry a wide variety of goods and services. Hotels will use electronic check in and check out devices worn by guests, and your hotel room will be equipped ^P as an office with electronic devices ^S so you may [#] carry on business when away from the office.

Imagine talking to your sofa!

COUNTING ERRORS:

- ❶ Count as an error any word that contains an incorrect character.
- ❷ Count a word as an error if the spacing after it is incorrect.
- ❸ Count a word as an error if the punctuation after it is incorrect.
- ❹ Count each failure to follow directions in spacing, indenting, and so on, as an error.
- ❺ Count a word as an error if it contains a space.
- ❻ Count each word that is omitted as an error.
- ❼ Count each word that is repeated as an error.
- ❽ Count each set of transposed words as an error.
- ❾ Count only 1 error against a word, no matter how many errors it may contain.

Wanda wore redsocks; Sadie wore green,
Carl joked with Alice, Fran, Edith.
Frank sold sold Dave old an washing mshcone.

Supplementary Exercise No. 7**Using the Numeric Keypad for Addition**

Directions: Use the addition feature of your software to solve the problems below. Write your answer for each problem on the sheet. Remember to key the numbers using the touch method.

- | | | | | |
|-----------|-----------|-----------|----------|-----------|
| 1. 34 | 2. 89 | 3. 21 | 4. 95 | 5. 36 |
| 29 | 11 | 85 | 03 | 28 |
| 8 | 46 | 24 | 9 | 19 |
| <u>10</u> | <u>76</u> | <u>29</u> | <u>3</u> | <u>47</u> |

- | | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 6. 12 | 7. 54 | 8. 83 | 9. 40 | 10. 86 |
| 7 | 15 | 92 | 13 | 65 |
| 82 | 61 | 94 | 20 | 18 |
| <u>41</u> | <u>48</u> | <u>77</u> | <u>25</u> | <u>39</u> |

- | | | | | |
|------------|------------|------------|------------|------------|
| 11. 143 | 12. 892 | 13. 706 | 14. 901 | 15. 541 |
| 307 | 128 | 486 | 404 | 782 |
| 112 | 764 | 204 | 875 | 600 |
| <u>763</u> | <u>891</u> | <u>805</u> | <u>643</u> | <u>781</u> |

- | | | | | |
|------------|------------|------------|------------|------------|
| 16. 225 | 17. 891 | 18. 905 | 19. 337 | 20. 248 |
| 196 | 564 | 986 | 284 | 357 |
| 119 | 348 | 457 | 823 | 541 |
| <u>229</u> | <u>784</u> | <u>560</u> | <u>202</u> | <u>365</u> |

- | | | | | |
|-------------|-------------|-------------|-------------|-------------|
| 21. 1946 | 22. 3495 | 23. 8081 | 24. 3486 | 25. 1212 |
| 8677 | 2944 | 6500 | 4678 | 3492 |
| 7835 | 8922 | 6510 | 7856 | 4311 |
| <u>8956</u> | <u>8351</u> | <u>8940</u> | <u>6388</u> | <u>5238</u> |

Hyphenation Worksheet

Directions: Study the word division guidelines in Appendix A in the text. On the line provided next to each word, write the word with a hyphen indicating the proper division point. Also indicate which rule applies. If a word cannot be divided, write "no" on the line.

- | | |
|------------------------|------------------------|
| 1. half-baked _____ | 16. avert _____ |
| 2. around _____ | 17. doesn't _____ |
| 3. originator _____ | 18. readable _____ |
| 4. steadily _____ | 19. regulate _____ |
| 5. Mr. Ray Simms _____ | 20. removed _____ |
| 6. plumbing _____ | 21. residence _____ |
| 7. positive _____ | 22. rerun _____ |
| 8. low-keyed _____ | 23. sandy _____ |
| 9. popular _____ | 24. shaver _____ |
| 10. stripping _____ | 25. flexible _____ |
| 11. exuberant _____ | 26. surveillance _____ |
| 12. earthy _____ | 27. table _____ |
| 13. cater _____ | 28. unbeatable _____ |
| 14. \$378.12 _____ | 29. glossary _____ |
| 15. calvary _____ | 30. dimmed _____ |

Bulletin Board Ideas for Unit 6

Can You Function Without These?

Reproduce several copies of the diskette figure in Unit 2 of this binder. With a marking pen, write the software command(s) for the functions taught in this unit—block and move, search and replace, footers, hard hyphen and hard space, thesaurus, footnotes and endnotes, right tabs with leaders. Use different-colored marking pens to color in the shoes and gloves of each figure. Arrange the diskette people attractively on the board.

Check This Out

On colored construction paper, cut out four large check marks. See cutout on page 223. Mount the check marks in each corner of the bulletin board. Post examples of exemplary student work. Change the examples often and try to get as many different students' papers on the board as possible. See sketch on page 225.

Pour on the Speed!

Cut raindrops and four umbrellas out of colored construction paper. See cutouts on pages 227, 229, 231 and 233. If you teach more than one class, use a different color for each class's raindrops. Write the name of each student on a raindrop or have students do this. With marking pen, write the speeds they must attain to get an A, B, C, and D on each umbrella. Mount the students' raindrops over the appropriate speed umbrella. As students progress in their speed development as measured by their timed writings, allow students to move their raindrops to the next level umbrella. See sketch on page 235.

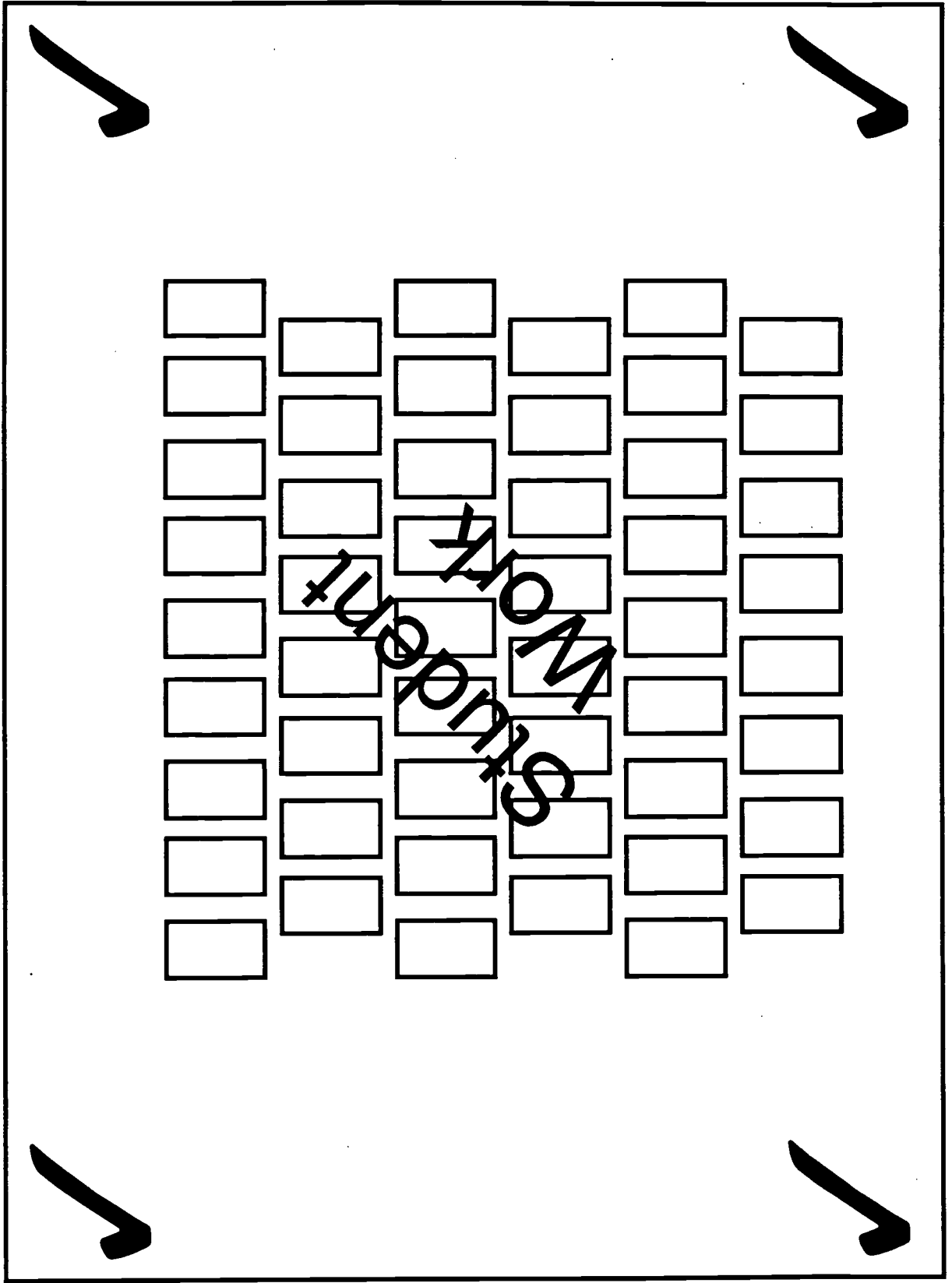
DTP: Desktop Publishing with [Name of software]

If your students do Lesson 93 and explore a desktop publishing software program, post examples of their work. This is a good way to get students interested in taking additional courses beyond keyboarding.

Pour on the Speed

The activity consists of four columns of teardrop shapes and four umbrellas. The umbrellas are labeled with the numbers 20, 25, 30, and 35, indicating the number of dots to be placed on each. The teardrop shapes are arranged in a grid-like pattern, with each column containing 10 shapes. The umbrellas are positioned at the bottom of each column, with the number 20 on the first, 25 on the second, 30 on the third, and 35 on the fourth.

Check This Out



The Open Workbooks



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>Secondary Keyboarding (Keyboarding I)</i>	
Author(s): <i>Marita S. Roby</i>	
Corporate Source: <i>Morehead State University</i>	Publication Date: <i>8-1-97</i>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.



Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2



Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: <i>Marita S. Roby</i>	Printed Name/Position/Title: <i>Marita S. Roby - Bus. Ed Teacher</i>	
Organization/Address: <i>Fleming County High School Route 2 Elizaville Road Flemingsburg, KY 41041</i>	Telephone: <i>(606) 845-6601</i>	FAX:
	E-Mail Address: <i>Msrobym@kih.net</i>	Date: <i>8-1-97</i>

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: <p style="text-align: center;">Associate Director for Database Development ERIC Clearinghouse on Adult, Career, and Vocational Education Center on Education and Training for Employment 1900 Kenny Road Columbus, OH 43210-1090</p>
--

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: