



## Business Technology Southwest College

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### POFT 1329 – BEGINNING KEYBOARDING

Spring 2013 - CRN: 34084

3 credit hours (2 lecture, 3 lab)-80 hours per semester-12 weeks

Monday/Wednesday 5:00p.m. – 8:30p.m. Felix Morales Bldg. - Room 219

#### SCANS Competencies Included

**INSTRUCTOR:** Erika Davis Wright

**INSTRUCTOR CONTACT INFORMATION:**

*Phone:* (832) 978-7922

*E-mail:* [erika.wright@hccs.edu](mailto:erika.wright@hccs.edu)

**OFFICE LOCATION AND HOURS**

Please feel free to contact me concerning any problems that students are experiencing in this course. Students do not need to wait until students have received a poor grade before asking for my assistance. Student performance in my class is very important to me. I am available to hear student concerns and just to discuss course topics. Office hours are upon request.

**FINAL EXAM:** Wednesday, May 6, 2013

**LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS:** Monday, April 1, 2013 at 4:30 p.m. Verify in College Schedule Page.

**COURSE DESCRIPTION**

Overview of Beginning Keyboarding including current terminology and technology. Introduction to computer hardware, software applications, and procedures.

**COURSE PREREQUISITE**

NONE

**PROGRAM LEARNING OUTCOMES**

1. To use proper techniques to key accurately and rapidly.
2. To format basic letters, memoranda, reports, and tables.
3. To use Microsoft Windows effectively.
4. To apply the features of Microsoft Word 2010 as the student formats business documents and builds keyboarding skill.
5. Many subskills--such as the ability to use language effectively and to evaluate the quality of the student's work--are embodied in these goals.
6. Emphasis is placed on applying these skills so that the student will be able to use the keyboard and mouse effectively to facilitate communication, which is a very marketable, universal skill.

## **STUDENT LEARNING OUTCOMES**

1. Student will learn the home row keys of the keyboard.
2. Student will learn to key for accuracy and speed.
3. Student will select correct document formats and layouts, and assess documents for correct grammar, spelling, and punctuation.
4. Student will demonstrate basic proficiency using the keyboard.

## **LEARNING OBJECTIVES**

- 1.1 To use proper techniques to key accurately and rapidly.
- 1.2 To format basic letters, memoranda, reports, and tables.
- 1.3 To use Microsoft Windows effectively
- 1.4 To apply the features of Microsoft Word 2010 as the student formats business documents and builds keyboarding skill.

## **SCANS**

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

1. **Resources**—An ability to identify, organize, and allocate time, money, materials, space, and people. Much of what you do in the classroom can help students develop competency with resources. Emphasize planning skills in relation to preparing, working, and completing assignments.
2. **Interpersonal**—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds. Cooperative/collaborative learning activities are an effective way to teach interpersonal skills. In discussions after group activities, emphasize interpersonal lessons and challenges of the activities.
3. **Information**—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information. Competency with information is basic to any classroom. Emphasize those efforts to master information skills prepare students for future employment.
4. **Systems**—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems. Look for opportunities for students to use critical thinking skills to identify and analyze systems in their school, community, nation, and world.
5. **Technology**—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware. Although there are many forms of technology that

can be used in your class, computers create real interest and opportunities for your students. Encourage your students to make computers an important part of their education, whether the computers are used in self-paced learning or in group projects.

The following skills will be developed in the course:

- Using Resources: Identify—Plan—Manage
- Developing Interpersonal Skills: Collaborate—Negotiate—Lead
- Applying Technology: Select—Apply—Enhance
- Understanding Systems: Connect—Support—Improve
- Acquiring Information: Evaluate—Communicate—Apply

The three SCANS foundation skills identified by the Commission are the following:

**Basic Skills**—Reading, writing, mathematics, listening, and speaking. classroom activities can develop and reinforce all these basic skills. Teaching these skills in the classroom can provide cross-curricular opportunities.

**Thinking Skills**—Creative thinking, decision-making, and problem solving, seeing things in the mind’s eye, knowing how to learn, and reasoning. During their careers, students will need this foundation to adapt to a rapidly changing society. Helping students to think critically becomes very important so that they may adjust to change. Seek opportunities for students to stretch their minds, find new answers, ask hard questions, and lay foundations for lifelong learning.

**Personal Qualities**—Responsibility, self-esteem, sociability, self-management, and integrity. Throughout their lives, your students will need to get along with others: with classmates, friends and family, customers, and coworkers. Look for chances to reinforce good personal qualities. And remember the power of teaching by example.

### **12 WEEK COURSE CALENDAR**

## **POFT 1329 Beginning Keyboarding Weekly Activity Schedule WEEKLY SCHEDULE OF ASSIGNMENTS**

**ALL DRILLS AND APPLICATIONS ARE TO BE COMPLETED. HOWEVER “SKILL BUILDERS” AND “INTERNET ACTIVITIES” ARE TO BE OMITTED UNLESS TIME PERMITS.**

Week	Lessons	Teaching/Learning/Evaluation Content
1	1-4	<b>Level 1: Lesson 1-25</b> <b>Module 1: Alphabetic Keys (Lessons 1-13)</b> 1 Home Row, Space Bar, Enter, I; Review 1R Review 2 E and N 3 Review 4 Left Shift, H, T, Period
2	5-8	5 R, Right Shift, C, O 6 W, Comma, B, P 7 Review 8 G, Question Mark, X, U
3	9-13	9 Q, M, V, Apostrophe

Week	Lessons	Teaching/Learning/Evaluation Content
		10 Z, Y, Quotation Mark, Tab 11 Review 12 Review 13 Review
4	14-17	<b>Module 2: Figure and Symbol Keys (Lessons 14-25)</b> 14 1 and 8 15 5 and 0 16 2 and 7 17 4 and 9
5	18-23	18 3 and 6 19 \$ and – (hyphen), Number Expression 20 # and / 21 % and ! 22 ( and ) and Backspace Key 23 & and : (colon), Proofreader’s Marks
6	26-33	<b>Level 2: Lessons 26-55</b> <b>Module 3: Word 2010 Basics (Lessons 26-31)</b> 26 Getting Started 27 Word 2010 Basics 28 Paragraph Formats 29 Navigate and Review Documents 30 Clipboard Commands and Page Formats 31 Assessment Module 4 Memos and Letters (Lessons 32-37) 32 Memos 33 Block Letter Format
7	30-33	30 Clipboard Commands and Page Formats 31 Assessment Module 4 Memos and Letters (Lessons 32-37) 32 Memos 33 Block Letter Format
8	34-40	34 Block Letter Format with Envelope 35 Modified Block Letter Format 36 Correspondence Review 37 Assessment <b>Module 4 Test (Covering Lessons 32-37)</b> <b>Module 5 Tables (Lessons 38-42)</b> 38 Create Tables 39 Table Tools--Layout 40 Table Tools--Design
9	41-45	41 Tables within Documents 42 Assessment Practice Quiz 5 <b>Module 6: Reports (Lessons 43-48)</b> 43 Unbound Report with Cover Page

Week	Lessons	Teaching/Learning/Evaluation Content
		44 Leftbound Report 45 Multiple Page Report
10	46-48	46 Academic Report with Reference Page 47 Report with Footnotes and Endnotes 48 Assessment Practice Quiz 6
11	49-52	<b>Module 7 Graphics (Lessons 49-53)</b> 49 Basic Graphics 50 Pictures and SmartArt 51 Format Text Graphically 52 Documents with Columns
12		<b>FINAL EXAM</b>

**Notes: Suggested tests are the Point Counted Production Tests**

**Also, the Scans tests are excellent and the grading scale is in the rubric.**

**Other notes: The questions at the end of each chapter should be included with the assignments and the tests.**

### **INSTRUCTIONAL METHODS**

POFT 1329 is a required course for certain Business Technology certificates and AAS degrees.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide students with knowledge concerning office technology, modeling good teaching strategies, and organizing and monitoring the field experience that allows students to connect the information that students learn in this course to the real world of education.

As a student wanting to learn about office technology, it is student's responsibility to read the textbook, submit assignments on the due dates, study for the exams, participate in activities, and attend class.

### **STUDENT ASSIGNMENTS**

Assignments have been developed that will enhance student learning. To better understand a topic, students will be given assignments on key information that students will need to remember for student success in student reaching student goals.

#### **Late Assignments**

**Will be at the instructor's discretion.**

#### **Instructions for submitting assignments:**

Students will complete assigned assignments, save to USB memory stick, print hardcopy and submit to instructor. Also, students must submit assignments upon the due date instructed.

#### **Make-Up Test Policy**

Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Late assignments will only be accepted at the discretion of the instructor.

## **INSTRUCTOR REQUIREMENTS**

As student Instructor, it is my responsibility to:

Provide the grading scale and detailed grading formula explaining how student grades are to be derived

- Facilitate an effective learning environment through class activities, discussions, and lectures
- Description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class activities
- Read and comprehend the textbook
- Complete the required assignments and exams on time:
- Ask for help when there is a question or problem
- Complete the field study with a 70% passing score

## **PROGRAM/DISCIPLINE REQUIREMENTS**

Business Technology is determined to prepare students with the knowledge and skills needed to succeed in today's dynamic work environment. Students in Beginning Keyboarding must be able to budget their time and perform class-related activities as assigned on a weekly basis. Opportunities are provided for students to recognize the important role personal qualities play in the office environment and activities have been enhanced to help students develop the attitudes and interpersonal skills that are in demand by employers.

### **Degree Plan**

Students are encouraged to file a degree plan with a Counselor or the Business Technology Department for the certificate and/or degree plan. Please ask your instructor for Degree Plan information or contact the Business Technology Department for information about filing a degree plan.

### **Virtual Career Center**

The Virtual Career Center assist HCC Students and Alumni with career planning, assessments, job search and soft-skills training. Orientations and registration are available at all Southwest College Campuses.

<http://www.hccs.edu/hccs/current-students/career-planning-and-resources/southwest-college>

## **GRADING**

### **HCCS Grading System**

The Houston Community College grading system will be used to evaluate students' performance in this course.

<b>Grade</b>	<b>Score</b>
<b>A-Excellent</b>	<b>90-100</b>
<b>B-Good</b>	<b>80-89</b>
<b>C-Fair</b>	<b>70-79</b>
<b>D-Passing</b>	<b>60-69</b>
<b>F-Failure</b>	<b>0-59</b>

### **Student Evaluation**

The following departmental grading system will be used to evaluate students' performances in this course:

<b>Timed Writings</b>	<b>25%</b>
<b>45+</b>	<b>A</b>
<b>40-44</b>	<b>B</b>
<b>35-39</b>	<b>C</b>
<b>30-34</b>	<b>D</b>
<b>Class Assignments</b>	<b>40%</b>
<b>Production Tests</b>	<b>25%</b>
<b>Final Exam</b>	<b>10%</b>

### **INSTRUCTIONAL MATERIALS**

- 1. *Keyboarding and Word Processing Essentials, Microsoft Word 2010, Lessons 1-55. Vanhuss, Forde, Woo, South-Western/Cengage Learning***
- 2. *USB or (Flash) Drive***

### **STUDENT INFORMATION**

A student handbook is available on the College website: <http://www.hccs.edu>. Look under the student subheading to get detailed information concerning students attending Houston Community College System (HCCS). Data such as withdrawal policies, refund policies, incomplete, late assignments, make-ups, extra credit, grading system, attendance requirements, and other details are included in the student handbook.

### **HCC COURSE WITHDRAWAL AND ATTENDANCE POLICY**

#### **HCC Course Withdrawal Policy (updated 7/26/2010)**

Beginning Fall 2007, the State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help you avoid having to drop/withdraw from any class, contact your DE professor regarding your academic performance. You may also want to contact your DE counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.). HCC has instituted an Early Alert process by which your professor may "alert" you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

Students should check HCC's Academic Calendar by Term for drop/withdrawal dates and deadlines.

If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through their HCC Student Service Center:

<https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG>

Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar's Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

#### **Class Attendance**

As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log in to their Blackboard class or they will be counted as absent. Just like an on-campus class, your regular participation is required.

Although it is the responsibility of the student to drop a course for non-attendance, the instructor also has the authority to block a student from accessing Blackboard, and/or to drop a student for excessive absences or failure to participate regularly. DE students who do not log in to their Blackboard class before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the DE online orientation does not count as attendance.

### **Early Alert**

HCC has instituted an Early Alert process by which your professor may “alert” you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

### **International Students**

Contact the International Student Office at 713-718-8520 if you have questions about your visa status.

### **STUDENTS WITH DISABILITIES**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. **Instructors are authorized to provide only the HCC DSSO approved accommodations but must do so in a timely manner.**

Students who are requesting special testing accommodations must first contact the appropriate (most convenient) DSS office for assistance each semester:

### **DISABILITY SUPPORT SERVICES OFFICES:**

System: 713.718.5165

Central: 713.718.6164 – *also for Deaf and Hard of Hearing Services and Students Outside of the HCC District service areas.*

Northwest: 713.718.5422

Northeast: 713.718.8420

Southeast: 713.718.7218

Southwest: 713.718.7909

### **MENINGITIS IMMUNIZATION REQUIRED**

Texas Senate Bill 1107 passed in May 2011, requires that new HCC students and former HCC students returning after an absence of at least one fall or spring semester who are under the age of 30 are required to present a physician-signed certificate showing they have been vaccinated against bacterial meningitis. Beginning with spring registration, November 7, students will have to satisfy this requirement prior to enrollment. For more information and a list of exemptions please go to

<http://www.hccs.edu/hccs/admissions-registration-center/new-student-general-admissions-steps/submit-meningitis-documentation>

### **ACADEMIC DISHONESTY**

You are expected to be familiar with the College's Policy on Academic Honesty, found in the catalog and student handbook. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. “Scholastic dishonesty”: includes, but is not limited to, cheating on a test, plagiarism, and collusion.

**Cheating** on a test includes:

- Copying from another students’ test paper;
- Using materials not authorized by the person giving the test;



- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

**Plagiarism** means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

**Collusion** mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook).

Academic dishonesty can result in a grade of **F** or **0** for the particular test or assignment involved, dropped, and/or expelled from HCCS. Please refer to the HCCS Distance Education Student Handbook-(for further information regarding Academic Dishonesty refer to [http://distance.hccs.edu/de-counseling/DE\\_student\\_handbook.htm](http://distance.hccs.edu/de-counseling/DE_student_handbook.htm)).

### **CLASSROOM BEHAVIOR**

As instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, students are asked to respect the learning needs of student classmates and assist student instructor achieve this critical goal.

**NOTE TO STUDENT: If you have any questions or concerns about the course and/or course assignments, please come to me so that we can resolve any issues. If your concerns are not resolved, you are encouraged to meet with Ms. Hilda C. Sustaita, Division Chair, at 713-718-7503 or 6815 Rustic, Suite 202.2 Workforce Education Building E.**

**LECTURE/LAB TEACHING DEMONSTRATION**

**CLASS, CAMPUS: \_\_\_\_\_**

When teaching lecture/lab course, it is a requirement for the instructor to incorporate lab assignments while lecturing. Please have the students complete this form during the first week of instruction.

**A GLANCE AT *THIS* COMPUTER (Example)**

1. What is a CPU \_\_\_\_\_  
On-off buttons—(demonstrate) Start vs Reset  
Student Response  \_\_\_\_\_ Student Signature
  
2. Drives on this computer:  
USB Flash Units (explain)  
CD Rom (demonstrate)  
Zip Drive (demonstrate)  
Student Response  \_\_\_\_\_ Student Signature
  
3. Desktop (personally their desktop while on that computer)  
⇒ If projects are stored on desktop of the computer in the classrooms, and/or HCC open labs, those documents are erased at the end of each day.

Name \_\_\_\_\_  
**Print "your" Name**

I, \_\_\_\_\_, have been given  
**Student Signature**

Instructions on the use of "this" computer. *I was provided instruction in both the lecture and lab formats.*

Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_

**This form will be returned to Hilda C. Sustaita's office, 6815 Rustic, Suite 202.2 Workforce Education Building E on date of completion of all lecture/lab classes for the semester.**



**HOUSTON COMMUNITY COLLEGE SYSTEM  
BUSINESS TECHNOLOGY DEPARTMENT**

**Student Questionnaire**

Name:	Last Name	First Name	MI	Student ID#:
Address:	Street	Apt. #		Home Telephone
City	State	Zip Code		Cell Telephone #
E-mail address:				Instructor's Name:

**Educational Plan**

Have you determined your major? \_\_\_\_\_ Yes    No \_\_\_\_\_  
 (If no, please see your instructor or Business Technology Department Chair.)

Have you filed a degree plan? \_\_\_\_\_ Yes    No \_\_\_\_\_

Graduation Target Date: \_\_\_\_\_

(Must apply for graduation via the counselor's office in order to receive your certificate or degree)

**Employment History**

Are you currently employed? \_\_\_\_\_ Yes    No \_\_\_\_\_

Is your employment \_\_\_\_\_ Part-time?    or    \_\_\_\_\_ Full-time?

If you are employed, please complete the following:

Employer \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ St \_\_\_\_\_ Zip \_\_\_\_\_ Phone# \_\_\_\_\_

**Comments:**

  
  
  
  

If you have any questions, please call 713-718-7503, or Fax 713-718-7503 between 8:00 a.m. – 5:00 p.m.

*HCC seeks to provide equal educational opportunities without regard to race, color, religion, national origin, sex, age, or disability.*

**Hilda C. Sustaita, Division Chair**  
6815 Rustic, Suite 202.2 Workforce Education Building E Houston, TX 77087

**BUSINESS TECHNOLOGY DEPARTMENT**

***STUDENT QUESTIONNAIRE***



**Student Success  
Organizational Stewardship  
Business Technology Department**

**STUDENT ADVISEMENT CHECKSHEET**

When teaching Business Technology courses, it is a **requirement** for the professor to inventory and complete the below list of advisement items from each student.

Have you been informed about **degree plans** (contractual agreement)?

Yes  No

Have you been made aware of the importance of completing an application for **graduation** in order to receive your certificate or degree?      Yes  No

Have you been given **job placement** information including:

- Job Placement Contact Person with
  - E-mail address
  - Telephone Number
  - Location
- Website address
- Access instruction for website including directions on how to navigate the job placement website

Yes  No

Name \_\_\_\_\_

Print "your" Name

I, \_\_\_\_\_, have been given

Student Signature

Information regarding the above listed items.

Date \_\_\_\_\_

Instructor Signature \_\_\_\_\_

This form will be returned to Hilda C. Sustaita's office on date of completion.