



**Business Technology  
Southeast College**

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***POFT 1329—Keyboarding & Word Processing Essentials***  
CRN 12192—Summer 2 2014  
***Southeast Workforce Bldg. Rm 212 –Monday-Thursday 9 am – 1 pm***  
*3 credit hours (2 lecture, 3 lab)*  
*5 Weeks*  
SCANS Competencies Included

**INSTRUCTOR: Erika Davis Wright**

**INSTRUCTOR CONTACT INFORMATION:**

**Phone: 832-978-7922**

**E-mail: erika.wright@hccs.edu; emkdavis@yahoo.com**

**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: August 8, 2014 at 9 a.m.**

**LAST DAY FOR ADMINISTRATIVE & STUDENT WITHDRAWALS: July 28, 2014 by 4:30 p.m.**

**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 use Microsoft Windows 8 effectively.
3. To apply the features of Microsoft Word 2013 as the student formats business letters, memoranda, reports and tables and builds keyboarding skills which include proofreading and editing skills.

4. 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.
5. 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**

6. Student will learn the home row keys of the keyboard.
7. Student will learn to key for accuracy and speed.
8. Student will select correct document formats and layouts, and assess documents for correct grammar, spelling, and punctuation. communicate effectively using these
9. Student will demonstrate basic proficiency using the keyboard.

### **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, 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.

**WEEKLY CALENDAR (5 Weeks)\* (\*Note we use Keyboarding Pro Deluxe Online (KPDO) Office 2013 Software with our Keyboarding Classes! When or if this software is “down” make sure you use Word 2013 for classwork!)**

| <b>Week Due</b>  | <b>Lessons</b>  | <b>Content</b>  |
|--|---|---|
| <b>LEVEL 1—DEVELOPING KEYBOARDING SKILL (Lessons 1-25)</b> |   |   |
| <b>Week 1</b>  | <p><b>Module 1</b></p> <p>1<br/>1R<br/>2<br/>3<br/>4<br/>4R<br/>5<br/>5R<br/>6<br/>7<br/>8<br/>8R<br/>9<br/>9R<br/>10</p> | <p><b>Introduction</b><br/><b>Alphabetic Keys</b></p> <p>Home Row, Space Bar, Enter, I<br/>Review<br/>E and N<br/>Review<br/>Left Shift, H, T, Period<br/>Review<br/>R, Right Shift, C, O<br/>Review<br/>W, Comma, B, P<br/>Review<br/>G, Question Mark, X, U<br/>Review<br/>Q, M, V, Apostrophe<br/>Review<br/>Z, Y, Quotation Mark, Tab</p> |
| <b>Week 2</b>  | <p>11<br/>12<br/>13<br/><b>Module 2</b><br/>14<br/>15<br/>16<br/>17<br/>18<br/>18R<br/>19<br/>20</p>                      | <p>Review<br/>Review<br/>Review<br/><b>Figure and Symbol Keys</b><br/>1 and 8<br/>5 and 0<br/>2 and 7<br/>4 and 9<br/>3 and 6<br/>Review<br/>\$ and -, Number Expression<br/># and !</p>  |
| <b>Week 2</b>  | <p>21<br/>22<br/>23<br/>24<br/>24R<br/>25</p>   | <p>% and !<br/>( and ) and Backspace Key<br/>&amp; and :, Proofreaders’ Marks<br/>Other Symbols<br/>Review<br/><b>Assessment</b></p>  |

| <b>LEVEL 2—Formatting and Word Processing Essentials (Lessons 26-55)</b> |   |  |
|--|---|--|
| <b>Week 3</b>  | <b>TEST</b><br><b>Module 3</b><br>26<br>27<br>28<br>29<br>30<br>31  | <b>Covers Lessons 1-25</b><br><b>Word 2013 Essentials</b><br>Getting Started with Word<br>Getting Started with KPDO<br>Paragraph Formats<br>Format Paragraphs/Navigate Documents<br>Clipboard Commands and Center Page<br>Palmetto Event Solutions, Inc.<br><b>Practice Quiz 3</b>   |
| <b>Week 3</b>  | <b>Module 4</b><br>32<br>33<br>34<br>35<br>36<br>37<br><br><b>TEST</b><br><b>Module 5</b><br>38<br>39<br>40 | <b>Memos and Letters</b><br>Memos and Email<br>Block Letter<br>Block Letter with Envelope<br>Modified Block Letter<br>Palmetto Event Solutions, Inc.<br>Assessment Modules 3 and 4<br><b>Practice Quiz 4</b><br><b>Covers Lessons 26-37</b><br><b>Tables</b><br>Create Tables<br>Table Tools--Layout<br>Change Table Structure |
| <b>Week 4</b>  | 41<br>42<br><b>TEST</b><br><b>Module 6</b><br>43<br>44<br>45<br>46<br>47                                    | Table Tools--Design<br>Palmetto Event Solutions, Inc.<br><br><b>Practice Quiz 6</b><br><b>Covers Lessons 38-42</b><br><b>Reports</b><br>Unbound Reports<br>Leftbound Reports<br>Multiple-Page Reports<br>Reports in MLA Style<br>Reports in APA Style  |
| <b>Week 4</b>  | 48<br><b>49</b><br><b>TEST</b><br><b>Module 7</b><br>50<br><b>51</b><br>52<br>53<br><b>Module 8</b>         | Palmetto Event Solutions, Inc.<br>Assessment Modules 5 and 6<br><b>(Covers Lessons 43-49)</b><br><b>Graphics</b><br>Pictures and Online Pictures<br>SmartArt and WordArt<br>Documents with Columns<br>Palmetto Event Solutions, Inc.   |

|               |                      |  |
|---------------|----------------------|--|
|               | 54-55<br><b>Test</b> | <b>Palmetto Event Solutions, Inc.</b><br>Palmetto Event Solutions, Inc.<br><b>Covers Lessons 50-53</b> |
| <b>Week 5</b> | <b>Module 9</b>      | <b>Web Apps</b><br>Web Apps<br>Palmetto Event Solutions, Inc.<br>Comprehensive Final Exam Review       |
| <b>Week 5</b> |                      | <b>FINAL EXAM</b>  |

**Note:** *This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs.*

**Instructional Materials:**

**Keyboarding & Word Processing Essentials Microsoft Word 2013, 19TH Edition.,** Lessons 1-55 by Susie H. Van Huss, Connie M. Forde, Donna L. Woo, and Vicki Robertson, Publisher: South-Western, Cengage. Learning; ISBN: 9781285576329.

*One--1.0 GB or greater in memory USB Flash Drive, note pad, pens, pencils, highlighter. Your instructor will supply student files.*

**Instructional Methods**

*POFT 1329 is a required course for certain Business Technology certificate 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 records and information management, 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 records and information management, 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.*

**Instructor Requirements**

*As an instructor, it is my responsibility to:*

- *Provide the grading scale and detailed grading formula explaining how student grades are to be calculated*
- *Facilitate an effective learning environment through class activities, discussions, and lectures*

- *Description of any special projects or assignments*
- *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*

**HCCS Grading System**

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

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

**Student Evaluation**

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

|                   |     |
|-------------------|-----|
| Timed Writings    | 25% |
| Class Assignments | 30% |
| Production Tests  | 25% |
| Final Exam        | 20% |

**Late Assignments:**

*Students are expected to adhere to the weekly schedule of assignments printed in the course syllabus. Work submitted later than the due date will be counted if it is submitted by the next class period, but the grade will be lowered by one letter grade (at the discretion of instructor). The only exception is if the student is absent the day that the work is due; in that case, the assignment is due the next class period. Student absences should not*

exceed six hours during the 8 week semester. If you are not passing the course, you “must drop before the deadline date, otherwise you will receive a grade of “F”. If you stop attending or stop submitting work, your instructor “will” drop you before the deadline date!

**Make-Up Test Policy: At the discretion of your professor.**

### **EGLS3 -- Evaluation for Greater Learning Student Survey System**

At Houston Community college, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the EGLS3 as part of the Houston Community College System online near the end of the term.

Go to: [hccs.edu](http://hccs.edu), select Student System Sign In to complete the EGLS3 survey!

### **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 (HCC). 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 Attendance Policy Statements**

Class Attendance - It is important that students come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases student ability to succeed. Students are expected to attend all lecture and labs regularly. Students are responsible for materials covered during student absences. Class attendance is checked.

**As your professor, I request that you e-mail me when absent so that I may know the reason for the absence and we discuss when and how your makeup work is to be accomplished so that you stay on top of your coursework prior to returning to class.** A student may be dropped from a course for excessive absences in excess of 12.5% of the hours of instruction. For example: For a three-credit hour lecture, a student may be dropped after six hours of absence. HCCS professors cannot assign a “W” for any student after the official withdrawal date. If you are doing poorly in the class, but you have not contacted your professor to ask for help, and you have not withdrawn by the official withdrawal date, it will result in you receiving a grade of “F” in the course.

If students are not attending class, students are not learning the information. As the information that is discussed in class is important for student career, **students may be dropped from a course after accumulating absences in excess of six (6) hours of**

**instruction.**

### **HCC Policy Statement: Academic Honesty**

*A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. Students are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If students are charged with an offense, pleading ignorance of the rules will not help students. 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 student's 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)

**Classroom Behavior** As student instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Student 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.

**Use of Camera and/or Recording Devices** As a student active in the learning community of this course, it is student responsibility to be respectful of the learning atmosphere in student classroom. To show respect of student fellow students and instructor, students will turn off student phone and other electronic devices, and will not use these devices in the classroom unless students receive permission from the instructor.

*Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations.*

***HCCS/Classroom Policies: Phone calls are not permitted within the classroom. Please turn phones and pagers to off or place on vibrate. Food and/or drink are not permitted in the classroom. Children are not permitted in the classrooms.***

***HCC Course Withdrawal Policy*** *If students feel that students cannot complete this course, students will need to withdraw from the course prior to the final date of withdrawal. Before, students withdraw from student course; please take the time to meet with the instructor to discuss why students feel it is necessary to do so. The instructor may be able to provide students with suggestions that would enable students to complete the course. Student success is very important. Beginning in Fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.*

***Repeat Course Fee*** *The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective Fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If students are considering course withdrawal because students are not earning passing grades, confer with student instructor/counselor as early as possible about student study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.*

### ***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.*

### ***IAAR—Interactive Academic Advisement Report***

*Students are encouraged to complete an interactive academic advisement report (formerly known as a degree plan) with a Counselor or the Business Technology Department for the certificate and/or degree plan. Please ask your instructor concerning the IAAR or contact the Business Technology Department for information concerning it. IAAR and Application for Degree/Certificate must be done online by student.*

### ***Job Placement***

*Please see the Job Placement office at your College for concerns about acquiring a job, helping with resume, etc.*

### ***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. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office at the campus and college you attend!*

### **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

**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 Sustaita, Department Chair**, at 713-718-7503, [hilda.sustaita@hccs.edu](mailto:hilda.sustaita@hccs.edu) or Room 200, Workforce Building.