



COURSE OUTLINE

<u>OST 111</u> Course Number	<u>Basic Keyboarding Applications</u> Course Title	<u>3</u> Credits
<u>2/2</u> Lecture/Laboratory	<u>None</u> Co- or Pre-requisite	<u>Fall/Spring 2009-2010</u> sem/year

Catalog description (2009-2012 Catalog): Develops basic keyboarding skills. Students learn the keyboard and basics of word processing including proper formatting procedures for letters, memos, and reports. Skill goal is 30 to 40 words per minute for three minutes with three or fewer errors. [Note: Students must achieve a minimum “C” grade in order to progress to OST112—Advanced Keyboarding Applications.]

Revised Course: Course is revised to accommodate Microsoft Word 2007

Required Text: Gregg College Keyboarding and Document Processing/Lessons 1-60
Edition: 10th Word 2007 Keyboarding CD included (flashdrive required)
Authors: Ober, Johnson, et al.
Publisher: Glencoe/McGraw-Hill

Revision date: 8/2009

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Information resources: The primary information resources that support the course are two books (keyboarding and word processing) along with GDP software to complete assigned drills. Microsoft Word 2007 is used to format documents.

Other learning resources: A CD is included in the keyboarding package containing GDP software. This software can be installed in the student’s computer in order to complete drill assignments that have not been completed in class. Students must have Microsoft Word 2007 to complete documents

Course-Competencies/Goals:

The student will be able to:

1. operate by touch the letter, number, and symbol keys.
2. demonstrate proper typing technique.
3. identify and count typing errors and determine speed.
4. use the correct spacing with punctuation.
5. develop proofreading skills and correctly use proofreaders' marks.
6. correctly use capitals, commas, apostrophes, and numbers.
7. develop spelling and grammar skills.
8. use the word processing commands necessary to complete the document processing activities.
9. format Business, MLA and APA style reports with special features. In addition, report Title Pages, Works Cited pages, and Table of Contents will also be formatted.
10. Revise and format block and personal style business letters. In addition envelopes, memos, lists, and tables will be formatted.

Course-specific General Education Knowledge Goals and Core Skills:

General Education Knowledge Goals

Goal 1: Communication. Students will communicate effectively in both speech and writing.

Goal 2: Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 3: Diversity. Students will understand the importance of a global perspective and culturally diverse people.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal D. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal E. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit 1: Keyboarding the Alphabet, Numbers, and Symbol Keys by Touch

The student will be able to:

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- Operate by touch the letter, number and symbol keys while typing several assigned drills. (**Course Competencies 1 & 2; Gen Ed Goal 1 & 2**)
- Demonstrate proper typing technique. (**Course Competencies 2; Gen Ed Goal 2**)

Unit II: Proofreading to Locate Typing Errors and Determine Speed

The student will be able to:

- Develop proofreading skills and correctly use proofreaders' marks. (**Course Competencies 5; Gen Ed Goal 2**)
- Identify and count typing errors. (**Course Competencies 3; Gen Ed Goal 2**)
- Determine speed on all timed writings taken from 1 to 3 minutes. (**Course Competencies 3; Gen Ed Goal 2**)

Unit III: Grammar and Spelling

The student will be able to:

- Develop spelling and grammar skills by typing assigned Language Arts drills. (**Competencies 7; Gen Ed Goal 1**)
- Correctly use capitals, commas, apostrophes and numbers. (**Competencies 6; Gen Ed Goal 1**)
- Use the correct spacing with punctuation. (**Course Competencies 4; Gen Ed Goal 1**)

Unit IV: Format Documents using Several Word Processing Commands

The student will be able to:

- Format reports using the word processing commands necessary to complete the documents. (**Competencies 8 & 9; Gen Ed Goal 1 & 2**)
- Type and understand the contents of each report in order to increase awareness of diversity in various cultures (**Competencies 8 & 9; Gen Ed Goal 3**).
- Revise documents as needed (**Competencies 5, 6, 7, 10; Gen Ed Goals 1 & 2**).
- Format business and personal letters, memos, and tables using the correct style. (**Competencies 5, 6, 7, 10; Gen Ed Goals 1 & 2**)

Evaluation of student learning: Theory Tests using Completion statements are given to determine SLOs on the basics of understanding concepts given in keyboarding and word processing. Students must demonstrate at least 75% proficiency in each test taken. Timed writings are given in each lesson to enable students to type proficiently and accurately in addition to developing proofreading skills. The formatting of reports, letters, memos, and tables, etc. is given in class. SLOs is determined through application of concepts in typed, mailable documents.

Academic Integrity Policy:

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.

- copying from another student's exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.

- completing a graded academic activity or taking an exam for someone else.
- giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.

- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.
- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

D. Inappropriately or unethically uses technological means to gain academic advantage.

- inappropriately or unethically acquiring material via the Internet or by any other means.
- using any electronic or hidden devices for communication during an exam. Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed. When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

Appeals

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Reasonable Accommodations for Students with Documented Disabilities

Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations.

For more information regarding accommodations, you may visit the Office of Academic Support Services in FA129 or contact them at 609.570.3422 or urbanb@mccc.edu.