COURSE SYLLABUS
Philander Smith College
Division of Business Administration & Economics

Course Prefix and Number: BADM 193
Course Title: Business Keyboarding Applications
Credits: Three Semester Hours
Instructor: Dr. Pat Hunnicutt
Classroom: BA 114
Class Time: 9:30-10:50, T R
Office Location: BA 208
Office hours: Office hours are posted on office door and by appointment.
Telephone Number: (501) 370-5251
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Textbook: Ober, Johnson, Zimmerly, (2006). College Keyboarding & Document Processing. (10th ED.) McGraw Hill: N.Y., New York

Program Standards:

Conceptual Framework CF:

The theme of the conceptual framework for the program is "The Teacher as the FORCE in the Teaching/Learning Process." The framework's five underlying principles are: Facilitator, Organizer, Reflector, Collaborator, and Energizer. Each principle is aligned with NABTE Standards, Pathwise for domains, and Arkansas Standards.

Pathwise Domain

Domain A: Organizing Content Knowledge for Student Learning

Domain B: Creating an Environment for Student Learning

Domain C: Teaching for Student Learning

Domain D: Teaching Professionalism

NABTE Standards:

Standard No. 2: Preparatory programs in business teacher education are designed to prepare candidates as public and private school business teachers (including middle, junior high, secondary, and postsecondary), teachers/trainers in

	business and industry, and other business and industry personnel required to have business teaching background.
Standard No. 3:	General studies comprise approximately one-third of the preparatory baccalaureate business teacher education program. Courses such as economics, business statistics, and business technology applications may be counted as part of the general education studies.
Standard No. 4:	Business studies comprise approximately one-half of the preparatory baccalaureate degree programs or the baccalaureate degree earned prior to entering the business teacher education preparatory program.
Standard No. 6:	Prospective business teachers apply the results of educational research, develop concepts of research, and interpret professional literature which addresses research and development.

Course Description:

This course is designed to ensure mastery of formatting skills. Acitivites include learning the basic computer functions of creating, editing, and formatting documents in a windows environment. Exercises included in this coures are timed writing, work place topics, and multi-cultural and global supplements. The course utlilizes the touch system for accuracy, speed studies and rhythmic software. Skillbuilding and capstone projects are included.

COURSE OBJECTIVES:

1. The student will be able to key alphabetic and number keys by touch with good technique. NABTE Standards 2.1, 5.1, 6.3; Pathwise Domain C2; CF 5.5.5
2. The student will be able to key approximately 40 wam with good accuracy.. NABTE 2.1, 5.14; Pathwise Domain C2, CF 4.4.3
3. The student will be able to apply proofreaders' marks and revise text. NABTE 2.1, 3.3, 4.4; Pathwise Domain B3; CF 1.11.3.
4. The student will be alble to create simple documents in a basic word processor. NABTE 2.1, 5.7.5,5.16; Pathwise Domain C1; CF 4.5.1
5. The student will build straight-copy skill. NABTE Standard 2.1; Pathwise Domain A3, CF 2.2.5
6. The student will build language arts skills. NABTE Standards 2.1; Pathwise Domain C3, CF 4.4.5

7. The student will learn advanced formatting. NABTE Standards 2.1, 5.1.,6.3; Pathwise Domain C2, CF 5.5.5

Dispositions:

1. Demonstrate a sense of caring.
2. Establish rapport with students.
3. Demonstrate a sense of efficiency.
4. Demonstrate a positive attitude towards children.
5. Demonstrate respect for children.

Technology:

1. Basic operations and concepts
   - Students demonstrate a sound understanding of the nature and operation of technology systems.
   - Students are proficient in the use of technology.
2. Social, ethical, and human issues
   - Students understand the ethical, cultural, and societal issues related to technology.
   - Students practice responsible use of technology systems, information and software.
   - Students develop positive attitudes towards technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
   - Students use technology tools to enhance learning, increase productivity and promote creativity.
   - Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.
4. Technology communication tools
   - Students use telecommunications to collaborate, publish and interact with peers, experts and other audiences.
   - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
   - Students use technology to locate, evaluate and collect information from a variety of sources.
   - Students use technology tools to process data and report results.
   - Students evaluate and select new information resources and technological innovations based on appropriateness to specific tasks.
6. Technology problem-solving and decision-making tools
   - Students use technology resources for solving problems and making informed decisions.
   - Students employ technology in the development of strategies for solving problems in the real world.

Assignments, Evaluations, Procedures and Grading Policy:

1. Students will sumbit all in-class and home assignements on a timely basis.
2. Students will be required to attend every class session.
3. Students will be assessed through in-class assignements and exams.

Evaluation Summary:

In-class assignments	50 percent
Exams (2 @ 25 percent)	50 percent
Total	100 percent

Topical Outline:

The Alphabet
The Numbers
The Symbols
E-Mail and Word Processing
Reports
Correspondence
Tables
Reports
Employment Documents

Teaching Strategies:

Lecture	**Discovery Learning**
X Discussion	**X Small group Activities**
Cooperative Learning	**X Demonstration Modeling**
Role Playing	**X Technology/Media Presentation**
Problem Solving	**X Team Teaching**
Individualized Instruction	X **Other** **(look up websites information pertaining to topics covered in class)**

Teaching Models:

____ Direct Instruction	**_____ General inquiry Model**
_____ Inductive Model	**_____ Deductive Model**

Students with Disabilities Policy: This course adheres to the students with disabilities policy outlined in the 2005-2007 Philander Smith College Catalog.

Attendance Policy: This course adheres to the attendance policy outlined in the 2005-2007 Philander Smith College Catalog

Academic Honesty: Students are expected to know and comply with the school's policy on plagiarism and cheating. In this regard, students should do their own work on quizzes and assignments with unfair advantage over others.

References:

Vanhuss, Forde, Woo (2002). Keyboarding and Word Processing. Mason, Ohio: Thomson Learning.

Woo, Forde (2001) Keyboarding and Word Processing: Microsoft Word 2000 Complete Course. Mason, Ohio: South Western Publishing Company.

Robinson, Hoggat (2001) Century 21 Computer Application and Keyboarding. Mason, Ohio: Thompson Learning.

Bucki (2002). Learning Computer Application. Engle-Wood Cliffs, N.J. Prentice Hall.

Websites: www.mhhe.com/gdp

http://wwwDesktopIQ.com

www.mous.net

Gregg College Document Processing. English. By (author) Scot Ober , By (author) Jack E Johnson , By (author) Arlene Zimmerly , By (author) Ober Scot , By (author) Jack Johnson , By (author) Zimmerly Arlene. Share. US$174.00.Â Publisher McGraw-Hill Education. Publication City/Country New York, NY, United States. Language English. Edition Statement 10th. Scot Ober and Jack Johnson and Arlene Zimmerly Gregg College Keyboarding & Document Processing (GDP); Lessons 1-60 text https://www.mheducation.com/cover-images/Jpeg_400-high/0077319362.jpeg. Gregg College Keyboarding & Document Processing (GDP); Lessons 1-60 text. 11th Edition. By Scot Ober and Jack Johnson and Arlene Zimmerly ISBN10: 0077319362 ISBN13: 9780077319366 Copyright: 2011. Product Details +. GDP/11 is an integrated keyboarding system designed to process and score documents created in Microsoft Word. Together, the book and software systematically lead students through each l Scot Ober, Jack E Johnson, Jack Johnson. Gregg College Keyboarding and Document Processing (GDP), 11e by Ober, Johnson, and Zimmerly: Your complete learning/teaching system. Your guide to success. GDP/11 is an integrated keyboarding system designed to process and score documents created in Microsoft Word. Together, the book and software systematically lead students through each lesson to provide an easy path to success. As a solid product for over 50 years, this version of the GDP software has grown into an online functionality. The same program is now web-based with seamless updates to provid