

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 9/12/09

Department: BUS. Number: 316

Course Title: Keyboarding II Units: 3

Total Semester Hours Lecture: 48 Lab: Homework: 96 By Arrangement:

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

Faculty Load Credit (To be completed by Division Office; show calculations.): $3 \times 16 = 48 / 16 = 3$ FLC

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

2. Corequisite (Attach Enrollment Limitation Validation Form.)

3. Recommended Preparation (Attach Enrollment Validation Form.)

BUS. 315 or equivalent

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

(3) (Pass/No Pass or letter grade option.) *Minimum of 48 lecture hours per term. Recommended Preparation: BUS. 315 or equivalent.* Advanced course to increase keyboarding speed and accuracy as well as improve word processing skills in formatting and producing letters, memos, reports and tabulated material. A materials fee in the amount shown in the Schedule of Classes is payable upon registration. (To increase competency, may be taken twice for a maximum of 6 units.) (AA:Area E5d, CSU)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

Advanced course to increase keyboarding speed and accuracy as well as improve word processing skills in formatting and producing letters, memos, reports and tabulated material. Instructor will discuss portable storage media at first class meeting. A materials fee is payable upon registration. **Recommended Preparation:** BUS. 315 or equivalent. Pass/No Pass or letter grade option. (AA) (CSU)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)

Upon completion of the course, the student will be able to

- a. demonstrate improvement in both keyboarding speed and accuracy.
- b. meet entry-level industry standards for keyboarding speed and accuracy.
- c. correctly format business documents such as letters, envelopes and memos using word processing formatting features.
- d. create, edit, save and print keyboarding and word processing exercises.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Same as SLOs

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

- a. Orientation
- b. Accessing the keyboarding tutorial program
- d. Completing skillbuilding lessons
- f. Completing word processing exercises.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.) **If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time, where the activity will take place, and how the activity will be supervised.**

- a. Instructor will lecture using computer overhead demonstrations to present and illustrate accessing, navigating and closing the keyboarding tutorial.
- b. Students will work independently on textbook exercises to improve speed and accuracy.
- c. Students will be required to print and hand in or email selected exercises to the instructor.
- d. Students will have use of computer labs under faculty supervision to work on any class-related projects.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Selected student exercises will be evaluated by the instructor and assigned percentage point values for completeness, correctness and timeliness.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Go! Word 2007 Brief; Gaskin/Ferrett Pearson/Prentice Hall Publishing Co., 2007.

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