



Course Title:	Digital Communications Tools I
Credit(s):	One Credit, One Semester
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COURSE DESCRIPTION:

Digital Communication Tools I is a course for students who wish to develop the fundamental touch keyboarding technique necessary for keyboarding skill and for attaining speed and accuracy. In addition, students will develop proficiency using speech and handwriting recognition hardware and software. Students will apply their keyboarding skill in such documents as memos, letters, reports, and tables, which will be helpful in college and/or in the business world. It is a prerequisite for all future computer courses. This course helps to develop efficient work habits, high standards of performance, and initiative while developing problem-solving skills in setting up materials for business or personal use. This is a project-based course.

Prerequisite: None

Grade Level: 9 - 12

TEXTBOOK RESOURCES:

Century 21 Keyboarding and Information Processing, (Cincinnati, South Western Educational Publishing Company).
Typing for Accuracy 9th Edition, The H. M. Rowe Company, Baltimore, MD. Software: MicroTypePro (Building Skill--Speed and Accuracy), MicroPacePro (Timed Writings for analyzing and grades), MS Word for production of documents, Graphic Tablet for Handwriting Recognition, Dragon Naturally Speaking for Voice Recognition and PDA a handheld device. The Altiris Vision program is used to demonstrate new material to each student's computer and also to monitor student's activity while using the computer.

SUPPLIES:

Folder: Two pockets; to be left in the classroom.

Paper, pen/pencil to be used for notes, labeling, and marking timed writings.

LEARNING GOALS: UPON COMPLETION OF THIS COURSE STUDENTS WILL

be proficient in keying timed writings, memos, letters, reports, and tables using proper technique and formatting skills using the software within the course. Also, students will be acquainted with voice recognition, handwriting recognition and the handheld device, the PDA. The complete curriculum guide is on file in the main office.

COURSE EXPECTATIONS:

The major objective is to have all students learn and be successful in this class. No student has the right to interfere in any way with my ability to teach and students to learn.

1. All students are expected to follow the outlined procedures as stated in the LCHS Code of Conduct
2. Students are to follow my classroom rules; a copy of these are passed out at the beginning of each semester to each student. A copy is on file with the high school office and also posted on my classroom wall.
3. Students will become proficient in learning the proper techniques for keying, voice recognition, handwriting recognition and using the handheld device, the PDA (Personal Digital Assistant) by the end of the semester. Most emphasis being placed on keying documents and timed writings.
4. Students/parents are encouraged to check Edline for update of student grades at least every two weeks.

GRADE DETERMINATION:

EXAMINATIONS/ASSESSMENTS	30	% OF GRADE
TIMED WRITINGS – 3 MINUTES	20	% OF GRADE
PRODUCTION GRADES	30	% OF GRADE
TECHNIQUE GRADES	20	% OF GRADE

SEMESTER FORMULA:

FIRST NINE WEEKS	43	OF THE SEMESTER GRADE
SECOND NINE WEEKS	43	OF THE SEMESTER GRADE
FINAL EXAM	14	OF THE SEMESTER GRADE

LATE WORK POLICY:

Work must be turned in within one week of the due date to be accepted for full credit; 2nd week, points will be deducted according to number of points possible. When extended absences occur, the student needs to see me for a make-up plan agreed upon by both of us, to be completed in a timely fashion.

METHODS OF INSTRUCTION:

Mastery Learning is used in learning the keyboard and formatting documents. Tests are given over notes and production.

GRADING SCALE

100 TO 92.5	=	A
89.5 - 92.49	=	A –
86.5 - 89.49	=	B +
82.5 - 86.49	=	B
79.5 - 82.49	=	B –
76.5 - 79.49	=	C +
72.5 - 76.49	=	C
69.5 - 72.49	=	C –
66.5 - 69.49	=	D +
62.5 - 66.49	=	D
59.5 - 62.49	=	D –
0 - 59.49	=	F

ADDITIONAL INFORMATION:

Grades will be determined by rounding the final averages - **.51 or higher will be rounded up and .50 or lower will be rounded down. The grade determination as listed above is an approximation of the percentage of the total grade. Grades from each category were totaled and divided by the number of points possible. Programs and book assignments are worth between 10 to 40 points each depending on the level of difficulty. Chapter tests are worth 100 points each.

COURSE OUTLINE:

Course Content Standards and Performance Expectations

- I. Keyboarding Skills--Timeline: 1-18 weeks
 - o Content Standard: Develop and refine touch keyboarding skills.
 - o Performance Expectations
 - i. Identify and operate equipment, including startup and exit procedures
 - ii. Key alphabetic, numeric, and symbolic data using the proper touch keying technique
 - iii. Demonstrate correct position while using a keyboard
 - iv. Key numeric data using the ten-key pad
 - v. Demonstrate and build accuracy and speed in keying material
- II. Formatting/Application Skills--Timeline: 6-18 weeks
 - o Content Standard: Develop and refine formatting/application skills using the touch keyboarding technique.
 - o Performance Expectations
 - i. Identify and utilize software features that facilitate formatting document styles
 - ii. Format, key, and edit business and personal letters in various styles
 - iii. Format personal-business and business letters
 - iv. Format, key, and edit multi-column tables including open, ruled, and boxed tables with or without source notes; tables should include main headings, secondary headings, and column headings
 - v. Format, key, and edit memorandums
 - vi. Format, key, and edit reports
- III. Proofreading Skills--Timeline: 6-18 weeks
 - o Content Standard: Develop and refine proofreading skills.
 - o Performance Expectations
 - i. Identify errors using the proper proofreader's marks before making corrections
 - ii. Review grammatical rules for word division, number usage, capitalization, punctuation, and abbreviations
 - iii. Proofread and edit documents for spelling, punctuation, capitalization, word division, abbreviations, number usage, and accuracy of content and expression
- IV. Communication Skills--Timeline: 6-18 weeks
 - o Content Standard: Develop and refine communication skills.
 - o Performance Expectations
 - i. Format, key, and edit exercises containing errors in verb usage, pronouns, content, expression (clarity), and simple and complex sentences
 - ii. Compose, format, and key appropriate memorandums, business and personal letters
 - iii. Compose, format, and key a one-page report on a specific subject or career
 - iv. Demonstrate correct verbal and written use of terminology
 - v. Compose reports on future career goals
- V. Time and Resource Management Skills--Timeline: 1-18 weeks
 - o Content Standard: Develop and refine time and resource management skills.
 - o Performance Expectations
 - i. Keep area in and around the work station organized
 - ii. Demonstrate cost-effective use of resource materials through efficient utilization of equipment and supplies
 - iii. Practice careful operation of equipment and preventive maintenance techniques
 - iv. Determine priorities in completing activities for a designated period of time
 - v. Demonstrate the ability to work independently or as an effective team member
- VI. Speech Recognition--Timeline: 2-3 day rotation
 - o Content Standard: Use start-up procedures for speech recognition tools.
 - o Performance Expectations
 - i. Create and choose a personal user speech file/profile
 - ii. Train speech recognition software to recognize the user's voice through the training/enrollment process
 - iii. Position and adjust headset or microphone
 - iv. Test the microphone and audio settings

COURSE OUTLINE CONTINUED:

- o Content Standard: Use basic speech recognition commands and techniques.
- o Performance Expectations
 - i. Open and close computer software applications and menus
 - ii. Activate or deactivate the microphone
 - iii. Use correct commands in entering course appropriate text
 - iv. Navigate through a document
 - v. Print documents
- o Content Standard: Improve dictation and editing techniques.
- o Performance Expectations
 - i. Improve speech profile
 - ii. Use appropriate commands for formatting
 - iii. Use appropriate methods for special characters and non-alphabetic text
 - iv. Use voice commands to select, copy, delete, and move text
 - v. Add words, including names, to speech recognition dictionary using the add-word feature
 - vi. Save a selected dialog and/or document
- o Content Standard: Format text using speech commands.
- o Performance Expectations
 - i. Compose and input various documents
 - ii. Apply various voice formatting techniques to a word processing document
 - iii. Apply proofread and editing skills
 - iv. Personal Digital Assistants/Handheld Devices--Timeline: 2-3 day rotation
- o Content Standard: Learn the features and setup of PDA's/handheld devices.
- o Performance Expectations
 - i. Describe leading types and advantages of PDA's
 - ii. Activate programs/applications
 - iii. Specify preferences and understand systems information
- o Content Standard: Use input devices for PDA's.
- o Performance Expectations
 - i. Use the stylus to navigate
 - ii. Use various handheld input methods
 - iii. Use appropriate input methods to create notes and memos
- o Content Standard: Apply PDA devices functions.
- o Performance Expectations
 - i. Create, search for, and edit entries in the address book or contact list
 - ii. Add and edit entries, and set alarms in calendar or date book
 - iii. Create, edit, prioritize, check off, and delete a task item
 - iv. Attach a note to a task item
 - v. Write, edit, delete, and attach a memo or note
 - vi. Solve real-world mathematical problems using the calculator feature
 - vii. Handwriting Recognition--Timeline: 2-3 day rotation
- o Content Standard: Develop and refine digital pen skills.
- o Performance Expectations
 - i. Change the screen orientation with the digital pen and buttons
 - ii. Use pen to tap, double tap, and tap and drag
 - iii. Calibrate digital pen
 - iv. Set the screen orientation sequence
 - v. Improve input and edit techniques
- o Content Standard: Create documents.
- o Performance Expectations
 - i. Open a document
 - ii. Edit and highlight a portion of a document
 - iii. Move and convert handwritten text into typed text
 - iv. Insert and remove space on a page
 - v. Flag and save a document

COURSE OUTLINE CONTINUED:

- o Content Standard: Use the input panel.
- o Performance Expectations
 - i. Alternate between the input panel options
 - ii. Write using both printed and cursive letters
 - iii. Change option and setting in the Input Panel
 - iv. Post writing using the two-line writing feature
 - v. Erase writing by using the eraser or swish method for Tablet PC
 - vi. Tap and drag over errors and rewrite
 - vii. Correct errors by using the correction menu list
 - viii. Correct spacing errors by using the space bar in the Writing Pad
 - ix. Use automatic recognition in the Writing Pad
 - x. Undock and dock the Input Panel
 - xi. Improve on-screen keyboard entry and editing techniques
 - xii. Cut, copy, and paste using the Input Panel
 - xiii. Enter text using the Caps Lock feature and the symbols pad
 - xiv. Use the “Write Anywhere” feature in Windows-based applications
 - xv. Tap and hold digital pen to activate shortcut to menus