

COURSE OUTLINE

Voice Recognition

Course Description

BE 145. Voice Recognition. 1 hour credit. This course will enable the student to train voice recognition software to produce office documents and apply voice typing techniques to increase speed and accuracy, help avoid or accommodate hand injury and improve writing and communication skills. The student will focus on voice applications for school and career.

Course Relevance

The applications learned in this course will allow the student to effectively utilize voice recognition software to create and develop office projects, help avoid hand injury, and provide the student with employment options.

Required Materials

Barksdale, K. (2002). *NaturallySpeaking for the office professional*. Cincinnati, OH: Southwestern Educational Publishing.

Supplemental materials

Dragon NaturallySpeaking software with headsets

Learning Outcomes

The intention is for the student to be able to

1. Train the software to the student's voice and commands so the student will be able to utilize the software to produce office documents
2. Increase efficiency in office document production by increasing speed and accuracy through voice commands

Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Computer Literacy
 - The student will utilize software to create, design and format measurable tasks

Secondary skills (developed but not documented):

Time Management
Problem Solving
Reading
Listening

Major Summative Assessment Task(s)

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Completing a final project demonstrating the ability to use voice recognition software and the ability to speak text at 100 words per minute or faster with 97% accuracy rate or better

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Basic use of voice recognition software
 - B. Application of office software features
 - C. Increased accuracy and speed
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Developing greater efficiency in the use of voice recognition software versus keyboarding
 - B. Developing accuracy in document formatting and editing versus only focusing on increasing speed of completion
 - C. Improving speed versus accuracy
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Proper training of the voice recognition software to individual's speech
 - B. Ability to correct errors via voice
 - C. Proofread and format accurately
 - D. Understand how to apply software features
 - E. Transfer speech skills to other applications
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Adjust the microphone and audio properly
 - B. Speak commands and enunciate words and punctuation clearly
 - C. Save speech generated documents
 - D. Correct speech errors by undoing errors immediately, substituting words, and spelling words letter by letter
 - E. Train speech errors permanently by training unique words and phrases
 - F. Apply speech writing skills (proofreading, punctuation, creating numbered and bulleted lists)
 - G. Dictate multiple paragraphs
 - H. Apply formatting skills
 - I. Proofread, edit, and judge the acceptability of business papers
 - J. Transfer speech skills to other applications
 - K. Speak text at 100 words per minute or faster with 97% accuracy rate or better

Learning Units

- I. Apply basic skills
 - A. Train the computer to voice

- B. Say commands
 - C. Learn microphone commands
 - D. Speak clearly with enunciation
 - E. Use punctuation
 - F. Start programs by voice
- II. Correct errors
- A. Learn commands to fix errors
 - B. Apply methods to fix errors
 - 1. Individual words
 - 2. Paragraphs/phrases
- III. Train speech errors
- A. Use correction phrases immediately after an error
 - B. Return to a place in the document to correct errors after it is completed and proofread.
 - C. Add/train words
- IV. Speech writing skills
- A. Practice spelling
 - B. Spell phonetically
 - C. Time speech project
 - D. Move around a document by paragraphs or pages
- V. Apply formatting skills
- A. Speak character formatting commands
 - 1. Bold, italicize, underline
 - 2. Change font and font size
 - 3. Change text colors
 - 4. Cut and paste text
 - B. Speak paragraph formatting commands
 - 1. Add bullets and numbering
 - 2. Align left, right, center
 - 3. Use the tab key
 - 4. Double space paragraphs
- VI. Transfer speech skill
- A. Review editing
 - B. Review formatting
- VII. Speak text
- A. Create documents
 - 1. Memorandums
 - 2. Letters
 - 3. Reports

B. Revise and edit documents

Learning Activities

Learning activities will be geared toward developing a greater speed and accuracy as well as project design and formatting using speech recognition. These learning activities will be both independent and collaborative.

Grade Determination

The student will be graded on assessment tasks and completion of competencies as demonstrated through learning activities and the final project.