

## **COURSE OUTLINE**

### **Intermediate Document Processing**

#### **Course Description**

BE 102. Intermediate Document Processing. 3 hours credit. Prerequisite: A keyboarding speed of at least 40 wpm. This course will enable the student to develop a higher speed and a greater degree of accuracy. The student will develop skills that are essential to any computer user which includes all types of office correspondence plus tables, desktop publishing, web pages, keyboarding, and forms.

#### **Course Relevance**

The applications learned in this course will allow the student to effectively utilize current word processing software to create and develop various types of business correspondence from arranged, unarranged, and rough-draft sources.

#### **Required Materials and Supplies**

Ober, S., Johnson, J., and Zimmerly, A. (2006). *Gregg college document processing*. (10<sup>th</sup> ed.). New York, NY: Glencoe McGraw-Hill Book Company.

The student is required to purchase a flash drive (128MB or larger) to save data files.

#### **Learning Outcomes**

The intention is for the student to be able to

1. Demonstrate a minimum keyboarding speed of 55 wpm on five minute timings with five errors or less
2. Utilize word processing features to design and complete tasks

#### **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. Critical Thinking
  - Through analysis of the task at hand, the student will determine the most efficient and effective means for completion of the project
2. Computer Literacy
  - The student will utilize software to create, design, and format office projects

Secondary skills (developed but not documented):

Field-Related Technology  
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 scenario-based comprehensive unit projects encompassing all competencies in each particular unit
2. Developing a portfolio to map improvement of keyboarding techniques with a minimum of 55 wpm, and decreased error ratio through utilization of diagnostic software

### Course Content

- I. Themes - Key recurring concepts that run throughout this course:
  - A. Formatting and design
  - B. Spelling and grammar
  - C. Proper use of software features
  - D. Speed and accuracy
- II. Issues - Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Developing proper document formatting and proofreading skills in a timely manner
  - B. Utilizing accurate software features
  - C. Improving speed and accuracy
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Proofread and format accurately
  - B. Understand how to apply software features
  - C. Proper keyboarding techniques
- IV. Skills/Competencies - Actions that are essential to achieve the course outcomes:
  - A. Upon completion of the Skill Refinement section, the student should be able to:
    1. Key a minimum of 40 wpm for five minutes with no more than five errors
    2. Open and close the specified word processing software
    3. Enter specific commands
    4. Correct errors manually and through the use of spell check
    5. Save, retrieve, and delete a file
    6. Print a document and operate the printer—load paper, etc
    7. Manipulate the GDP program to complete work and print reports
    8. Use proper keyboarding techniques
    9. Utilize the reference section of the textbook
    10. Review the basic format for reports, letters, memos, and tables
  - B. Upon completion of the Report section, the student should be able to:
    1. Key a minimum of 42 wpm for five minutes with no more than five errors
    2. Format agendas, minutes of meetings, procedure manuals, magazine articles, and itineraries
    3. Use the word processing software to create newspaper columns.
  - C. Upon completion of the Correspondence section, the student should be able to:
    1. Key a minimum of 44 wpm for five minutes with no more than five errors

2. Arrange business letters using block and modified-block styles with open or standard punctuation
  3. Correctly format multi-page letters and memos with and without tables
  4. Use the find and replace command through the word processing software
  5. Prepare a memo report
- D. Upon completion of the Table section, the student should be able to:
1. Key a minimum of 46 wpm for five minutes with no more than five errors.
  2. Prepare boxed and open tables
  3. Insert and delete rows and columns in a table
  4. Adjust the column width
  5. Join and split the cells in a table in order to create braced headings
  6. Properly format a table with footnotes
  7. Perform calculations within a table
  8. Format table cells using the fill option
- E. Upon completion of the Formal Report section, the student should be able to:
1. Key a minimum of 48 wpm for five minutes with no more than five errors
  2. Use word processing software to apply specific styles to a document
  3. Prepare a multi-page, single-spaced report with center and side headings and internal tables
  4. Format the title page, table of contents, appendix, and bibliography page of a report
- F. Upon completion of the International Formatting section, the student should be able to:
1. Key a minimum of 50 wpm for five minutes with no more than five errors
  2. Position and supply accurate information for special letter parts such as, international addresses, postscripts, bc notations, subject lines, etc
  3. Correctly format email messages
  4. Prepare multi-page academic reports
- G. Upon completion of the Special Correspondence section, the student should be able to:
1. Key a minimum of 52 wpm for five minutes with no more than five errors.
  2. Format mailable letters on different sized stationery
  3. Format and fold business letters for window envelopes
  4. Format letters on special letterheads such as, deep-letterheads and left-weighted
  5. Create form letters
  6. Create data files
  7. Use the mail merge feature to merge form and data files together to create customized letters
- H. Upon completion of the Using & Designing Office Forms section, the student should be able to:
1. Key a minimum of 54 wpm for five minutes with no more than five errors.
  2. Use word processing templates to format memos, invoices, purchase orders, and press releases
  3. Utilize basic design guidelines to creatively format letterhead forms, memo forms, notepad forms, and fax cover sheets

4. Through label definition, prepare mailing labels, file folder labels, and rotary index cards
- I. Upon completion of the Designing Office Publication section, the student should be able to:
  1. Key a minimum of 56 wpm for five minutes with no more than five errors
  2. Creatively design cover pages, announcements, flyers, and newsletters
  3. Utilize word processing software to create text and graphic boxes
- J. Upon completion of the Designing Web Page section, the student should be able to:
  1. Key a minimum of 58 wpm for five minutes with no more than five errors
  2. Create and format web pages
  3. Prepare web pages with and without frames and hyperlinks
- K. Upon completion of the In-Basket Review section, the student should be able to:
  1. Key a minimum of 60 wpm for five minutes with no more than five errors
  2. Create a letterhead form, memo form, and cover page form
  3. Prepare multi-page letters with and without special notations and with and without imbedded tables
  4. Format envelopes, tables and email messages
  5. Create merged letters, flyers, and web pages
  6. Develop agendas

## **Learning Units**

- I. Skill refinement
  - A. Reports
  - B. Letters
  - C. Memos and emails
  - D. Tables
  - E. Employee documents
- II. Reports
  - A. Itineraries
  - B. Agendas and minutes of meetings
  - C. Procedures manuals
  - D. Reports formatted in columns
  - E. Report review
- III. Correspondence
  - A. Multi-page letters
  - B. Special letter features
  - C. Multi-page memos with tables
  - D. Memo reports
- IV. Tables
  - A. Footnotes and source notes
  - B. Braced column headings
  - C. Formatted sideways

- D. Multi-page tables
- E. Using pre-designed table formats
  
- V. Manuscripts (formal reports)
  - A. Business reports
  - B. Boxed tables
  - C. Title pages
  - D. Table of contents
  - E. Bibliography
  
- VI. International formatting
  - A. Canada
  - B. Mexico
  - C. France
  - D. Germany
  - E. Japan
  
- VII. Special correspondence
  - A. Medical office documents
  - B. Legal office documents
  
- VIII. Office forms
  - A. Correspondence templates
  - B. Report templates
  - C. Letterheads
  - D. Notepads
  - E. Miscellaneous office forms
  
- IX. Office publications
  - A. Cover pages
  - B. Announcements and flyers
  - C. Newsletters
  
- X. Web pages
  - A. Creating, saving, and viewing web pages
  - B. Creating web pages with hyperlinks
  - C. Formatting web pages
  
- XI. In-Basket review
  - A. Insurance
  - B. Hospitality
  - C. Retail
  - D. Government
  - E. Manufacturing

**Learning Activities**

Learning activities will be geared toward instructor demonstrations, keyboarding drills, timed writings, and document design and format using microcomputers.

**Grade Determination**

The student will be graded on completion of the major summative assessment tasks, learning activities, timed writings, drill work, and exams.