**Course Number:** OST 2120  
**Course Title:** Document Processing II  

**Prerequisite(s):** Keyboarding, Document Processing

**Course Credit:** 3  
**Course Hours:** 3

**College:** College of Education  
**Department:** Workforce Education

**Faculty Name:** Carolyn LaFaille

**Term and Year:** Spring 2010  
**Place and Time:** GECC-102C, MWF 11:15-12:05PM


**Supplies:** Two CD’s or USB Drives; 8 1/2 x 11 White Bond Paper; Portfolio with Pockets

**Office Location:** Gore Education Complex, Rm. 103A

**Office Hours:**  
**Monday**  
10:00 - 2:00  

**Tuesday**  
10:00-11:00  
12:15-1:15  

**Wednesday**  
10:00 - 2:00  

**Thursday**  
10:00 - 2:00  

**Friday**  
10:00 - 2:00  

**Saturday**  

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**Course Description**

This course will develop students’ production skills measured on formatting of basic reports, outlines, letters, memos, tables, and reports. Emphasis in this course will be placed on correct speed development techniques, advanced production formatting techniques, specific office simulations, and computer keyboarding.

**Course Purpose**

The course is designed to enhance proficiency with touch keyboarding increasing speed and accuracy. Increase knowledge of the fundamental formatting techniques that are necessary for the enhancement of those skills appropriate for their chosen endeavors. Desired outcomes include the ability to type accurately at a minimum 55 correct words per minute; to arrange letters, manuscripts, tabulations, and statistical reports in good form; to proofread accurately; to compose messages at the computer.

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(K)=Knowledge  
(S)=Skill  
(D)=Disposition

*Instructor: Carolyn LaFaille*  
*Approved/Revised 10/30/07*
**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

![Diagram of Exemplary Professional Conceptual Framework]

**TECHNOLOGY**

- CF 2
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F: 4, 12</td>
<td></td>
<td>I: 6</td>
</tr>
</tbody>
</table>

**VALUES**

- CF3
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.4 (D)</td>
<td>Demonstrate achievement of goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F: 3, 9</td>
<td></td>
<td>I: 5, 9</td>
</tr>
</tbody>
</table>

**CRITICAL THINKING**

- CF4
- Through this focal area, the FAMU professional education candidate will:

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<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.4 (K)</td>
<td>Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>

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Instructor: Carolyn LaFaille
Approved/Revised 10/30/07
PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.4 (K, S)</td>
<td>Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.7 (S, D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I: 5, 9</td>
</tr>
</tbody>
</table>

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Instructor: Carolyn LaFaille
Approved/Revised 10/30/07
**Assignment/Activity** | Behavioral Objectives | PEU Conceptual Framework | INTASC Standards | Professional Organization | FEAPS | FTCE SAE
--- | --- | --- | --- | --- | --- | ---
Skill Refinement – Skill Building, Correspondence, Reports and Tables Review Lessons 121-125 | OBJ 1, 4, 8, 9, 10 | 2.1 | 1.1, 1.2, 2.3, 2.5, 3.11, 5.13 | NSBTE 1, 2, 3 | 4.2, 8.1, 12 | 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2
Skill Refinement – Correspondence Review Lessons 126-130 | OBJ 3, 4, 6, 10 | 2.1 | 1.24, 2.3, 3.11, 5.13 | NSBTE 1, 2, 3 | 4.2, 8.1, 12 | 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2
**Progress Test**
Performance Assessment – Part 7 (Test 1) Report, Table, Correspondence, 5-minute timed writings | OBJ 1, 3, 4, 10 | 2.1 | 1.24, 2.3, 3.11, 5.13 | NSBTE 1, 2, 3 | 4.2, 8.1, 12 | 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2
**Integrated Office Projects**
Government Correspondence Lessons 161-165* | OBJ 5, 11, 16 | 2.1 | 1.24, 2.3 | NSBTE 1, 2, 3 | 8.1, 12 | 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2
Legal Documents Lessons 166-170* | OBJ 2, 13, 16 | OBJ 12, 14, 16 | 2.1 | 1.24, 2.3 | NSBTE 1, 2, 3 | 8.1, 12 | 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2
Medical Reports Lessons 171-175* | OBJ 1-16 | 2.1 | 1.24, 2.3 | NSBTE 1, 2, 3 | 8.1, 12 | 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2
**Skills Assessment** *
Timed Writings (5)* GDP Performance Assessment Rubrics | OBJ 1, 4, 8, 9, 10 | OBJ 1-16 | 2.1 | 1.24, 2.3 | NSBTE 1, 2, 3 | 8.1, 12 | 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2
Skill Refinement Skillbuilding, Lessons 176-180 Correspondence, Forms, Reports and Tables | OBJ 1-16 | 2.1 | 1.24, 2.3 | NSBTE 1, 2, 3 | 8.1, 12 | 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2
**Theory Test** | OBJ 1-16 | 2.1 | 1.24, 2.3 | NSBTE 1, 2, 3 | 8.1, 12 | 1.3, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2

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**Approved/Revised 10/30/07**
Overall Goals of the Course

- Increase cognitive knowledge of the workplace environment.
- Increase technical skills.
- Continue to develop soft skills; e.g., human relations, communication, critical thinking, and continual learning.

Specific Behavioral Objectives

OBJ 1 Format tables with special features. (FASAC 2.3; PEAP 4, 8, 10, 12; CF 2.1)
OBJ 2 Exercise greater facility in using the top row keys. (FASAC 1.1; PEAP 8, 12; CF 2.1)
OBJ 3 Format and keyboard personal data sheets, application letters, follow-up letters, and employee records. (FASAC 1.1; 1.2, 2.3; 2.5; PEAP 4, 8, 10, 12; CF 2.1)
OBJ 4 Format and keyboard block-style letters, a modified block style letter, memos, a message/reply memo, tables, and invoice, an unbound report, and a left-bound report. (FASAC 1.1; 1.2, 2.3, 2.5; PEAP 4, 8, 10, 12; CF 2.1)
OBJ 5 Justify the margin of a manuscript. (FASAC 2.3; FEAP 8; CF 2.1)
OBJ 6 Type letters containing a blind copy notation. (FASAC 2.3; FEAP 8; CF 2.1)
OBJ 7 Key straight copy material at a rate of 60 wpm with no more than five errors.
OBJ 8 Format and type tables correctly that consist of leaders… (FASAC 1.1, 2.3; FEAP 8; CF 2.1)
OBJ 9 Format and type tables with braced headings. (FASAC 1.1, 2.3; FEAP 8; CF 2.1)
OBJ 10 Format and type production activities within a specified timeframe. (FASAC 1.1, 2.3; FEAP 8; CF 2.1)
OBJ 11 Format and keyboard informal government correspondence. (FASAC 1.1, 2.3; FEAP 8; CF 2.1)
OBJ 12 Format and keyboard medical reports. (FASAC 1.1, 2.3; FEAP 8; CF 2.1)
OBJ 13 Format and keyboard legal documents. (FASAC 1.1, 2.3; FEAP 8; CF 2.1)
OBJ 14 Explain the difference between a business report and a medical report. (FASAC 1.1, 2.3, 2.5; FEAP 8; CF 2.1)
OBJ 15 Format and type tables from a computer printout. (FASAC 1.1, 2.3; FEAP 8; CF 2.1)

National and State Standards Addressed in the Course

The professional and technical knowledge of this course has been derived from four essential sources. They are (1) research and professional literature, (2) business, government and industrial philosophies and theories, (3) the practical business/management experiences of the instructor and other practitioners and, (4) State/NCATE accreditation standards and requirements. Historically, the major curricula patterns for Workforce Education programs seem to follow the practical experience derived from successful business practitioners; while there is very little formal or empirical research in support business practices and regulation, there is a considerable amount contained in the professional and trade journals.

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Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

1.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2.3 The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

3.11 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

5.13 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Professional Organization/Learned Society Standards

Performance Expectations:

- Develop keyboard skills at acceptable speed and accuracy levels.
- Proofread and edit documents for accuracy, content, correct grammar, spelling, and punctuation.
- Use touch keyboarding techniques and word processing software to create, modify, store, retrieve, and print documents.

Florida Educator Accomplished Practices (FEAPs)

2.2 Uses effective communication techniques with students and all other stakeholders
4d Poses problems, dilemmas, and questions in lessons.
6g Maintains honesty in all professional dealings.
8.a Communicates knowledge of subject matter in a manner that enables students to learn.
8.b Increases subject matter knowledge in order to integrate the learning activities.

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12.2 Uses appropriate technology in teaching and learning processes
12j Uses digital information obtained through intranets and/or the Internet (e.g., E-mail and research)

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE)
Competencies and Skills

Subject Area Competencies - Business Education (6-12)

1. Knowledge of computer applications.
   - Identify characteristics common to word processing program, (e.g., block, move, search, replace and select).
   - Demonstrate knowledge of related terminology.

2. Knowledge of keyboarding/typewriting.
   Identify standard formats for business documents.

Topical Outline

Unit  25  Skill Refinement  Reports and Tables Review
      Lessons 121-125

Unit  26  Skill Refinement  Correspondence Review

Unit  27  Integrated Office Project  International Marketing

Unit  28  Integrated Office Project  Hospitality

Progress Test On Part 7

Unit  29  Integrated Office Project  Travel
      Lessons 141-145

Unit  30  Integrated Office Project  Energy
      Lessons 146-150

Unit  31  Integrated Office Project  Electronics
      Lessons 151-155

Unit  32  Integrated Office Project  Insurance
      Lessons 156-160

Progress Test On Part 8

Unit  33  Integrated Office Project  Government
      Lessons 161-165

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### Teaching Methods

At the instructor’s discretion, lecture, on-line interactivities, tutorials, class discussions, research papers and class projects may be used to instruct the class.

1. Teacher will use the lecture/discussion method to introduce students to new and unfamiliar material.
2. Teacher will provide students with daily observations in order to give immediate feedback on production typing and keyboard development.
3. Teacher will give 12 seconds, 3 and 5 minute time writings.
4. Instructor will use technology resources and assign computer activities approximately 3 hours per week.
5. Instructor will introduce new keys of computer and the outside the classroom for students to complete assignments.
6. Instructor will build document and processing skills.

### Course Evaluation

Students will be required to demonstrate their skills in research, computer usage, writing, editing, presenting and organizing and critical thinking.

### Performance-Based Assessment

Student performance in this class is assessed through observation of students at work at their work stations and formally at the completion of an assignment and the end of each unit through written and performance tests.

In addition to assessing the student's cognitive and psychomotor skills, their affective skills are assessed through observation of work habits, ethical behavior, pride in completed work, professional appearance.

### Grading

The grades for most assignments are determined by deducting points for incorrect items from 100. Typical deductions are:
- -5 each typographical/grammatical error
- -5 each formatting error (margins, date/return address, reference initials, etc.)

**Typical grading scale:**  
A = 90-100; B = 80-89, C = 70-79, D = 60-69; F = below 60

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The final grade for major assignments and tests will be an average of all grades recorded as follows.

Production/Assigned Lessons 50%
Timed Writings 25%
Theory Test 25%

Grading Scale for timed writings (based on correct words a minute)

A = 50+ words per minute
B = 45-49 words per minute
C = 40-44 words per minute
D = 35-39 words per minute
F = 34 and below words per minute

Timed Writing Grading Scale (Based on correct words per minute)

NOTE: Each student must submit at least five timed writings with no more than five errors on each.
Laboratory hours will be recorded and monitored by an appointed Lab Assistant.

Course Policies

Dispositions As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Policy Statement on Non-Discrimination. It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

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<table>
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<tr>
<th>Week of</th>
<th>ACTIVITY</th>
<th>Assignment</th>
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<tr>
<td>January 4</td>
<td>Introduction to the Course</td>
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<tr>
<td>January 11</td>
<td>PART VII Unit 25 Skill Refinement: Reports and Tables Review</td>
<td>Lessons 121-125</td>
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<td>January 18</td>
<td>Unit 26 Skill Refinement: Correspondence Review</td>
<td>Lessons 126-130</td>
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<td>January 25</td>
<td>Unit 27 Integrated Office Project: International Marketing</td>
<td>Lessons 131-135</td>
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<tr>
<td>February 1</td>
<td>Unit 28: Integrated Office Project: Hospitality</td>
<td>Lessons 136-140</td>
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<tr>
<td>February 8</td>
<td>Skills Assessment on Part 7</td>
<td>Correspondence, Table and Report Tests</td>
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<tr>
<td>February 15</td>
<td>PART VIII Unit 29: Integrated Office Project: Travel</td>
<td>Lessons 141-145</td>
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<tr>
<td>February 22</td>
<td>Unit 30: Integrated Office Project: Energy</td>
<td>Lessons 146-150</td>
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<tr>
<td>March 1</td>
<td>Unit 31: Integrated Office Project: Electronics</td>
<td>Lessons 151-155</td>
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<tr>
<td>March 15</td>
<td>Unit 32: Integrated Office Project: Insurance</td>
<td>Lessons 156-160</td>
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<tr>
<td>March 22</td>
<td>Skills Assessment on Part 8</td>
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<tr>
<td>March 29</td>
<td>PART VI Unit 33: Integrated Office Project: Government</td>
<td>Lessons 161-165</td>
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<tr>
<td>April 5</td>
<td>Unit 34: Integrated Office Project: Legal</td>
<td>Lessons 166-170</td>
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<tr>
<td>April 12</td>
<td>Unit 35: Integrated Office Project: Medical</td>
<td>Lessons 171-175</td>
</tr>
<tr>
<td>April 19</td>
<td>Unit 36: Skill Refinement: Correspondence, Forms, Reports, and Tables Review</td>
<td>Lessons 176-180</td>
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<tr>
<td>TBA</td>
<td>TEST</td>
<td>Skills Assessment /Performance Assessment</td>
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References


[www.mhhe.com/gdp](http://www.mhhe.com/gdp), Greg College Keyboarding Website.


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