
Central Michigan University
College of Business Administration

MASTER COURSE SYLLABUS

BIS	351	Methods of Teaching Typewriting/Word Processing	1(1-0)F
Design.	No.	Title	Credit (Mode)

I. Bulletin Description:

Content, objectives, materials, testing, grading, visual aids, equipment, and processes for teaching keyboarding/word processing. Must be taken before student teaching.

II. Prerequisites:

Majors and minors; 2.0 in BIS 212; majors; BIS 350 or concurrent enrollment; 56 semester hours completed and either admission to Professional Business Studies or listed on a signed major or minor.

III. Rationale for Course Level:

Course must be taken prior to student teaching.

IV. Textbooks and Other Materials To Be Furnished by the Student:

McLean, Gary. *Teaching Keyboarding*. Delta Pi Epsilon Rapid Reader No. 5, 1995.

V. Special Requirements of the Course:

A student must earn a C+ in this course.

This course reflects the components both content and structure of CMU=s CLEAR model for professional education through content of pedagogy and a unit on diverse settings (cultures).

VI. General Methodology Used in Teaching the Course:

Reading and research

Resource development

Role playing

Question and answer periods

Teaching demonstrations

Projects and presentations

Large and small group discussion

Lesson plan development

Individual assignments

VII. Course Objectives:

1. To utilize performance objectives for the teaching of keyboarding and word processing.
2. To demonstrate an understanding of recent methods and procedures for teaching keyboarding and word processing by producing a written analysis using selected articles from professional journals.
3. To determine the nature, scope, content, and the outcomes of keyboarding and word processing courses.
4. To apply methods to keyboarding and word processing practices.
5. To be able to demonstrate the lesson planning concepts to a given keyboarding or word processing class situation.

This undergraduate course is knowledge and concept driven for developing a solid information base for use in teaching practices. Pedagogical studies provide students with an understanding of learning concepts related to teaching computer keyboarding. The course content focuses on the learner through individual and physical needs. Reflective practices are directed toward classroom settings through the course content helping students develop planning skills, teaching skills, and diverse teaching activities.

IX. Course Outline

Week	Topic
1	Introduction/Orientation Review of literature - keyboarding skills Curricular issues – keyboarding Team topic research
2-3	Team topic presentations Internet research Lesson plans Development of course materials
4-5	Production: development, measurement, evaluation, grading Pedagogical synopsis Develop course materials/lessons – production work Straight-copy skill: development, measurement, evaluation, grading Final Examination

X. Evaluation:

Pedagogical Synopsis	25%
Lesson Plans and Development of Course Materials	25%
Internet Research File	15%
In-class activities, research, presentations	15%
Class participation and collaboration	10%
Final Exam (Keyboarding Skills Test)	<u>10%</u>
Total	100%

XI. Bibliography:

- Batchelder, Lynn. "Keyboarding Dilemmas," *MBEA Today*, September 1998
- Bartholome, Lloyd W. "Typewriting/Keyboarding Instruction in Elementary Schools," <http://www.bus.usu.edu/bise/faculty/lwb/typwrit.htm>. Retrieved November 1999
- Hoggatt, Jack. "A Master Plan for Evaluating and Updating Your Keyboarding Program," *Business Education Forum*, April 1998.
- "Keyboarding Skills: When Should They be Taught?" *Education World*, http://www.education-world.com/a_curr/curr076.shtml.
- King, Phyllis A. "Strategies for Teaching Production Keyboarding," *Business Education Forum*, October 1990.
- McLean, Gary N. *Teaching Keyboarding*. Delta Pi Epsilon Rapid Reader No. 5, Delta Pi Epsilon, 1995.
- NBEA 2002 Yearbook, No. 40, *Technology, Methodology, and Business Education*, (2002).
- Olinzock, Anthony A. "Computer Skill Building—The Answer to Keyboarding Instruction?" *Business Education Forum*, February 1998.
- Owen, Lynn. "*Keyboarding for Blind or Low-vision Students*". Business Education Forum. March 1989.
- Robinson, Jerry and Ownby, Arnola. "Émotional Factors that Influence Student Keyboarding Behavior," Balance Sheet, www.swep.com/swepstuff/balancesheet/0303/0303b.htm.
- Schade, Jon. "Ten Steps to Successful Keyboarding Instruction," *Business Education*

Forum, February 1999.

Scrag, Adele F., and Poland, Robert P. *A System for Teaching Business Education*, 2nd Edition. New York: McGraw-Hill Book Company, 1987.

Skean, Wylma C. "Updating Keyboard Drills for the Computer," *Business Education Forum*, April 1999.

Szul, Linda F. and Boudier, Michele. "Speech Recognition: Its Place in Business Education," *Business Education Forum*, Vol. 57, No. 3, National Business Education Association, Reston, VA: Feb. 2003.

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Name

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Date