

# INFORMATION PROCESSING

## SECTION J: SAMPLE STUDENT LEARNING GUIDES

The following pages provide background information, strategies and a template for developing student learning guides. Also included at the end of this section are several sample student learning guides for Information Processing.

A student learning guide provides information and direction to help students attain the expectations defined in a specified CTS course. It is designed to be used by students under the direction of a teacher.

Many excellent student learning guides (SLGs) are available for use and/or are in the process of being developed. While Alberta Learning provides a development template accompanied by some samples, most student learning guide development is being done by individuals and organizations across the province (e.g., school jurisdictions, specialist councils, post-secondary organizations). Refer to the *Career & Technology Studies Manual for Administrators, Counsellors and Teachers* (Appendix 11) for further information regarding student learning guide developers and sources.

**Note:** A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

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## BACKGROUND INFORMATION

A Student Learning Guide (SLG) is a presentation of information and direction that will help students attain the expectations defined in a specified CTS course. It is designed to be used by students under the direction of a teacher. A SLG is not a self-contained learning package such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

Each SLG is based on curriculum and assessment standards as defined for a particular CTS course. Curriculum and assessment standards are defined in this document through:

- general and specific outcomes (Sections D, E and F)
- assessment criteria and conditions (Sections D, E and F)
- assessment tools (Section G).

The SLG is written with the student in mind and makes sense to the student in the context of his or her CTS program. SLGs are designed to guide students through courses under the direction of the teacher. They can be used to guide:

- an entire class
- a small groups of students
- individual students.

In some instances, the Student Learning Guide may also be used as teacher lesson plans. When using SLGs as teacher lesson plans, it should be noted that they tend to be:

- learner-centred (versus teacher-directed)
- activity-based (versus lecture-based)
- resource-based (versus textbook-based).

### Components of a Student Learning Guide

The student learning guide format, as developed by Alberta Learning, typically has *seven* components as described below.

#### 1. *Why Take This Course?*

This section provides a brief rationale for the work the student will do, and also establishes a context for learning (i.e., in relation to the strand, a life pursuit, a specific industry, etc.).

#### 2. *What Do You Need To Know Before You Start?*

In this section, prerequisite knowledge, skills and attitudes considered necessary for success in the course are identified. Prerequisites may include other courses from within the strand or from related CTS strands, as well as generic knowledge and skills (e.g., safety competencies, the ability to measure/write/draw, prior knowledge of basic information relevant to the area of study).

#### 3. *What Will You Know And Be Able To Do When You Finish?*

This information must parallel and reflect the curriculum and assessment standards as defined for the course. You may find it desirable to rewrite these standards in less formal language for student use.

#### 4. *When Should Your Work Be Done?*

This section provides a timeline that will guide the student in planning their work. The timeline will need to reflect your program and be specific to the assignments you give your students. You may wish to include a time management chart, a list of all assignments to be completed, and instructions to the student regarding the use of a daily planner (i.e., agenda book) to organize their work.

#### 5. *How Will Your Mark For This Course Be Determined?*

This section will interpret the assessment criteria and conditions, assessment standards, assessment tools and suggested emphasis as defined for the course within the context of the projects/tasks completed. Accepted grading practices will then be used to determine a percentage grade for the course—a mark not less than 50% for successful completion. (**Note:** A course is “successfully

completed” when the student can demonstrate ALL of the exit-level competencies or MLEs defined for the course.)

#### 6. *Which Resources May You Use?*

Resources considered appropriate for completing the course and learning activities are identified in this section of the guide. The resources may be available through the Learning Resources Distributing Centre (LRDC) and/or through other agencies. Some SLGs may reference a single resource, while others may reference a range of resources. Resources may include those identified in the Learning Resource Guide (Section I) as well as other sources of information considered appropriate.

#### 7. *Activities/Worksheets*

This section provides student-centred and activity-based projects and assignments that support the general outcomes. When appropriately aligned with curriculum and assessment standards, successful completion of the projects and assignments will also indicate successful completion of the course.

### **Strategies for Developing Student Learning Guides**

Prior to commencing the development of a student learning guide, teachers are advised to obtain:

- the relevant Guide to Standards and Implementation
- the student learning guide template.

Information communicated to the student in the SLG must parallel and reflect the curriculum and assessment standards as defined for the course. Therefore, critical elements of the Guide to Standards and Implementation that need to be addressed throughout the SLG include:

- general and specific outcomes
- assessment criteria and conditions
- assessment standards
- assessment tools.

Additional ideas and activities will need to be incorporated into the student learning guide. These can be obtained by:

- reflecting on projects and assignments you have used in delivering programs in the past
- identifying human and physical resources available within the school and community
- networking and exchanging ideas (including SLGs) with other teachers
- reviewing the range of resources (e.g., print, media, software) identified in the Learning Resource Guide (Section I) for a particular course/strand.

Copyright law must also be adhered to when preparing a SLG. Further information and guidelines regarding copyright law can be obtained by referring to the:

- *Copyright Act*
- *Copyright* and the *Can Copy Agreement*.

A final task in developing a student learning guide involves validating the level of difficulty/challenge/rigour established, and making adjustments as considered appropriate.

A template for developing student learning guides, also available on the Internet, is provided in this section (see “Student Learning Guide Template,” pages J.5–10). Several sample student learning guides are also provided in this section (see “Sample Student Learning Guides,” starting on page J.11).

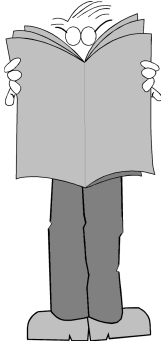
# CAREER & TECHNOLOGY STUDIES



## SAMPLE STUDENT LEARNING GUIDE TEMPLATE



# WHY TAKE THIS COURSE?



# WHAT DO YOU NEED TO KNOW BEFORE YOU START?



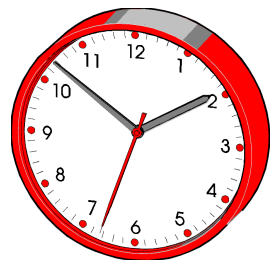
# WHAT

**WILL YOU KNOW AND  
BE ABLE TO DO  
WHEN YOU FINISH?**

- 
- 
- 
- 
- 
- 
- 
- 

# WHEN

**SHOULD YOUR WORK BE DONE?**



# HOW WILL YOUR MARK FOR THIS COURSE BE DETERMINED?

	PERCENTAGE



# WHICH RESOURCES MAY YOU USE?



<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
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# ACTIVITIES/WORKSHEETS



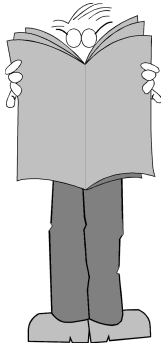
# CAREER & TECHNOLOGY STUDIES

## INFORMATION PROCESSING

### SAMPLE STUDENT LEARNING GUIDE

#### **INF1020 Keyboarding 1**

# WHY TAKE THIS COURSE?



- Keyboarding skills provide you with the licence and ability to travel the “high-tech information highway” with speed and accuracy!
- Use your keyboarding skills to make written assignments (in school, university, college or on the job) easier to do, and to earn higher marks for work that is neatly and accurately prepared and printed.
- The ability to touch keyboard quickly and accurately will enhance your daily living skills and may open doors to many different career opportunities for you.
- Increase your efficiency in using the workstation equipment and resources.
- Improve your ability in basic competencies including managing your learning and resources, communicating effectively and demonstrating responsibility.

# WHAT DO YOU NEED TO KNOW BEFORE YOU START?

It is recommended that you are able to demonstrate the exit-level competencies defined in INF1010: Computer Operations.



# WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this course you will be able to:

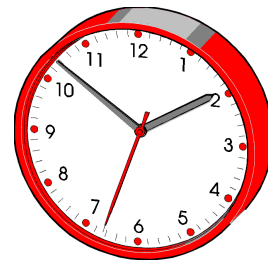
- demonstrate keyboarding competence:
  - text entry at 20 words per minute (wpm)
  - numeric entry at 80 keystrokes per minute (kpm)
  - technique
- apply, consistently, appropriate workstation routines
- demonstrate basic competencies.

# WHEN SHOULD YOUR WORK BE DONE?

Use the timelines shown below to help you schedule your time. Prepare a workplan outlining when you will complete the tasks listed below. Submit this workplan to your teacher for approval. Remember you should use your time and resources as efficiently as possible so that you can complete the course and move onto other opportunities to develop your skills and abilities. You may find that you need less time or more time than is indicated. If you need to adjust your workplan, be sure to consult your teacher.

- TASK 1: 15 hours (alphabet and build speed and accuracy)
- TASK 2: 5 hours (keypad numbers)
- TASK 3: 5 hours (punctuation)

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this course. Plan how you will use your class time as well as extra time needed to complete the assignments in this course.



# HOW WILL YOUR MARK FOR THIS COURSE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate <b>all</b> of the competencies required for this course.</p> <p>When you have done this, your percentage mark for the course will be determined as follows:</p> <ul style="list-style-type: none"> <li>• TASK 1–3: ASSIGNMENTS—drills for developing speed and accuracy on alphabetic, punctuation and numeric keys</li> <li>• TASKS 1 &amp; 3: TEST—enter alphabetic text and basic punctuation keys (.,:;?) at a minimum of 20 words per minute in three timed attempts from straight-copy material with a maximum of one uncorrected error (<i>see Reference Chart: Keyboarding and Numberpad Rates</i>)</li> <li>• TASK 2: TEST—enter numbers on the numeric keypad at a minimum of 80 keystrokes per minute in three timed attempts from straight-copy material of 1 to 3 digit numbers, with a maximum of one uncorrected error (<i>see Reference Chart: Keyboarding and Numberpad Rates</i>)</li> <li>• Consistently demonstrate appropriate fingering, posture and eye focus. Teacher will observe your technique during timings and drills (<i>see Assessment Checklist: Text–Data Entry for standard</i>)</li> <li>• Consistently demonstrate appropriate workstation routines (<i>see Workstation Routines and Management for standard</i>)</li> <li>• Demonstrate effort to manage your learning and resources, communicate effectively and demonstrate responsibility</li> </ul>	<p>30%</p> <p>20%</p> <p>10%</p> <p>30%</p> <p>10%</p> <p><i>basic competency reference guide</i></p>



# WHICH RESOURCES MAY YOU USE?



- Text: Ubelacker, Guest and McConaghy, *Mastering Keyboarding Skills 1*, 2nd Edition. Toronto: Copp Clark Pitman Ltd., 1989.
- Software: Type! Broderbund Software, Inc. 1989.
- Drill book: Lloyd, Winger, *Typing Power Drills*. McGraw-Hill Ryerson Limited, Toronto, 1985.

# ACTIVITIES/WORKSHEETS

## **BACKGROUND**

### **WORKSTATIONS**

With the assistance of your teacher, become familiar with all aspects of your workstation so that you will be comfortable starting up, working on and closing down programs and equipment at the end of each learning session.

Some things you will need to know:

- are you using a networked or stand-alone computer system?
- how do you turn on your equipment?
- how do you log in to the system?
- what programs will you be using?
- how do you load, use, exit or quit the programs you will be using?

Once you are familiar with and comfortable with the “mechanics” of your workstation, you will be ready to roll.

### **RESPONSIBILITY:**

Remember, it is your responsibility to keep your station tidy, books in place and equipment properly turned off at the end of your session. It is also your responsibility to accurately complete all assignments within the time frame.

# INFORMATION PROCESSING

## INF1020 Keyboarding 1

### SOFTWARE INFORMATION/INSTRUCTIONS

Attached to this student guide is a learning package with instructions for using the selected software tutorial package (TYPE! by Broderbund) to learn the alphabetic keyboard (A through Z) and to apply correct keyboarding techniques and skills in order to achieve 20 words per minute.

Also included are instructions for using the specified word-processing software package (WordPerfect 5.1 for DOS), to learn, review and reinforce the alphabetic keyboard (A through Z); and basic punctuation (.,:;?); and numbers using the keypad.

#### TASK 1: USE TYPE! TO LEARN THE ALPHABETIC KEYBOARD (A through Z)

GOAL -- ability to accurately key in alphabetic letters (A-Z) at a minimum of 20 words per minute.

Read the material in the TYPE! information sheets included in this package. (Information Sheet No. 1.) These sheets will help you get started using the TYPE! program. If you have any questions, discuss them with your teacher before starting the program. Complete the drills and exercises in the TYPE! on-line tutorial.

Continue to work on the TYPE! Build Speed and Accuracy and Special Exercises until you have achieved your goals of mastery of the alphabet keys at 20 wpm.

#### TASK 2: USE WORDPERFECT 5.1 FOR DOS TO LEARN NUMBERS FROM THE KEYPAD

GOAL -- ability to accurately key in numbers 1–9 at a minimum of 80 keystrokes per minute.

(Note: The TYPE! program teaches numbers from the top row of the keyboard, and teaches them in conjunction with punctuation and alphabetic letters, so you will switch to WordPerfect to drill on keypad numbers.)

Read the material in the WORDPERFECT information sheets included in this package. These sheets give an overview of the WordPerfect function keys you will be using for this course. If you have any questions, discuss them with your instructor before starting the program.

EXERCISES Text: *Mastering Keyboarding Skills 1* (2nd Edition), pages 332–333

Read and follow the instructions in the textbook. Repeat the exercises until you have achieved a rate of 80 keystrokes per minute.

Additional Practice exercises:

Text: *Typing Power Drills*, page 29, drill #57; page 33, drill #62, page 34, drill #64. (Additional practice may be found in business calculation texts.)

**You must take three one-minute timings over no more than five class periods to demonstrate touch keyboarding competency of 80 keystrokes a minute with no more than one error. Let your teacher know when you are ready for this keyboarding assessment.**

# INFORMATION PROCESSING

## INF1020 Keyboarding 1

TASK 3: PUNCTUATION (.,:?) Using WORDPERFECT for DOS 5.1

EXERCISES Text: *Mastering Keyboarding Skills 1* (2nd Edition)

Semicolon	Lesson 1, page 6
Comma	Lesson 5, page 14
Period	Lesson 6, page 16
Colon	Lesson 18, page 42
Question Mark	Lesson 18, page 42

Text: *Typing Power Drills*

Semicolon	drill 78, page 46
Colon	drill 79, page 46
Question Mark	drill 84, page 47

# INFORMATION PROCESSING

## INF1020 Keyboarding 1

### *INFORMATION SHEET #1*

#### USING TYPE!

Start up your computer and log into your system.

#### STOP!

You will require a FORMATTED DATA DISK on which to store your results. If you do not already have a formatted disk, prepare one now.

Insert your formatted data disk in the appropriate drive, then select the TYPE! program from your main menu.

- Press ENTER to go to the TYPE! Main Menu
- With the cursor located by the first item in the main menu, Introduction to the Keyboard, press ENTER again. Take the time to look over the different parts of the screen, and notice that your instructions appear at the bottom of the screen. Work through Introduction to the Keyboard; this should not take longer than 10 minutes. When you are finished the introduction to the keyboard, you will be returned to the TYPE! main menu.

NB: If you forget which fingers belong to which keys, refer to the keyboard/fingering chart included in this package.

NB: Be sure that your CAPS LOCK is OFF! If you get arrows under the letters as you type them it may be because you have your caps lock on. These arrows also indicate keystroke errors. You cannot correct as you type, but if you really mess up, you can press ESC to stop the exercise.

- With the TYPE! Main Menu showing on your screen, move the cursor down next to the words Keyboard Basics, and press ENTER to select the exercises for the letters of the alphabet.
- Take a minute to become familiar with the information on your screen.

The top left portion of the screen shows a “keyboard.” As you type, the letters that you type will appear on this keyboard. The program will track your progress, and as you achieve your goals it will automatically introduce additional letters, until you have covered all of the alphabet keys to the level of 20 words per minute.

The top right portion of the screen will keep track of your speed and accuracy GOALS as well as your ACTUAL speed and accuracy. It will also let you know which letters you type incorrectly—and keeps track of your “weak” letters.

At the bottom of the screen you will see the words CURRENT LESSON. Also displayed are all the letters of the alphabet.

## INFORMATION PROCESSING

### INF1020 Keyboarding 1

START YOUR DRILLS with the cursor under the letter A, by pressing ENTER. Continue to work on Keyboard Basics each day until you have achieved a speed of 20 words per minute for all of the letters of the alphabet. **You must take three one-minute timings over no more than five class periods to demonstrate touch keyboarding competency of 20 words a minute with no more than one error. Let your teacher know when you are ready for this keyboarding assessment.**

There will be several sets of exercises. As you complete each practice line, the results display in the top right corner of your screen. When you have completed a set of exercises, check your overall results.

You may get a **Recommended Exercise:** message. If this message appears, check the menu at the bottom of your screen. You can choose to continue with your current lesson by pressing ENTER, or go to the recommended exercise by moving the cursor to the words “recommended exercise” and pressing ENTER.

If you want to see a breakdown of your results at the end of a training session, select **Display Graphs** from the menu at the bottom of the screen. Read each graph screen carefully, they are self-explanatory!

There are graphs for **results by letter group; results for each finger; alphabet; numbers and symbols; and an error analysis.** You can move from graph to graph by pressing ENTER. Once you have worked your way through the graphs, press ESC (escape on your keyboard) to exit the graphs windows.

AT ANY TIME YOU WANT TO GO BACK TO THE TYPE! MAIN MENU, PRESS ESC.

To QUIT the TYPE! program, press ESC to go the TYPE! Main Menu, then press Q (for Quit) and Y (for yes). This will return you to your station main menu.



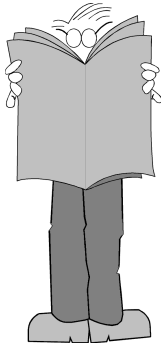
# CAREER & TECHNOLOGY STUDIES

## INFORMATION PROCESSING

### SAMPLE STUDENT LEARNING GUIDE

#### **INF1030 Word Processing 1**

# WHY TAKE THIS COURSE?



- Keyboarding skills provide you with the licence and ability to travel the “high-tech information highway” with speed and accuracy!
- Use your keyboarding skills to make written assignments (in school, university, college or on the job) easier to do, and to earn higher marks for work that is neatly and accurately prepared and printed.
- The ability to touch keyboard quickly and accurately will enhance your daily living skills and may open doors to many different career opportunities for you.
- Increase your efficiency in using the workstation equipment and resources.
- Improve your ability in basic competencies including managing your learning and resources, communicating effectively and demonstrating responsibility.

# WHAT DO YOU NEED TO KNOW BEFORE YOU START?

It is recommended that you are able to demonstrate the exit-level competencies defined in INF1010: Computer Operations.



# WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

Upon completion of this course you will be able to:

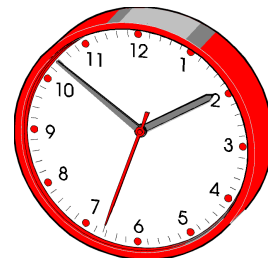
- demonstrate correct use of software functions, by producing mailable, properly formatted:
  - paginated reports with headings and references
  - letters with basic components
  - two-column tables with main headings and subheadings
- apply, consistently, appropriate workstation routines
- demonstrate basic competencies.

# WHEN SHOULD YOUR WORK BE DONE?

Use the timelines shown below to help you schedule your time. Prepare a workplan outlining when you will complete the tasks listed below. Submit this workplan to your teacher for approval. Remember you should use your time and resources as efficiently as possible so that you can complete the course and move onto other opportunities to develop your skills and abilities. You may find that you need less time or more time than is indicated. If you need to adjust your workplan, be sure to consult your teacher.

- TASK 1: approximately 16 hours
- TASK 2: approximately 9 hours.

You may also wish to use a time-management planning chart to preplan the work that needs to be done in this course. Plan how you will use your class time as well as extra time needed to complete the assignments in this course.

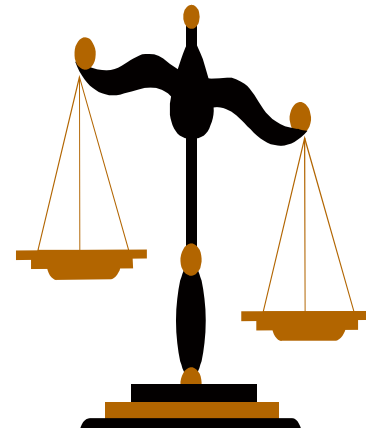


# INFORMATION PROCESSING

## INF1030 Word Processing 1

# HOW WILL YOUR MARK FOR THIS COURSE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate <b>all</b> of the competencies required for this course.</p> <p>When you have done this, your percentage mark for the course will be determined as follows:</p> <p>TASK 1: WordPerfect 6.0 DOS functions –Teacher will review Disk/Printout, work will be approved/not approved</p> <p>TASK 2: production of accurate and well-formatted:</p> <ul style="list-style-type: none"><li>• letters</li><li>• reports</li><li>• tables</li></ul> <p>focusing on personal use and demonstrating the use of the software functions learned in Task 1 (<i>see assessment checklist: Word Processing for standard</i>)</p> <ul style="list-style-type: none"><li>• consistently demonstrate appropriate workstation routines (<i>see Workstation Routine and Management Checklist for standard at introductory level</i>)</li><li>• demonstrate effort to manage your learning and resources, communicate effectively and demonstrate responsibility</li></ul>	<p>30</p> <p>20</p> <p>20</p> <p>20</p> <p>10</p> <p><i>basic competency reference chart</i></p>



# WHICH RESOURCES MAY YOU USE?



- WordPerfect 6.0 for DOS software.
- Mastertrax, The Learning Advantage. *WordPerfect for DOS Version 6.0, Manual Level 1, 1870* (CCI Computer Courseware International).
- Ubelacker, Guest and McConaghy. *Mastering Keyboarding Skills 1*, 2nd Edition.
- Work assigned in other courses.
- Handouts provided with this student guide.

# ACTIVITIES/WORKSHEETS

**TASK 1:** Obtain the CCI *WordPerfect for DOS Version 6.0 Manual 1870* textbook. The textbook has a prepared data disk with documents that you will retrieve and work on when performing the exercises. With the assistance of your instructor, determine where these documents are located, and whether you will be copying them to your own prepared data disk, or using them from the fileserver. Be sure to save the revised documents to your own formatted data disk.

**Complete all of the exercises in the manual, saving your work, to hand in to your teacher.**

**TASK 2:** Additional information and worksheets are provided to develop skills in preparation of reports, letters and two-column tables. Complete all of the tasks outlined on the worksheets, referring to the textbook, Ubelacker, Guest and McConaghy *Mastering Keyboard Skills 1* (2nd Edition) **or** produce documents for your own personal use by integrating the work from other courses in completing this task (see information sheets for suggested formatting instructions).

**Put together a collection of your work to be assessed including accurate and well-formatted letters, reports and tables that demonstrate the use of basic software functions.**

**Ongoing** **Assessment of workstation:** you will be observed during the learning period regarding workstation routines and management.

***APPLICATION EXERCISES***

***REPORTS***

***LETTERS***

***TABLES***

***NB:*** Read and follow the formatting instructions included with each set of instructions very carefully. Refer to the examples included in this package.

**PRODUCTION EXERCISES – REPORTS**

TEXT: Mastering Keyboarding Skills 1, Ubelacker, Guest & McConaghy

**NB: SPELL CHECK AND PROOFREAD EVERY DOCUMENT BEFORE SAVING**

PAGE(S)	PROD. NO.	INSTRUCTIONS
250–251		<p><b>REPORT</b></p> <ul style="list-style-type: none"> <li>☞ Ubelacker text, page 246—SUMMARY OF EDITORS' MARKS (Proofreaders' Marks), read and refer to these editing marks whenever necessary.</li> <li><b>FORMATTING GUIDE for REPORTS</b> - read and refer to the formatting instructions that follow in this manual and use these formatting guidelines for all reports.</li> <li>☞ <u>Line Length:</u> Use the default settings (60 space line, Left and Right Margins 10).</li> <li>☞ <u>Header:</u> Create a <b>HEADER</b> for each report that has the title of the report flush left and the pages automatically numbered flush right. Suppress the Header for the first page only.</li> <li>☞ Place the <b>CURSOR AT THE TOP OF THE FIRST PAGE</b> then: Press Shift+F8, P, H, A, P, this will bring up the <b>HEADER</b> editing screen; Type the name of the report at the left margin, then press Alt+F6 to place the cursor at the right margin and type the word <b>Page</b> leave one spacebar space, then hold down the <b>Ctrl</b> key and press the letter <b>B</b>, which will automatically number the pages starting with page one, then press <b>Enter</b> once to insert an extra blank line.</li> </ul> <p>Press <b>F7</b> once, this will bring back the formatting menu, then type <b>u</b> for suppress (this page only); and then press <b>1</b> to suppress all headers, footers and page numbering for this page one. (The header is only visible in <b>PRINT</b> and <b>VIEW</b>) and the code is visible in reveal codes (F11).</p>

## INFORMATION PROCESSING

### INF1030 Word Processing 1

250–251 cont'd		<ul style="list-style-type: none"><li>☞ Type the <b>TITLE</b> of the report in <b>ALL CAPITAL LETTERS</b> on <b>Ln 7</b> on the first page by pressing <b>Enter</b> 6 times (this places your title on the first page of a report on line 13 or 2" from the top edge of the page).</li><li>☞ <b>Triple Space</b> (enter 3 times) after the title.</li><li>☞ Set for <b>Double Spacing</b> for the body of the report. (Shift+F8, L, S, 2, F7)</li><li>☞ Use <b>AUTOWRAP</b> at the ends of the lines in the body of the report, do not press enter unless you are starting a new paragraph. <b>TAB</b> in once to have the first line of each new paragraph start 5 spaces in from the left margin.</li><li>☞ Pages will break automatically as they fill. Page breaks show on the monitor as a single line of dashes. Start each new page on <b>Ln 1</b>, right below the soft page break line of dashes. This places your text 1" from the top edge of the paper, and leaves space for your Header to appear in the top margin.</li><li>☞ If you have a single line of text or a side heading that you want to have appear on the next page instead of at the bottom of the current page, a page break can be forced with CTRL+Enter—represented by a double line of dashes<ul style="list-style-type: none"><li>• Name and Save as <b>R250</b>.</li></ul></li></ul>
290–291		<p><b>REPORT with a FOOTNOTE</b> (Try something new—FOOTNOTE FEATURE!)</p> <ul style="list-style-type: none"><li>• Use the WordPerfect FOOTNOTE feature (Ctrl+F7).</li><li>• Refer to the formatting instructions for the above report (page 250–251), and your formatting notes in this package.</li><li>• Name and Save as <b>R290</b></li></ul>

**PRODUCTION EXERCISES -- LETTERS**

Mastering Keyboarding Skills 1, Ubelacker, Guest & McConaghy

**NB: SPELL CHECK AND PROOFREAD EVERY DOCUMENT BEFORE SAVING**

<b>PAGES</b>	<b>PROD. NO.</b>	<b>INSTRUCTIONS</b>
173		<p>FULL BLOCKED FORMAL BUSINESS LETTERS WITH MIXED PUNCTUATION IN DISPLAY LINES</p> <ul style="list-style-type: none"><li>• Set your Left Margin at 15 spaces and your Right Margin at 15 spaces.</li><li>• Press <b>Enter</b> enough times to place your cursor on <b>Ln 9</b> (check your <b>Ln #</b>). This is the 15th line from the top of the page.</li><li>• Use the <b>DATE TEXT CODE</b> to place the current date in your letter on line 9. (Shift+F5, T)</li><li>• Enter 4–6 times after the Date and type in the mailing address (the name and address of the person the letter is going to).</li><li>• Enter twice (double space) to the <b>Salutation</b>. Type the salutation followed by a colon (:); do not leave any spaces between the last letter of the salutation and the colon.</li></ul>

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173 cont'd		<ul style="list-style-type: none"><li>• Enter twice (double space) and type the body of the letter. Single space the body of the letter, use <b>AUTOWRAP</b> at the end of the lines (do not press enter); do <b>NOT Tab</b> the first line of each paragraph; press <b>Enter twice</b> (double space) to start a <b>new paragraph</b>.</li><li>• Enter twice (double space) to the <b>Complimentary Closing</b>. Type the closing, capitalizing only the first letter of the first word, e.g.: <b>Yours truly</b>, and follow with a comma.</li><li>• Press Enter 4-6 times and type the <b>Signature Block</b>.</li><li>• Press Enter twice and type <b>YOUR INITIALS</b>, you are the typist -- do not type the initials that are in the textbook.</li><li>• Read all letters carefully, if there are any references to <b>ENCLOSURES (or attachments)</b>, enter twice after your initials, and type in the <b>Enclosures</b> notation.</li><li>• Your letter should look similar to the sample you are typing on page 173, <b>but</b> the lines in the <b>body of your letter may not be exactly the same because you are using AUTOWRAP!</b></li><li>• Name and Save as <b>L173</b></li></ul>
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189	1	<p>FULL BLOCKED FORMAL BUSINESS LETTER WITH MIXED PUNCTUATION IN DISPLAY LINES</p> <ul style="list-style-type: none"><li>• Complete the letter following proper formatting rules</li><li>• Name and Save as <b>L189-1</b></li></ul>
201	2	<p>FULL BLOCKED FORMAL BUSINESS LETTER with ENUMERATIONS</p> <p><b>NB: This letter is not in proper letter format, and there are missing letter parts. Refer to page 200 for an example of a properly formatted letter.</b></p> <ul style="list-style-type: none"><li>• Follow the formatting rules for FULL-BLOCKED letters with MIXED PUNCTUATION and formatting rules for ENUMERATIONS within the letter (setting a tab and using the INDENT key F4)</li><li>• Name and Save as <b>B201-2</b></li></ul>
216	2	<p>FULL-BLOCKED FORMAL BUSINESS LETTER</p> <ul style="list-style-type: none"><li>• Type this letter using proper format and including any missing letter parts. Read the letter carefully. Use your own initials and include any enclosure notations.</li><li>• Name and Save as <b>B216-2</b></li></ul>

## INFORMATION PROCESSING

### INF1030 Word Processing 1

#### PRODUCTION EXERCISES – TABLES

TEXT: Mastering Keyboarding Skills 1, Ubelacker, Guest & McConaghy

**NB: SPELL CHECK AND PROOFREAD EVERY DOCUMENT BEFORE SAVING**

PAGE(S)	PROD. NO.	INSTRUCTIONS
		<b>NB: USE THE WORDPERFECT TABLES FEATURE FOR THE FOLLOWING EXERCISES</b>
100	1	✓ CAPITALIZE all letters in the TITLE
120	1	✓ CENTRE the headings over the columns
127	1	✓ CENTRE the headings over the columns
130	1	✓ CENTRE the headings over the columns, and SET A DECIMAL TAB for the COST column (which contains amounts of money)

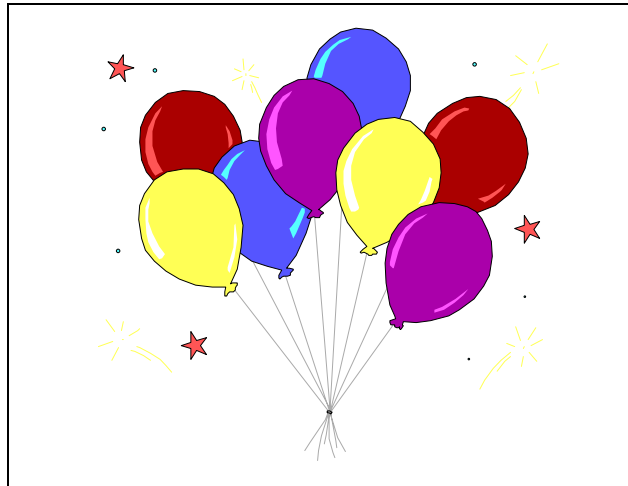
# **INFORMATION PROCESSING**

## **INF1030 Word Processing 1**

**EXAMPLES: REPORT**

**LETTER**

**TABLE**



# INFORMATION PROCESSING

## INF1030 Word Processing 1

### FORMATTING GUIDE FOR REPORTS AND ESSAYS (TITLE Ln 7)

(one blank linespace)

#### General Instructions

(subheading)

by Rhoda Cucheran

(two blank linespaces)

#### Header

(sideheading)

The **FIRST CODE** that should appear in your reveal codes when you create a report is your **HEADER** code. Reports have **HEADERS** that are **SUPPRESSED** for the first page and contain the **TITLE** of the report typed at the **LEFT MARGIN** and the automatic **PAGE # (Page ^B) FLUSH RIGHT**. When you create a header, you are temporarily placed in a header editing screen. This is where you type the information that you want to appear in your header, the **TITLE (left flush, all capital letters)**, and the **automatic page numbering code (Page ^B)**. Press **ENTER ONCE** after typing in the page code in order to create a larger space for your header.

#### Suppressing headers for the first page

**EXIT (F7)** back to the Page Format Menu in order to **SUPPRESS** the header for the first page. You “suppress” (do not have it print) your header because you do not want both a header and a title on the first page. The choice you make from the suppress header menu is usually the first one, to suppress all headers, footers and page numbers. Even though you suppress the header for the first page the second page will automatically be numbered Page 2.

# **INFORMATION PROCESSING**

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### Report Title

*(sideheading)*

The **TITLE** of the report is typed in **ALL CAPITAL LETTERS**, and centred on the first page at **Ln 7** on the monitor Line indicator. If you have a subtitle, double space (leave one blank linespace) between the title and the subtitle. **TRIPLE SPACE** down to the body of the report.

### Body of the Report - Linespacing

Before starting to type the **BODY** of your report, **set your linespacing to 2 (for double spacing)**. You will see instructions in typing books that require you to triple space before sideheadings and double space the rest of the report. You have a choice—you may switch back and forth between triple and double spacing, or you may triple space after the title and double space the balance of the report.

### Body of the Report – Margins

The **LEFT AND RIGHT MARGINS** are the default settings of **10 Left and 10 Right**. The first line on page 2 of the report, and on all subsequent pages, is typed at **Ln 1** on the monitor line indicator.

### Autowrap

Use **AUTOWRAP**, that is, as you type the body of your report let the words wrap at the right margin. Autowrap is indicated by the [SRt] code in **REVEAL CODES**. Only press enter when you want to start a new paragraph, enter is represented in reveal codes as [HRt]. Paragraphs are tabbed in 5 spaces.

# INFORMATION PROCESSING

## INF1030 Word Processing 1

### Page Breaks

WordPerfect inserts page breaks automatically as the pages are filled. Reveal codes displays automatic page breaks as [SPg]. These page breaks are displayed on the edit screen as single lines of dashes. If you choose to force a page break, you can press **CRTL+Enter**, which puts the code [HPg] in your reveal codes.

The **BOTTOM MARGIN** should remain set at 6 linespaces (1") for all pages. Text will automatically adjust to fit the pages.

### Quotations and Special Displays

Single space all special displays, such as subheadings that take two lines, footnotes, enumerations or listings. Single quotations are placed in quotes (“ ”) within the double spaced text, as shown here. “This is a very short quotation. It has three or fewer short lines and is built right into the double spaces text. Quotation marks are placed at the beginning and end of the quote.”<sup>1</sup> Long quotations should be single spaced and indented 5 spaces from both margins, as follows:

This is a longer quotation (let’s pretend). In order to get it to **INDENT 5 spaces from BOTH margins, press Shift+F4**. The quotation will automatically wrap in five spaces from both the left and the right margins. This type of quotation does not have quotation marks around it.<sup>2</sup>

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<sup>1</sup>Abernethy, John, Quotations for Reports, Random House, 1929, p.234

<sup>2</sup>*ibid.*, p.432

# **INFORMATION PROCESSING**

## **INF1030 Word Processing 1**

### Enumerations

Use the **INDENT (F4)** key for enumerations, and set the tab for Absolute 14. This places your indented text 4 spaces in from the left margin.

1. This is an enumeration. The number appears at the left margin and the text starts in 4 spaces from the left margin. The enumeration is single spaced. If you have more than one enumeration, double space (leave one blank linespace) between them.
2. Like this.

### Footnotes

When creating a report, references are made to other textbooks, articles, etc., and these have to be acknowledged. At the end of a quotation, or a reference, you create a **FOOTNOTE** by pressing (**Ctrl+F7**), **F** (**footnote**), **C** (**create**). This puts a footnote number in your document and also the same number in a footnote editing screen in which you enter the author, name of reference book or article, publisher and page number as well as any other information for the reference. When you have finished entering the footnote information, press **F7** to go back to your document.

You will see a footnote number, but no footnote unless you REVEAL YOUR CODES, at which time you will see the “NOTE” at the “FOOT” of the page—thus the name “FOOTNOTE.”<sup>3</sup> I have created this footnote as an example (you won’t find the book).

The nice thing about the footnote feature is that if you change your report and the footnote reference ends up on a different page, the footnote follow and appears on the same page automatically. If you have several footnotes in your document, they will automatically increase in number. If you delete one of them, they will be automatically renumbered.

### Tab/Indent Keys

**BEWARE** of the differences between the terminology **TAB** and **INDENT (F4)**. Textbooks often refer to “indenting” five spaces when in fact they want you to **TAB** in five spaces.

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<sup>3</sup>Cucheran, Rhoda, FOOTNOTES ARE FUN, CEC Publishing Company, 1994, p.2000.

# INFORMATION PROCESSING

## INF1030 Word Processing 1

Pressing **TAB** places your cursor at an advanced **Position** horizontally for the first line only, the balance of the lines wrap back to the original left margin.

Press **TAB** once at the beginning of each new paragraph to start the first line of text 5 spaces in from the left margin, and to leave the balance of the text at the default left and right margins.

Pressing **INDENT (F4)**, will place a new temporary left margin at the position indented to, and all lines will wrap to this new left margin until you press the **ENTER** key. Text will then again start at the original left margin.

Use the **INDENT (F4 and Shift F4)** key for quotations and enumerations.

### Base Font

Word processing programs have different **FONTS** (type size and appearance) available. The default font is usually **10 pitch (pica)**, that is, it creates 10 letter spaces per horizontal inch; e.g.:

This is Courier 12 pitch.

**This is 14 point.**

ωθχ, χ, θη,Υ'Υς'Υυς'Ωζ (this is Greek, 20 point printed on LASERJET 4mp)

If you want to get more text on fewer pages, you may want to change your **BASE FONT** selection to **12 pitch (elite)**, that is, create 12 letter spaces per horizontal inch.

If you want to place emphasis on a word, phrase, sentence or paragraph, you may choose to use another style of font, or choose **italic** from the font appearance menu.

### Title Page

Information on the title page should be displayed attractively,<sup>4</sup> usually **centred on the page**. It should contain the **name of the report** or essay (in all uppercase—capital letters), the **name of the writer**, and the **date the report was typed**, with this information usually being double spaced, and a **HARD PAGE BREAK (CTRL+ENTER)** placed, at the end of the last line on the title page.

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<sup>4</sup>*Ibid.*, p.276.

# **INFORMATION PROCESSING**

## **INF1030 Word Processing 1**

BE CREATIVE!!! For effect, you may want to use the **BOLD** or **UNDERLINE** features; change the **FONT SIZE** to large, or use other special features such as **GRAPHICS** which are available to you through your word processing program.

# INFORMATION PROCESSING

## INF1030 Word Processing 1

Example:

### (BUSINESS LETTER LETTERHEAD)

*(Left and Right MARGINS are set at 15)*

January 21, 1994

*(DATE LINE is on Ln 9)*

*(4–6 blank lines between  
the DATE and INSIDE ADDRESS)*

Ms. Renata Jacot  
5703 Dalton Drive N.W.  
Calgary, Alberta  
T3A 1C4

*(INSIDE ADDRESS includes  
the name and the address  
of the person the letter  
is going to.)*

*(one blank linespace)*

Dear Ms. Jacot:

*(SALUTATION)*

*(one blank linespace)*

In response to your recent request, we are pleased to send you a copy of our article entitled “Exterior Painting, The Quick Home Remedy.”

*(BODY of LETTER)*

*(one blank linespace)*

Our Group Merchandising Department prepared this article for consumers. It contains many helpful suggestions on choosing the right paint and tools for the job, preparing the surface to be painted, etc.

*(one blank linespace)*

Please do not hesitate to call your local Beaver store, or to write our Group Merchandising Department at the above address if you require additional information.

*(one blank linespace)*

Yours very truly,

*(COMPLIMENTARY CLOSING)*

*(4–5 blank linespaces for  
handwritten signature)*

Dianne C. Warnick  
Press Officer

*(SIGNATURE BLOCK  
Name and title of person  
sending the letter)*

*(one blank linespace)*

rc

*(INITIALS of typist -- your initials)*

*(one blank linespace)*

Enclosure

*(include an ENCLOSURE NOTATION  
at the very end of the letter,  
after the initials, if there is  
reference within the text of the  
letter indicating that there is an  
enclosure — an invoice, cheque,  
catalogue, etc.)*

# INFORMATION PROCESSING

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TABLE Example:

SIDEWALK SALES SPECIALS		
<u>Store</u>	<u>Special</u>	<u>Price</u>
Woodwards	Braun Silencio Dryer	\$ 25.99
The Bay	Sony Walkman WM-F46	129.88
Shoppers Drug Mart	Magnetic Photo Album	4.77
Pet Fair	Cockatiels	59.80
Hakim Optical	Foster Grant sunglasses	12.00
Sears	Canon SolarCalc	24.66

