

OUTCOMES BASED LEARNING MATWCI9

Course: CTIM100 – Computer Keyboarding

3 credits

Department: Computer Technology and Information Management

Description:

In this introductory computer keyboarding course, the student obtains a thorough knowledge of the computer keyboard and the basic principles of touch keyboarding. The course will include the basic features of Word word processing software and an introduction to letter styles, tables, and manuscripts. The student should progress to a speed of 25 – 45 words per minute with no more than three errors on three-minute timed writings. The course is adaptable for business and personal use.

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

*COUWCSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
At the conclusion of this course, the student will possess the following computer keyboarding competencies using Word software: <ul style="list-style-type: none">▪ Computer keyboard with a speed of 25-40 words per minute with no more than 3 errors on a three-minute writing utilizing the correct touch computer keyboarding	<ul style="list-style-type: none">▪ Computer keyboard with the proper touch typing technique on a three-minute timed writing with an aim of producing at least 2 three-minute timed writings with a speed of 25-40 words per minute with no more than five errors. (IG, WC)	<ol style="list-style-type: none">1. a. Demonstrate to the instructor proper touch typing technique via class drills. (IG, WC) b. Hands-on two-minute timed writings administered in class. (IG, WC)

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technique on alphabetic straight-copy material.		
<ul style="list-style-type: none"> ▪ Computer keyboard with the correct touch computer keyboarding technique on numeric, symbol, and 10-key pad 	2. Computer keyboard via drills.	2. Referenced above.
<ul style="list-style-type: none"> ▪ Use selected word processing features 	<ul style="list-style-type: none"> ▪ Utilize the following Word features in producing letters, reports, and tables: <ul style="list-style-type: none"> ▪ Start the software ▪ Quit the software ▪ Navigate a file ▪ Select text ▪ Bold, italics, and underline ▪ Undo/redo ▪ Save a file ▪ Spelling and grammar ▪ Print ▪ Line spacing ▪ Alignment/justification ▪ Help ▪ Center a page ▪ Insert a date ▪ Envelopes ▪ Tables ▪ Page numbering ▪ Page breaks 	3. <ul style="list-style-type: none"> a. Quiz/test on terminology and content (CT, IG, WC, W) b. Hands-on application assignments completed in class and outside of class graded according to mailability standards (CT, IG, WC, W) c. Hands-on application tests completed in class graded according to mailability standards ((CT, IG, WC, W)

	<ul style="list-style-type: none"> ▪ Bullets ▪ Cut, copy, and paste ▪ Margins ▪ Indent ▪ Widows and orphans ▪ Tab set ▪ Headers and footers (CT, IG, WC)	
4. Produce business letters	4. Create, edit, and revise interoffice memoranda and block and modified-block style letters. (CT, IG, WC)	4. Referenced in 3 (above)
5. Produce basic manuscripts	5. Create simple manuscripts including unbound reports, reports with references, two-page reports, title pages, and left bound reports. (CT, IG, WC)	5. Referenced in 3 (above)
6. Create basic tables and forms.	6. Create and format tables. (CT, IG, WC)	6. Referenced in 3 (above)
To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.	Referenced above	Referenced above.

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

** Indicate the Core Competencies that apply to the outcomes activities and assessment tools: critical and creative thinking (CCT); oral communications (OC); quantitative literacy (QL); information literacy (IL); written communication (WC); civic engagement (CE); integrative learning (IG); global learning (GL).

