

1982

Developing a Word Processing Curriculum for Northampton High School Using Validated Tasks Lists

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DEVELOPING A WORD PROCESSING CURRICULUM
FOR
NORTHAMPTON HIGH SCHOOL
USING
VALIDATED TASKS LISTS

A Research Paper
Presented To
the Faculty of the School of Education
Old Dominion University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education
Vocational Education Concentration

By
Madge S. Christian
Spring, 1982

APPROVAL PAGE

This research paper was prepared by Madge S. Christian under the direction of Dr. Mildred A. Mason in Vocational and Technical Education 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

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Mildred A. Mason, Ed. D. April 3, 1982

David I. Joyner 5/5/82
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Graduate Program Director April 3, 1982

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CHAPTER I

INTRODUCTION

Background Information

Word processing actually began thousands of years ago, and has been advancing rapidly ever since the typewriter was invented. It is a system of processing communications using standardized procedures, modern equipment and specialized procedures, modern equipment and specialized employee responsibilities to produce quality communications at rapid speeds and low costs.

Educators have been faced with the responsibility of preparing our youths for society. In our modern society, word processing is in demand; employers have discovered that it saves time and money, therefore, it has been made imperative for school administrators and educators to implement the business curriculum to prepare youths to meet the challenges of the modern office. In order to perform this task, educators have begun teaching word processing in high schools all over the state and country.

STATEMENT OF THE PROBLEM. The problem of this study was to develop a word processing curriculum for Northampton High School using validated tasks lists.

The problem was that Northampton High School did not offer word processing in the high school business curriculum. Because of the demands on educators and administrators to meet the challenges of society, the curriculum was implemented at Northampton High School. Word processing has been added to the curriculum to better prepare students for a job in the modern office.

Students were introduced to a systems approach for improving office efficiency and communications of information. It includes keyboarding, proofreading, logging, typewriting and using automated equipment to accomplish the rapid transformation of ideas into print.

Research Goals. This research study was designed to answer the following questions concerning the word processing curriculum at Northampton High School:

1. Should word processing be offered at Northampton High School?
2. Which approach should be used in developing a curriculum in word processing?
3. Is the business curriculum adequate to prepare students?

Background and Significance. Because of the demand for prepared secretaries in the world of work today, educators found it necessary that word processing be taught in high schools. Previous studies have looked at the secretaries in the world of work today, concepts, (Kozlowski, 1980), requirements, (Casady, 1980) and advantages of the projection of word processing curriculum in high schools.

Integration of word processing into the high school curriculum will better prepare students for office jobs today. Since automation has accelerated in the offices, more education is necessary to operate the equipment. The worker who can operate the automated equipment will receive the promotions.

Justification of the Study. Students taking the business curriculum at Northampton High School were not fully prepared for today's office jobs, therefore, it was the intent of the writer, to examine the program and to develop a future curriculum in word processing. This will provide students with a semi-terminal education in order to prepare them for employment after graduation.

Limitations.

1. Due to the lack of large businesses on the Eastern Shore, word processing equipment was not purchased or used in businesses, therefore, students were not able to get on-the-job-training
2. Since Northampton High School is a relatively small school in a small county, the School Board was unable to purchase word processing equipment for the high school.

Methods and Procedures.

1. A survey was taken at Northampton High School to find out if the students would like to have the word processing course added to the curriculum.
2. A telephone survey was taken of large businesses to find out if word processing equipment were being used.

3. The curriculum was developed by taking the performance objectives, task and duties from the V-TEC catalog put out by the State Department. These task and duties were used to plan lessons for teaching word processing to the business students at Northampton High School.

Assumptions.

1. This study was undertaken with the assumption that students respond honestly to the survey.
2. This study was undertaken with the assumption that business representatives would respond honestly to survey.

Definition of Terms. These terms are defined to assist the reader in understanding the implications made throughout the paper.

1. Curriculum - prescribed course of study as in high school
2. Implementation - a putting into effect, fulfillment or carrying through, as of ideas, or a program
3. Merge - move into the immediate curriculum
4. Originator - is a person who generates ideas to be processed.
5. Semi-terminal - partial completion; one who takes a job at the completion of high school and does not further his education
6. Sophisticated - world-wise, deprived of natural simplicity
7. Validated tasks list - task to be performed according to the V-TEC catalog issued by the State Department of Education
8. Word Processing - setting up form letters, proofreading; and using sophisticated machines such as typewriters to correct errors.
9. wpm - words per minute

OVERVIEW OF CHAPTER I

There are five chapters in this research study. Chapter I deals with the introduction, problem statement, research goals, background and significance, limitations, assumptions, procedures, definition of terms of research under study. Chapter II deals with all the related literature on the subject taken from other studies appearing in business journals, balance sheets and business forums. Business Journals were especially useful and referred to for ascertaining information. Chapter III deals with all the methods and procedures of the research study used. Chapter IV analyses the findings or data of the study and Chapter V presents a summary of the conclusions and recommendations derived from the overall study.

CHAPTER II

REVIEW OF LITERATURE

Years ago, if students had a desire to become a secretary or to choose a secretarial career, they would select the business curriculum as their major. They acquired the necessary training for entry-level positions by taking courses such as typing, shorthand transcription, business English, bookkeeping, basic math and office procedures.

Secretaries need to be skilled in automation. Therefore, educators are being faced with how to better prepare students to meet the needs of the future. Teachers need to prepare themselves to teach word processing, because the future office is being equipped with word processing equipment. Students must be taught about word processing.

One researcher (Darlene C. Pibal 1980) found that in advanced typing classes, students should be taught line measurements system and graded on the basis of usable lines instead of words per minute. Because a high level of typing proficiency is required for word processing, operators are measured and evaluated by productivity, usually measured in lines per day. In addition, emphasis should be placed on student's proofreading ability. Special proofreading exercises should be developed to sharpen the student's ability to locate errors.

Typing exercises should include handwritten copy; type copy with spelling, punctuation, and grammar errors; and machine transcription work. Machine transcription courses should be expanded because most word processing input comes by way of dictation on various media.

One researcher (Darlene C. Pibal 1980) found that office procedures classes are excellent places for teaching word processing concepts and terminology. Concepts and terminology may be taught from a variety of books recently published. Much emphasis is being placed on measured productivity in the world of work, and nowhere is this more evident than in word processing occupations.

One researcher (Harry R. Moon 1981) indicated that thorough training in the underlying skills such as basic language skills--including editing and proofreading, typewriting, machine transcription, working with rough draft copy and a complete introduction to the concepts of word processing and the role of word processing plays in modern business were the essential ingredients that must be taught to all business students. In addition, students must work projects related to word processing that will give them an opportunity to edit, transcribe machine dictation, follow standardized procedures, establish priorities, proofread, log production and submit finished copy for acceptance. However, it is not necessary for every school to purchase sophisticated word processing function. Students who possess the other skills can learn the basic functions of word processing equipment in a very short time.

As a part of their service package, vendors frequently offer to train the employees of companies that purchase their equipment. If a school cannot afford to purchase word processing equipment, work stations that include machine transcription units and electric typewriters can serve the training purpose very well.

One researcher (Mary Ellen Guffey 1980) indicated that spelling and vocabulary should be stressed to all business education students, not only in business English and communication classes but in all phases of business education curriculum. Competence in spelling, formation of plurals, hyphenation, and construction of compound words must be developed. Instructions in the use of a current dictionary cannot be over-emphasized for students in business education and office administration. Just as attorneys rely upon law journals, just as doctors refer to medical books, so must office workers use reference materials with confidence. Students must be taught how to use the pronunciation key in the dictionary, how to interpret dictionary syllabifications and hyphenation, and how to become super sleuths in searching for words with unexpected spellings. Grammar, usage, and punctuation--as taught in most traditional business English classes--do indeed have a place in the education of prospective office workers. It was suggested that continued emphasis be given to punctuation particularly comma usage, capitalization, and subject-verb agreement, as well as to the solution of problems encountered in using adverbs, adjectives, verbs, and prepositions.

Business educators must introduce students to reference manuals and teach them how to use it. Flexibility in forms of address and salutations, necessary in this age of social flux and feminine consciousness must be cultivated. Office workers need continuing instruction in spelling, grammar, English usage, and of reference materials.

One researcher (Delores Curley 1981) found that office workers will spend less time communicating by letter and telephone and more time communicating by terminals. Information will be processed by automated methods from the origination of the idea through the transmission of the idea by means of tele-communications including use of satellites.

SUMMARY

Since automation has dominated the society and the future office, secretaries need to be skilled and prepared for automation. Teachers need to prepare themselves to teach word processing, which is a phase of automation, because the future office is being equipped with word processing equipment. Office procedures classes are excellent places for teaching word processing concepts, and terminology. Concepts and terminology may be taught from a variety of books recently published. Word processing should be stressed in a variety of business subjects such as typewriting, English, transcription and communications. It can be taught without sophisticated equipment and in the traditional classroom with automated typewriters. Vendors frequently offer to train the employees of companies that purchase their equipment.

CHAPTER III

METHODS AND PROCEDURES

Educators cannot ignore the impact that word processing has upon the offices, therefore, teachers no longer can use the excuse that they do not have word processing equipment as a reason for refusing to consider the impact of word processing on office curricula. Word processing can be taught in the classroom to better prepare students to meet the challenges in the office of the future.

One takes certain duties and tasks from V-TECS catalog as well as performance objectives. Then one develops the curriculum. First, one develops the Curriculum Foundations which consists of: (1) Definition of the Course Area; (2) Rationale for the Study of the Course Area; (3) Content Source; (4) Content Structure; (5) Course Aims; (6) Course Goals. Secondly, one develops the Curriculum Content which consists of: (1) Scope and Sequence; (2) Unit Specification. Thirdly, one develops the Curriculum Evaluation which consists of: (1) Student Evaluation; (2) Document Validation and (3) Bibliography.

Instruments

The following instruments were designed to obtain the necessary information for this research paper:

1. A questionnaire was developed to obtain information pertaining to the use of word processing and to get students' opinions on preparations for the entry-level positions in the future office. It was distributed to the students in Clerk-typist and Stenography classes. The population of students was 10 Seniors and 10 Juniors in Clerk-typist classes. There were 5 Seniors and 5 Juniors in the Stenography classes.

Explanation of Student Interest Survey

Students were asked to answer the survey by indicating (A) agree, (U) undecided and (D) disagree to the questions asked.

2. A telephone survey was made to Perdue and Holly Farm Poultry Plants to find out if they were using word processing equipment in their offices. The population was two large businesses.
3. Data was collected and analyzed.
4. A final report was developed.

The students were asked to be honest in their responses, and not in any way would they be identified, and that the responses would not affect them in any way.

All of the questionnaires were collected, compiled and tabulated to gather the information necessary to do the research paper.

Teachers proceeded to prepare lesson plans and teach in the traditional classrooms integrating word processing with other business subjects and using the automated typewriters. Data was collected using the V-TECS catalog from the State Department of Education. The performance objectives and tasks were used to prepare the curriculum. Because of not having the word processing equipment, the performance objectives and tasks were deleted.

SUMMARY

It is a fact that teachers cannot ignore that word processing is a part of the future office. They must prepare students to meet the needs of the modern office. Students have been prepared in a traditional classroom with automated typewriters for automation.

A survey was conducted and data was collected. It indicated that word processing equipment is not used on the Eastern Shore in the large businesses.

According to the survey of opinions in the questionnaire which was answered by students giving their opinions on whether word processing should be taught indicated it should be taught at Northampton High School.

Regardless to whether word processing equipment is used on the Eastern Shore or not, students should be taught so they can gain employment in neighboring towns or cities. They should be prepared to meet the challenges of the future office.

CHAPTER IV

FINDINGS

The purpose of this study was to find out if there was a need to implement the business curriculum at Northampton High School. The objective was to project word processing into the business curriculum.

The telephone survey was conducted to find out if the two poultry plants, Perdue and Holly Farm were using word processing equipment in their offices. There were two poultry plants surveyed. Since students were our main concern or interest, another survey was conducted. It consisted of a questionnaire to the advanced business classes at Northampton High School. The survey was administered to the Clerk-typist and Stenography classes. The population consisted of 20 Clerk-typist students; 10 Juniors and 10 Seniors; 10 Stenography I and II students; 5 Juniors and 5 Seniors. The papers were passed out to the students. They marked their answers and papers were collected and collated. Data was collected and reported in this research paper.

Findings. The telephone survey indicated that Perdue nor Holly Farm Poultry Plants used word processing equipment in their offices. The student survey indicated that word processing should be added to the curriculum at Northampton

High School to prepare students to meet the challenges of the business world. All students responded to the survey.

The questionnaires are included in the appendix of this paper.

Explanation of Student Interest Survey.

Students were asked to answer the Student Interest Survey with (A) agree, (U) undecided and (D) disagree to the questions asked.

Explanation of Tables.

Table I - gives the population which was surveyed of the large businesses on the Eastern Shore.

Table II - gives the school population of Clerk-typist students and respondents to the questionnaire.

Table III - indicates the school population of Stenography I and II students and respondents to the questionnaires.

Table IV - indicates the results of the questionnaires for Clerk-typist I and II.

Table V - indicates the results of the questionnaires from Stenography I and II.

Following are several tables and explanations of findings interpreted for a clearer understanding.

Table I	
EMPLOYER POPULATION	
Classification	Total
Perdue Poultry Plant	0
Holly Farm Poultry Plant	<u>0</u>
Total	0

*Table I shows the total number of large businesses which used word processing in their offices for year 1981-82.

Table II			
SCHOOL POPULATION			
Clerk-Typist I & II			
Classification	Male	Female	Total
Seniors	0	10	10
Juniors	0	10	10

*Table 2 above shows the total number of student respondents from the questionnaire in Clerk-typist I & II.

Table III

SCHOOL POPULATION

Stenography I & II

Classification	Male	Female	Total
Seniors	0	5	5
Juniors	0	5	5

*Table III shows the number of student respondents from the questionnaire.

Table IV

STUDENT INTEREST SURVEY RESULTS

Clerk-Typist I & II

	A	U	D
1. Do you feel that the business curriculum will prepare students for entry-level positions?	10	0	0
2. Do you believe that when you finish Northampton High School you will be prepared for a job in a modern office with automation?	4	6	0
3. Are you interested in word processing?	8	2	0
4. Do you believe that word processing should be taught at Northampton High School to better prepare students for the job market?	8	2	0
5. Do you believe word processing should be added to the curriculum at Northampton High School?	<u>8</u>	<u>2</u>	<u>0</u>
Totals	38	12	0

*Table IV on page 16 shows the number of student's responses from the questionnaire.

Table V
STUDENT INTEREST SURVEY RESULTS
STENOGRAPHY I & II

	A	U	D
1. Do you feel that the business curriculum will prepare students for entry-level positions?	8	1	1
2. Do you believe that when you finish Northampton High School you will be prepared for a job in a modern office with automation?	5	2	3
3. Are you interested in word processing?	10	0	0
4. Do you believe that word processing should be taught at Northampton High School?	10	0	0
5. Do you believe word processing should be added to the curriculum at Northampton High School?	<u>10</u>	<u>0</u>	<u>0</u>
Totals	43	3	4

*Table V shows the number of student's responses from the questionnaire.

SUMMARY

The purpose of this study was to conduct a survey to find out the need for word processing at Northampton High School. This included getting student's opinions on the current curriculum status and to find out if large businesses were using word processing equipment. Most students felt that word processing should be added to the curriculum at Northampton High School to prepare them for the challenges of the business world.

Even though large businesses are not using word processing equipment on the Eastern Shore, students should be taught it in the classroom to prepare them for the world of work.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Statement of the Problem. The problem of this study was to develop a word processing curriculum for Northampton High School using validated tasks lists.

This study has been conducted to justify the need for implementing the business curriculum at Northampton High School. Since word processing is in demand in the modern offices today, there was a need to implement the curriculum to better prepare students to meet the needs of the future office. More education is necessary to operate the equipment since automation has accelerated in the offices. The worker who operates the automated equipment receives the promotions, therefore, it was necessary to up-date the business curriculum to prepare students for office jobs.

Word processing is a system of processing communications using standardized procedures, modern equipment and specialized employee responsibilities to produce quality communications at rapid speeds and low cost. Students were introduced to a systems approach for improving office efficiency and communications of information. It included keyboarding, proofreading, logging, typewriting and using automatic

equipment to accomplish the rapid transformation of ideas into print. Some of the prerequisites for word processing are: language and keyboarding skills, typewriting and transcription. These skills most likely will transfer those abilities into a word processing environment.

Because of changes being made in the offices today, teachers need to become aware of the changes and continue to emphasize basics with a mission toward relevancy, to stress work ethics, and to develop an understanding of how keyboarding skills are needed for the office of the future. A challenge for office jobs extends beyond a knowledge of the machinery to an understanding that businesses need eager-to-learn responsible, and flexible personnel who have good communication and keyboarding skills.

A telephone survey was made of two large businesses on the Eastern Shore, namely, Perdue and Holly Farm Poultry Plants. The results indicated that neither of the businesses were using word processing equipment in their offices. Even though the large businesses on the Eastern Shore were not using word processing equipment, students need to be prepared with word processing to take jobs in neighboring towns and cities.

Word processing equipment is very expensive to purchase, Northampton County School Board could not afford to purchase the equipment. Word processing can be taught in the classroom without sophisticated equipment. It can be taught in typewriting, transcription, English, general business, shorthand,

business communications, and secretarial procedures classes. which will help the students prepare for office job.

A survey was taken of students opinions in Clerk-typist and Stenography, to find out whether they were interested in word processing being added to the curriculum at Northampton High School. Most students felt that word processing should be added to the curriculum to better prepare them for the office jobs of the future.

In conclusion, word processing should be taught continuously at Northampton High School to prepare students to meet the challenges of the modern office. Administrators and educators must up-date the curriculum so that students will be prepared to meet the challenges of the future office.

Recommendations

Based on the findings and conclusions of this study, the researcher submits the following recommendations:

1. The study was conducted to prove that the curriculum at Northampton High School needs to be implemented to meet the challenges of society.
2. This study was conducted to prove that the curriculum for other business courses at Northampton High School need to be investigated.
3. Surveys should be conducted to investigate other course areas so that all curriculums will be updated.
4. The study was conducted to indicate that the Northampton County School Board needs to purchase

Recommendations (Continued)

word processing equipment in order to give students hands-on experiences.

- 5.. This study should be extended in the future to see if equipment will be purchased by the businesses and the school board.
6. Another survey should be conducted at a later date to see if differences have occurred in word processing equipment and the use of the equipment.

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APPENDIX A

STUDENT INTEREST SURVEY SHEET

1. Do you feel that the business curriculum will prepare students for entry-level positions?
2. Do you believe that when you finish Northampton High School you will be prepared for a job in a modern office with automation?
3. Are you interested in Word Processing?
4. Do you believe that Word Processing should be taught at Northampton High School to better prepare students for the job market?
5. Do you believe Word Processing should be added to the curriculum at Northampton High School?

TELEPHONE SURVEY

1. Do you have word processing equipment?
2. Do you have a trained word processor using the equipment or a trainee?
3. Do you like the word processing equipment?
4. Would you be willing to hire and train a student to do word processing?
5. What would be your beginning salary for a trainee?

APPENDIX B

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C U R R I C U L U M

W O R D P R O C E S S I N G

A P R I L 3, 1 9 8 2

M A D G E S. C H R I S T I A N

C U R R I C U L U M

I N

W O R D P R O C E S S I N G
A D M I N I S T R A T I V E S U P P O R T
S E C R E T A R Y

CURRICULUM FOUNDATIONS

DEFINITION OF THE COURSE AREA

WORD PROCESSING

Word processing is a course which introduces students to the tasks and duties necessary to perform word processing and the use of word processing equipment. It is a system of processing communications using standardized procedures, modern equipment and specialized procedures, modern equipment and specialized employee responsibilities to produce quality communications at rapid speeds and low costs.

R A T I O N A L E

Rationale for the Study of the Course Area

Since word processing is in demand in the world of work today and will be in the future, it is necessary that we equip our students with the invaluable knowledge, skills and attitudes necessary for initial employment and advancement in the business occupations. Word processing is a phase of automation.

The young person planning to enter the business world may find himself/herself seriously handicapped without knowledge of word processing. Certainly he/she will find that a person who has a skill in word processing will help him/her gain entrance into the business world.

Students who enroll in word processing do so because they are interested in ascertaining a job and for advancement in the world of business. Word processing can be taught without sophisticated equipment in the classroom, therefore, it will help students with other classes in learning the subject matter.

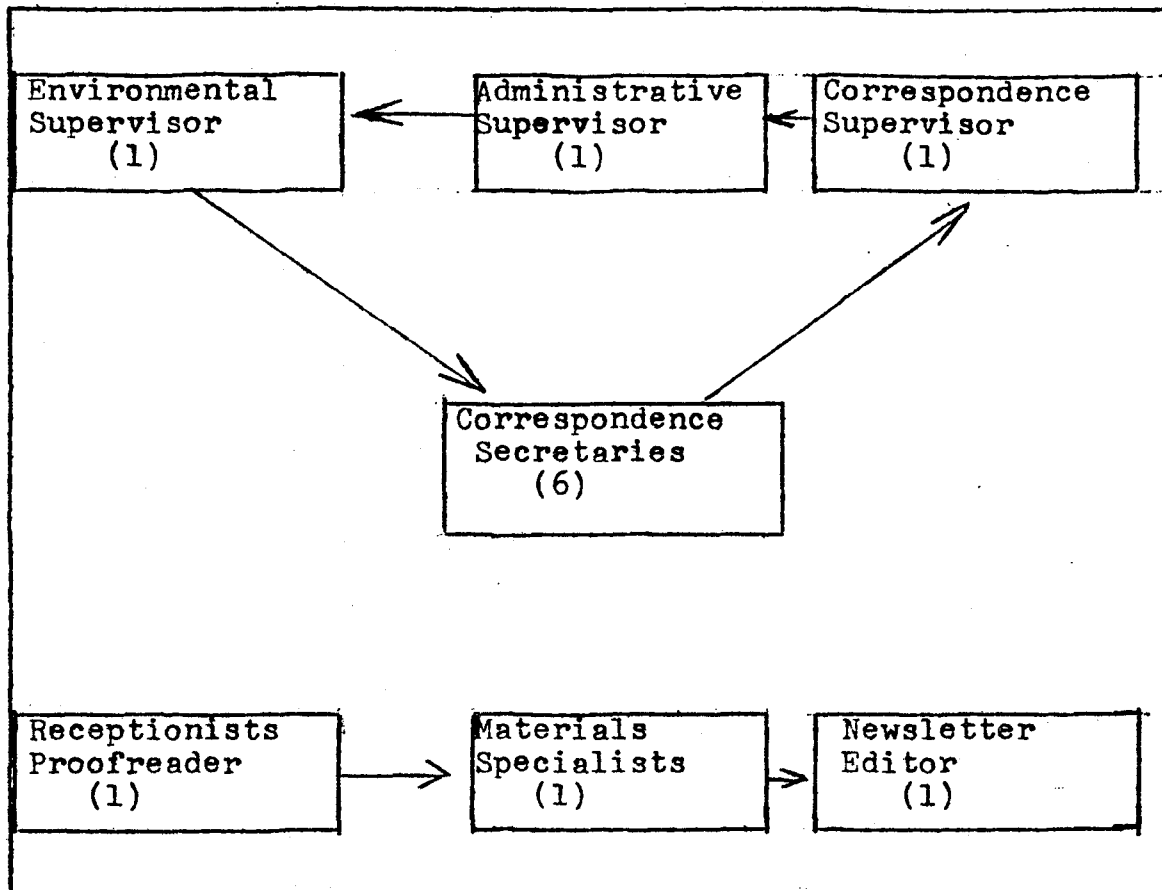
In the modern America, the desire for word processing is almost universal: everyone wants to be a word processor. Word processing is the key to office occupations. Word processing's vocational importance grows from the universal need for a means of communicating more rapidly and at low costs.

C O N T E N T S O U R C E

CONTENT SOURCE

The content source for the source is from the world of work in business and industry. The skills and knowledge are determined by what is required on the job. This is the basis for the word processing curriculum.

C O N T E N T S T R U C T U R E



*This is a two-week Rotational Schedule of Word Processing Position.

C O U R S E A I M

COURSE AIM

Course Aim: To develop knowledge and skill in word processing necessary to prepare students for vocational use.

C O U R S E G O A L S

COURSE GOALS

1. To develop an understanding of and an ability to use word processing.
2. To develop automatic, manipulative skill commensurate with the proposed use of the subject.
3. To develop an understanding of and an ability to use the word processing language in common use in business.
4. To develop an understanding of and skill in the use of mechanics of grammar in common use in word processing.
5. To develop the ability to use word processing skills efficiently.
6. To encourage those character traits that contribute to the highest type of business and personal relationship and to discourage those unacceptable.

The basic goals are the accelerated development of skills used in word processing and related subjects and to increase student understanding of office concepts and fundamental principles.

(

S C O P E A N D S E Q U E N C E

(

Scope and Sequence

- I. Performing Accounting and Bookkeeping Activities
 - A. Make Travel Arrangements for Boss/Principal
 - B. Record Daily Employee Attendance
- II. Performing Clerical Activities
 - A. Answer the telephone
 - B. Compose Interoffice Memorandums, Internal Directives, and Procedures Using Typewriter
 - C. Compose and Dictate Interoffice Memorandums, Interoffice Directives and Procedures
 - D. Compose Routine Correspondence Using Typewriter
 - E. Compose and Dictate Routine Correspondence
 - F. Destroy Documents Using Shredder
 - G. Maintain Bulletin Board
 - H. Make copies of originals on Copying Machines
 - I. Make Notes for the Next Day's Work
 - J. Paste-Up Materials to be Printed
 - K. Place Telephone Calls
 - L. Maintain Travel Expense Records
 - M. Proofread Final Copy
 - N. Take Dictation in Shorthand
 - O. Take Office Supply Inventory
 - P. Update Manuals (Replace Pages)
 - Q. Prepare Minutes of Meetings Using Typewriter
 - R. Prepare and Dictate Minutes of Meetings
- III. Performing Filing and Library Activities
 - A. Classify Materials for Filing
 - B. Compose and Dictate Drafts for Periodic Reports
 - C. Compose Drafts for Periodic Reports Using Typewriter
 - D. Control Security of Classified/Confidential Materials
 - E. Establish Subject Filing System
 - F. Establish Alphabetical Filing System
 - G. Establish Numerical Filing System

Scope and Sequence (Continued)

IV. Performing Mail-Handling Duties

- A. Address Packages
- B. Arrange for Mail to be Posted as Certified Mail
- C. Arrange for Mail to be Posted as Registered Mail
- D. Analyze and Prepare Incoming Mail for Boss/Principal
- E. Fold and Insert Letters in Envelopes
- F. Forward Mail
- G. Inspect Materials Received Against Invoice For Completeness and Damage
- H. Log Incoming and Outgoing Correspondence
- I. Make Up Mailing lists
- J. Pick Up Incoming Mail
- K. Prepare Items for Volume or Bulk Mailing
- L. Update Mailing Distribution Lists

V. Performing Personal Activities for Boss/Principal

- A. Greet Visitors
- B. Set up Interviews and Committee Meetings
- C. Maintain Boss/Principal's Appointment Calendar
- D. Protect Boss/Principal Valuables and Confidential Materials

VI. Performing Supervising Activities

- A. Conduct Efficiency Ratings of Other Office Personnel
- B. Protect Boss/Principal Valuables
- C. Inspect Completed Time Sheets
- D. Maintain Personnel Records
- E. Make Specific Work Assignments for Other Office Personnel
- F. Process Purchase Orders

VII. Performing Typing Activities

- A. Transcribe Machine-Recorded Dictation
- B. Transcribe Shorthand Dictation
- C. Type Addresses on Envelopes
- D. Type Agendas
- E. Type Carbon Copies
- F. Type Correspondence and Reports from Rough Drafts
- G. Type Memorandums
- H. Type Mimeograph Stencils
- I. Type Minutes of Meetings
- J. Type Printed Purchase Requisition Forms
- K. Type Offset Duplicator Masters
- L. Type Spirit Masters

U N I T I

UNIT I - GOALS

To make travel arrangements for Boss/Principal

UNIT I - RATIONALE

It is very important that students learn word processing skills efficiently because it is the key to office occupations and career fields into which one can enter via the office door or desk.

UNIT I - OBJECTIVES

Performance Objective

Given a travel request approval form, a travel advance form, and travel arrangement information; secure travel arrangements, and prepare travel forms and itinerary for boss/principal. Lodging must have been available which was satisfactory to the boss/principal, delay between scheduled conveyances cannot exceed one hour, and any advance travel funds must be available at least one day in advance of traveling.

Performance Objective

Given time sheets, absentee call-in slips, Leave Record Book, and compensatory time record; prepare daily attendance records without numerical error so that call-in slips are filed in folders bearing matching names.

UNIT I - ACTIVITIES

1. Close ledger accounts
2. Complete credit memorandums for goods returned
3. Make travel arrangements for boss/principal
4. Complete invoices
5. Complete monthly statements for customers
6. Complete sales tax reports
7. Complete salespeople's commission statements
8. Control petty cash fund
9. Credit accounts

UNIT I - ACTIVITIES (CONTINUED)

10. Make financial graphs and charts
11. Post (transfer) entries from journals to ledger
12. Post directly to ledger from invoices, credit memorandums, and checks.
13. Prepare bank deposit
14. Prepare balance sheet
15. Prepare summary statements of accounts
16. Process accounts payable invoices
17. Process accounts receivable invoices
18. Reconcile bank statement
19. Record daily employee attendance
20. Record investments
21. Write checks (other than payroll)
22. Write payroll checks
23. Check confirmations on stock/bond transactions
24. Price stocks in a portfolio
25. Complete productivity reports
26. Verify disbursement of funds
27. Prepare time-sharing cost sheets for users of computers

U N I T I I

UNIT II - GOAL

To perform clerical activities

UNIT II - RATIONALE

Students should be urged to perform clerical duties efficiently because the boss/principal are depending on him/her to do the job well. Being efficient on the job merits promotions.

UNIT II - OBJECTIVES

Performance Objectives

Given an incoming business call, a pad and pencil; answer the telephone. A checklist will be used to rate performance. All items must receive an acceptable rating.

Given a pencil, paper, typewriter, and specified information to be included in the communication; compose an interoffice memorandum, internal directive, and procedure.

Given a pencil, paper, dictation equipment, and specified information to be included in the communication; compose and dictate an interoffice memorandum, internal directive, and procedure.

Given a pencil, paper, typewriter, specified content information and established format; compose routine correspondence, including letters such as letters of condolence, congratulations, or acknowledgement of invitation.

Given a pencil, paper, dictation equipment specified content information and established format; compose routine correspondence, including letters such as letters of condolence, congratulations, or acknowledgements of invitation.

Given a stack of materials to be shredded, a shredder and trash bags; destroy the documents.

Given bulletin board containing out-of-date information, and material which needs revision, along with new information to be included on the bulletin board; update the bulletin board.

UNIT II - OBJECTIVES (CONTINUED)

Given originals of various documents, the number of copies needed, and a copying machine; make copies of each original so that the specified number of copies reproduced are exact duplicates of the original.

Given a number of unfinished tasks, and a calendar containing tasks which must be completed the following day; make a list of notes for the next day's work. Time allotments and the prioritization of activities must meet with the supervisor's approval.

Given a list of items to be ordered for an office, a requisition/order form and a requisition log; order supplies for the office. Requisition items must be separated into groups by supplier, forms must provide description and quantity of items; number and name of supplier must be entered in log and order form forwarded.

Given a report and material to be inserted, rubber cement, scissors and correcting fluid; past-up materials with alignment parallel to edges of paper, so that materials will reproduce without shadow lines.

Given a minimum of two local and two long distance telephone calls to make; place the calls for boss/principal.

Given receipts relevant to boss/principal's travel expenses, an expense statement form, travel voucher form, and typewriter; maintain travel expense records so that reimbursement of expenses will be received by boss/principal.

Given a rough draft with corrections and a final copy, and another individual with whom to proofread; proofread the final copy so that all corrections made in the rough draft have been incorporated into the final copy.

Given material dictated at a maximum of 80 w.p.m., pen and pad; take dictation. The dictation should be able to be transcribed by anyone knowing shorthand.

Given supplies for an office, and a blank inventory form; take inventory of office supplies and record the data on the inventory form.

UNIT II - OBJECTIVES (CONTINUED)

Given a manual, instructions, and replacement pages; replace out-of-date pages with up-to-date ones so that the manual contains the most recent information.

Given a pencil, paper, typewriter, and a meeting to attend; record and prepare a typewritten draft of the minutes. The minutes will record the names of the participants, the date, time and place of the meeting, and chronologically record the business conducted.

Given a pencil, paper, dictation equipment, and a meeting to attend; record, prepare, and dictate minutes. The minutes will record the names of the participants, the date, time and place of the meeting, and chronologically record the business conducted.

UNIT II--ACTIVITIES

1. Answer the telephone
2. Collate reproduced materials manually
3. Collate materials using an automated collator
4. Process requisitions
5. Compose interoffice memorandums, internal directives and procedures using typewriter
6. Compose and dictate interoffice memorandums, internal directives and procedures
7. Compose routine correspondence using typewriter
8. Compose and dictate routine correspondence
9. Compose manuscripts for training sessions
10. Compose routine correspondence
11. Correct handwritten or rough draft copy using proof-reader's marks
12. Destroy documents using shredder
13. Dictate routine correspondence or reports
14. Draw charts for reports
15. Expedite and trace customer orders

UNIT II - ACTIVITIES (CONTINUED)

16. Maintain boss/principal's resume information
17. Maintain bulletin board
18. Make copies of originals on copying machines
19. Make notes for the next day's work
20. Order office supplies
21. Paste-up materials to be printed
22. Place telephone calls
23. Prepare bank signature cards
24. Prepare bills of sale
25. Prepare delivery orders
26. Maintain travel expense records
27. Proofread final copy
28. Receive bill payments (issue receipts)
29. Route articles of mutual interest
30. Send telegrams
31. Staple duplicated materials
32. Take dictation in shorthand
33. Take office supply inventory
34. Take sales orders
35. Trim duplicated materials
36. Update manuals (replace pages)
37. Prepare requisitions/purchase orders
38. Distribute press releases
39. Prepare minutes for meetings using typewriter
40. Prepare and dictate minutes of meetings

UNIT III

UNIT III - GOAL

To perform filing and library activities

UNIT III - RATIONALE

It is imperative that students perform filing duties correctly because the boss/principal may want to refer to some correspondence that is needed. Therefore, the student must know where to find the correspondence immediately.

UNIT III - Objectives

Given at least 20 items to be classified, a stapler, time stamp, transparent tape, and file code index; classify materials for filing.

Given relevant content information, paper and pencil, format and style guides, and a typewriter; compose a draft for a report.

Given relevant content information, paper and pencil, format and style guides, and dictation equipment; compose a draft for a report.

Given classified materials, a locking filing cabinet and filing system; control the security of classified materials.

Given materials to be filed by subject, a typewriter, file cards, labels, and manila folders; establish a subject filing system.

Given materials classified as to subject/name, manila folders, labels, A-Z file guides, a typewriter and a file drawer; establish an alphabetical filing system.

Given a set of numerically classified materials, materials, manila folders, a typewriter, labels, and file cards; establish a numerical filing system.

UNIT III - ACTIVITIES

1. Classify materials for filing
2. Compile bibliographies
3. Compose abstracts of such materials as articles, books, and reports

UNIT III - ACTIVITIES (CONTINUED)

4. Compose drafts for periodic reports using typewriter
5. Compose and dictate drafts for periodic reports
6. Control security of classified/confidential materials
7. Compose routine correspondence using typewriter
8. Compose and dictate routine correspondence
- 9.. Compose manuscripts for training sessions
10. Compose routine correspondence
11. Correct handwritten or rough draft copy using proof-reader's marks
12. Destroy documents using shredder
13. Dictate routine correspondence or reports
14. Draw charts for reports
15. Expedite and trace customer orders
16. Maintain boss/principal's resume information
17. Maintain bulletin board
18. Make copies of originals on copying machines
19. Make notes for the next day's work
20. Order office supplies
21. Paste-up materials to be printed
22. Place telephone calls
23. Prepare bank signature cards
24. Prepare bills of sale
25. Prepare delivery orders
26. Maintain travel expense records
27. Process requisitions
28. Proofread final copy

UNIT III - ACTIVITIES (CONTINUED)

29. Receive bill payments
30. Route articles of mutual interest
31. Send telegrams
32. Staple duplicated materials
33. Take dictation in shorthand
34. Take office supply inventory
35. Take sales orders
36. Trim duplicated materials
37. Update manuals (replace pages)
38. Prepare requisitions/purchase orders
39. Distribute press releases
40. Prepare minutes of meetings using typewriter
41. Prepare and dictate minutes of meetings

U N I T I V

UNIT IV - GOAL

To perform mail-handling duties

UNIT IV - RATIONALE

Students must learn mail handling duties because it is a reliable task. The duty may determine whether the business succeeds or fails.

UNIT IV - OBJECTIVES

Given packages wrapped according to United States Postal Service (U.S.P.S.) standards, a typewriter, a hand stamp, ink pad, mailing labels, and complete addressee information; address packages for mailing.

Given at least five pieces of pre-addressed, first-class mail, certified mail coupons, stickers, and blank return ~~receipt~~ cards; arrange for posting as certified mail.

Given at least three articles of pre-addressed, first-class mail, the value content of each article, mailing directions, and current U.S.P.S. rates and fees information; arrange for articles to be posted as registered mail.

Given a routine mail delivery, stapler, paper clips, letter opener, date stamp, and ink pad; open and read incoming mail.

Given at least five envelopes, letters, and materials to be folded; fold and insert into envelopes.

Given mail delivered to the wrong address, and the forwarding addresses; forward the mail.

Given delivered materials, an invoice, and pencil; inspect materials received against invoice for completeness and damage.

Given incoming and outgoing mail, a loose-leaf notebook, paper, and pencil; log all incoming and outgoing mail so that the date in/date out, description of article, names of correspondents, and follow-up action are recorded.

UNIT IV - OBJECTIVES (CONTINUED)

Given sources of information, the criteria for selection, a typewriter, and the appropriate form sheets; make up a mailing list.

Given a mail delivery; pick up incoming mail. The mail must be brought to the distribution point; priority mail given first consideration, and erroneous deliveries returned to the mailroom.

Given a scale, postage meter, bulk mailing classification stickers, string and/or elastic, a minimum of 200 pieces of mail, with each piece of mail having a minimum size of 3" x 5", prepare the pieces of mail for a bulk mailing.

Given a prerecorded mailing distribution list, and at least ten mailing list additions and deletions; update the mailing distribution list.

UNIT IV - ACTIVITIES

1. Address packages (Address letters or packages)
2. Arrange for mail to be posted as certified mail
3. Arrange for mail to be posted as registered mail.
4. Analyze and prepare incoming mail for boss/principal
5. Date stamp incoming mail
6. Fold and insert letters in envelopes
7. Forward mail
8. Inspect material received against invoice for completeness and damage
9. Insure mail for posting
10. Log incoming and outgoing correspondence
11. Make up mailing lists
12. Pick up incoming mail
13. Place postage on mail
14. Prepare items for volume or bulk mailing
15. Read and classify incoming mail in order of importance

UNIT IV - ACTIVITIES (CONTINUED)

16. Route shipments of materials within office or between departments
17. Update mailing distribution lists
18. Weigh items and compute postal or shipping rates
19. Wrap and tie packages for sending or shipping
20. Write notes on incoming mail for boss/principal
21. Route incoming mail

U N I T V

UNIT V - GOAL

To perform personal activities for boss/principal

UNIT V - RATIONALE

Students must perform personal activities accurately because the boss/principal needs a reliable person to take care of his personal responsibilities. He needs someone to make sure the arrangements are handled correctly, because it may cause disruptions in travel arrangements and cause him to miss an engagement for an important meeting.

UNIT V - OBJECTIVES

Given a list of at least ten individuals, and the date, time and location; set up interviews or a committee meeting.

Given a visitor entering the office; greet the visitor, and make boss/principal and visitor introductions.

Given boss/principal preferences, specific appointments, and cancellations to be made and an appointment calendar; arrange appointments over a month period.

Given materials determined to be valuable or of a confidential nature, secure them in a locked place.

UNIT V - ACTIVITIES

1. Set up interviews and committee meetings
2. Greet visitors
3. Maintain boss/principal's appointment calendar
4. Maintain travel expense records
5. Make boss/principal and client introductions
6. Make travel arrangements for boss/principal
7. Prepare boss/principal's trip itinerary
8. Prepare personal business expense statements

UNIT V - ACTIVITIES (CONTINUED)

9. Protect boss/principal's valuables and confidential materials
10. Schedule appointments for boss/principal
11. Set up interviews and committee meetings
12. Coordinate recruiting for prospective employees

UNIT VI

UNIT VI - GOAL

To perform supervising activities

UNIT VI - RATIONALE

The student needs to practice reliability because the job is very important to the boss/principal. He/she must take care of valuables and confidential materials, complete time sheets, make specific work assignments, maintain personal records and purchase orders. These tasks determine whether the business progresses or fails.

UNIT VI - OBJECTIVES

Given materials determined to be valuable or of a confidential nature, secure them in a locked place.

Given employee's personnel file, efficiency rating form, and a pencil; conduct efficiency ratings of other office personnel.

Given a time sheet, a master listing of employees and their location identification codes, and completed leave slips; inspect a completed time sheet.

Given a typewriter, file folders, file drawer, and pertinent personnel data for a specific group; maintain personnel records.

Given a task or assignment and a log book; make a specific work assignment for other office personnel.

Given at least five purchase orders, shipping order forms, a blank sheet of paper, a typewriter, a catalog listing, and credit information; process the purchase orders.

UNIT VI - ACTIVITIES

1. Approve bills for payment
2. Conduct efficiency ratings of other office personnel
3. Conduct personnel meetings
4. Demonstrate equipment use

UNIT VI - ACTIVITIES (CONTINUED)

5. Inspect completed time sheets
6. Interview applicants for employment
7. Maintain personnel records
8. Make specific work assignments for other office personnel
9. Prepare accident reports
10. Process purchase orders
11. Record daily attendance of other office personnel
12. Select individuals for specialized training
13. Supervise preparation of purchase orders

UNIT VII

UNIT VII - GOAL

To perform typing activities

UNIT VII - RATIONALE

The student's reliability is very necessary, because the boss/principal needs to know that the typing activities are correct. This duty is only for a dependable person, because it may determine the personal relationship between the public and the business or whether the business succeeds or fails.

UNIT VII - OBJECTIVES

Given a transcribing machine, the recorded typing instructions and dictation, and a typewriter; transcribe the recorded dictation according to instructions.

Given the shorthand dictation, instructions for typing, and a typewriter; transcribe the dictation according to the instructions.

Given a typewriter, a minimum of 12 pieces of mail, and two dozen assorted business envelopes; type addresses onto 12 envelopes large enough to receive intended contents in mailable form so that:

1. The copy contains no typographical errors.
2. Format and style conforms to office policy,
3. The copy is legible, and
4. No smudges or extraneous marks are present

Given rough-draft agenda information, and an established format, and a typewriter; type the agenda.

Given at least three edited pieces of correspondence, instructions for typing, a typewriter, carbon paper, and second sheet copy paper; type one original and two carbons for each piece of correspondence.

Given at least three edited, rough-draft pieces of correspondence and/or reports, instructions for typing, a typewriter, and typing paper; type the correspondence and/or reports according to instructions.

Given an edited, rough-draft memorandum, instructions for typing, and a typewriter; type the memorandum according to instructions.

UNIT VII - OBJECTIVES (CONTINUED)

Given a rough-draft copy, instructions for typing, a stencil, and a typewriter; type the mimeograph stencil in the specified format so that the stencil pack is wrinkle free with no typographical errors.

Given rough-draft minutes, a typewriter, and instructions for typing; prepare a typewritten report according to established format with no typographical errors.

Given edited rough-draft copy, instructions for typing, an offset master, and a typewriter; type the offset master according to the established format so that the final copy contains no break-throughs, no typographical errors, and no smudges or fingerprints.

Given at least three pre-printed purchase requisition forms, information needed to complete the forms, and a typewriter; type the information onto the forms so that all information is typed with no typographical errors.

Given edited rough-draft copy, instructions for typing, a spirit master, and a typewriter; type copy in the established format so that the final copy contains no break-throughs, no typographical errors, and no smudges fingerprints.

UNIT VII - ACTIVITIES

1. Arrange type data in correct order for computer access
2. Take dictation at the typewriter
3. Transcribe machine-recorded dictation
4. Transcribe shorthand dictation
5. Type addresses on envelopes
6. Type agendas
7. Type carbon copies
8. Type correspondence and reports from rough drafts
9. Type memorandums
10. Type mimeograph stencils
11. Type minutes of meetings

UNIT VII - ACTIVITIES (CONTINUED)

12. Type monthly customer statements
13. Type offset duplicator masters
14. Type printed purchase requisition forms
15. Type purchase orders
16. Type spirit masters
17. Type travel forms
18. Type disbursement forms
19. Type budget transfers
20. Type proposals for funding
21. Type financial statements

UNIT EVALUATION

1. Why is a good secretary invaluable to a boss/principal?
2. What are some of the tasks of a good secretary?
3. Name some of the clerical activities of a good secretary.
4. Should a secretary be confidential?
5. Does a secretary perform supervisory activities?
If so, name the duties.
6. What are some of the activities of word processing which can be done in the classroom without sophisticated equipment?
7. Are you interested in word processing as a career?
8. Do you feel that you could perform the tasks and duties written in this curriculum?
9. What phase of word processing are you interested in?
(Administrative Support Secretary or Correspondence Secretary)
10. Do you believe word processors type as a duty?

DOCUMENT VALIDATION

Please read the following questions and answer them.
Circle yes or no.

Your carefully considered responses will definitely
be used in our revision of this curriculum.

1. Does the curriculum provide knowledge and skills in
preparing for vocational use? yes no
2. Are the goals too broad? yes no
3. Do the objectives match the
goals? yes no
4. Does the curriculum provide
a course in word processing
to prepare the students for
a job? yes no
5. Is the scope and sequence
broad enough to cover the
necessary skills to prepare
students for a job? yes no
6. Is the rationale answering the
question why? yes no
7. Are the objectives answering
the question what? yes no

REFERENCE

Word Processing Administrative Support Secretary
Vocational-Technical Educational Consortium of States
State Department
Richmond, Virginia
Developed by Maryland 1979

