

Course Outline

Business and Finance

REVISED: August/2017

Job Title:

Typist

71-50-88

Career Pathway:

Business Management

Typist: Keyboarding

Industry Sector:

Business and Finance

Credits: 5

Hours: 100

O*NET-SOC CODE:

43-9061.00

Course Description:

This competency-based course is an introduction to proper keyboarding techniques, mastery of alphabetic, numeric and symbol keys, and fundamental skill development of speed and accuracy. The course includes production of memoranda, letters in block style, simple tables centered horizontally and vertically, and short unbound reports. The course also emphasizes proper operation of a microcomputer. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

CBEDS Title:

Business Communications

Prerequisites:

None.

NOTE: For Perkins purposes this course has been designated as an **introductory** course.

This course cannot be repeated once a student receives a Certificate of Completion.

CBEDS No.:

4623



COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

COURSE OUTLINE COMPONENTS

LOCATION

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

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Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

COURSE OUTLINE COMPONENTS

LOCATION

INSTRUCTIONAL STRATEGIES

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

pp. 7-10

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, and simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

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ANA MARTINEZ
Specialist
Career Technical Education

ROSARIO GALVAN
Administrator
Division of Adult and Career Education

APPROVED:

JOE STARK
Executive Director
Division of Adult and Career Education

CALIFORNIA CAREER TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS

Business and Finance Industry Sector Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Business and Finance academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Business and Finance sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Business and Finance sector workplace environment.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Business and Finance sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Business and Finance sector workplace environment.

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Business and Finance sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Business Leaders of America (FBLA) career technical student organization.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Business and Finance sector, following procedures when carrying out experiments or performing technical tasks.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Business and Finance anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the Future Business Leaders of America (FBLA) career technical student organization.

Business and Finance Pathway Standards

A. Business Management Pathway

Management consists of planning, leading, and controlling an organization or effort to accomplish a goal. In the Business Management pathway, students learn entrepreneurship and business fundamentals, goal-setting, resource allocation, organizational structure and management techniques, economics, financial data, risk management, information technology, and supply chain management.

Sample occupations associated with this pathway:

- ◆ Human Resources Specialist
- ◆ Education Administrator
- ◆ Purchasing Agent
- ◆ Office Manager
- ◆ Chief Financial Officer

- A1.0 Explain entrepreneurship and the fundamentals of developing a new business.
- A2.0 Plan, organize, secure, and manage resources of a project to achieve specific goals.
- A3.0 Investigate the functions and techniques of management and organizational structure and distinguish between small and large companies.
- A4.0 Apply economic concepts as they relate to business.
- A5.0 Analyze financial data in order to make short-term and long-term decisions.
- A6.0 Explain the importance of risk management and regulatory compliance in business.
- A7.0 Utilize information and technology tools to conduct business effectively and efficiently.
- A8.0 Construct a Marketing Plan.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Typist: Keyboarding Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Identify skills required, equipment and materials used, classroom procedures, and available job opportunities for a typist. <i>This course outline has incorporated “Teacher Tips”, “Career Preparation Standards”, and a “Keyboarding Information Guide” to enhance your instructional delivery.</i></p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Identify skills required for keyboarding and formatting. 2. Describe equipment and materials necessary for keyboarding. 3. Know requirements of workstation management. 4. Identify job responsibilities of a general office clerk. 5. Identify job responsibilities of a clerk typist. 6. Identify job responsibilities of a receptionist. 7. Identify job responsibilities of an office assistant. 	<p>Career Ready Practice: 1, 2, 4, 5</p> <p>CTE Anchor: Academics: 1.0 Career Planning and Management: 3.1 Health and Safety: 6.6 Responsibility and Flexibility: 7.4 Technical Knowledge and Skills: 10.1</p> <p>CTE Pathway: A1.3, A7.1, A7.2</p>
<p>B. EQUIPMENT OPERATION, TECHNIQUE, AND ALPHABETIC KEYS</p> <p>Learn keyboarding operation, technique, and alphabetic keys on an electronic typewriter and/or computer.</p>	<ol style="list-style-type: none"> 1. Name and describe the parts of a computer and/or an electric typewriter. 2. Exhibit proper disk handling procedures. 3. Operate typewriter and/or computer safely and in a manner that protects equipment. 4. Locate home row, space bar, and return keys. 5. Operate the shift and backspace keys. 6. Use proper keyboarding techniques: sitting correctly, with feet flat on floor, wrists low, and fingers curved; using proper fingers; striking quickly; and using touch system. 7. Practice keystroke to “e”. 8. Practice keystrokes to “g” and “w”. 9. Practice keystrokes to “t” and “i”. 10. Practice keystrokes to “n” and left shift. 11. Practice keystrokes to “r” and period (.). 12. Practice keystrokes to “c” and right shift. 	<p>Career Ready Practice: 1, 4</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: A6.1, A7.1, A7.2</p>

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(40 hours)	<ol style="list-style-type: none"> 13. Practice keystrokes to “b” and “o”. 14. Practice keystrokes to “q” and “h”. 15. Practice keystrokes to “w” and “p”. 16. Practice keystrokes to “z” and “m”. 17. Practice keystrokes to “x” and “y”. 18. Practice keystrokes to “v” and comma (,). 19. Practice keystroke to question mark (?) and quotation mark (“). 20. Practice keystroke to colon (;) and apostrophe (’). 21. Load paper in printer and check positioning; insert paper into typewriter. 22. Replace print cartridge/ribbon. 23. Determine and set proper margins. 24. Delete and set tabs. 25. Develop speed and accuracy in keyboarding by administering 1-minute, 3-minute, and 5-minute timings. 26. Store and recall a file. 27. Change vertical spacing and top/bottom margins. 28. As part of an evaluation, demonstrate competency in operating equipment, knowing the keyboard, and using the touch system to type. 	
<p>C. NUMBER AND SYMBOL KEYS</p> <p>Master number and symbol keys using proper fingering.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Practice keystrokes to 1 and 8. 2. Practice keystrokes to 5 and 0. 3. Practice keystrokes to 2 and 7. 4. Practice keystrokes to 4 and 9. 5. Practice keystrokes to 3 and 6. 6. Practice keystrokes to dollar sign (\$) and hyphen (-). 7. Practice keystrokes to pound sign (#) and percent (%). 8. Practice keystrokes to open parenthesis [(] and close parenthesis [)]. 9. Practice keystrokes to ampersand (&) and exclamation point (!). 10. Develop speed and accuracy in working with number and symbol keys. 11. As part of an evaluation, demonstrate competency and speed in the use of number and symbol keys on 1-minute, 3-minute, and 5-minute timings. 	<p>Career Ready Practice: 1, 4</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1</p> <p>CTE Pathway: A7.1, A7.2</p>
<p>D. TIMED WRITINGS</p> <p>Increase keyboarding speed and build accuracy on 1-minute, 3-minute, and 5-minute timings.</p>	<ol style="list-style-type: none"> 1. Increase keyboarding speed as a result of skill-building warm-ups, drills, and timed writings. 2. Improve keyboarding accuracy as a result of skill-building warm-ups, drills, and timed writings. 3. As part of an evaluation, produce timed writings demonstrating increase in speed and accuracy on 1-minute, 3-minute, and 5-minute timings. 	<p>Career Ready Practice: 1, 4</p> <p>CTE Anchor: Technical Knowledge and Skills: 10.1</p>

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Johnson, Ronald D. and Walter M. Sharp. Micropace 3 21st Skill Building Lessons, 1st Edition. Cengage, 2008

Luke, Cheryl and C.B. Stiegler. Office Systems and Procedures, 2nd Edition. Glencoe, 1987.

Oliverio, Mary Ellen, William R. Pasewark, and Bonnie R. White. The Office: Procedures and Technology, 6th Edition. South-Western, 2012.

Robinson, Jerry W., Ed.D., Jack P. Hoggatt, Ed.D., Jon A. Shank, Ed.D., Arnola C. Ownby, Ed.D., Lee R. Beaumont, Ed.D., T. James Crawford, Ph.D., Lawrence W. Erickson, Ed.D. Century 21 Keyboarding, Formatting, and Document Processing, Complete Course, 5th Edition. South-Western, 1992.

RESOURCES

Employer Advisory Board members

Employment Development Department

CDE Model Curriculum Standards for Business and Finance

<http://www.cde.ca.gov/ci/ct/sf/documents/bizfinance.pdf>

California Department of Education. Challenge Standards: Career Preparation – Business Education. California Department of Education, Career Vocation Education Division. 2000.

California Department of Education. High School Academic Content Standards. California Department of Education, 2004.

California Department of Education. High School Exit Exam – English/Language. California Department of Education, 2001.

California Department of Education. High School Exit Exam – Mathematics. California Department of Education, 2001.

COMPETENCY CHECKLIST

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Lecture and discussion
- B. Multi-media presentations
- C. Visual aids
- D. Projects
- E. Individualized instruction

TEACHER TIPS

- A. Simplicity is best for teaching software applications. Avoid the temptation to give too much detail and to teach everything at once.
- B. In an open-entry/open-exit class, it is best to start a new student in an application rather than allowing him/her to search the latest Windows environment. Periodically conduct a group session on Windows so that there is less chance for students to experiment on their own and delete portions of the program.
- C. Challenge your students by providing exercises that relate to real business cases.
- D. Teach spreadsheet before word processing. It is a less “typing intensive” application and usually requires more teacher assistance. This inspires group discussion and new students of varying typing abilities can work together. The students are then more able to continue independently with the other software applications.
- E. Encourage peer help. When continuing students assist new trainees, they have the opportunity to review a process and to practice verbal skills necessary for employment interviewing.
- F. Teach flexibility – new software versions come on the market daily. Emphasize that students will be learning a “process” rather than specific software. When students find that you, too, do not know everything, they tend to be less afraid of the computer and begin to learn more rapidly.
- G. Use discussion of something like the Internet to bring groups together once a week for lecture and discussion. Class interaction and socialization are necessary to maintain interest and attendance.
- H. Allow an advanced student (early completer) to “test drive” new software programs and textbooks so that you can keep current with new teaching materials and programs.
- I. Teach your students how to perform a procedure – do not do it for them.
- J. Reinforce skills by providing students with summary tests at the end of each application.
- K. Teach “on your feet” not “from your seat;” speak with and check each student’s progress a minimum of two times each hour.

EVALUATION

SECTION A – Introduction – Pass a written exam on introduction with a minimum score of 80%.

SECTION B – Equipment Operation, Technique, and Alphabetic Keys – Pass all assignments and exams on equipment operation, technique, and alphabetic keys with a minimum score of 80%.

SECTION C – Number and Symbol Keys – Pass all assignments and exams on number and symbol keys with a minimum score of 80%.

SECTION D – Timed Writings – Pass all assignments and exams on timed writings with a minimum score of 80%.

SECTION E – Formatting – Pass all assignments and exams on formatting with a minimum score of 80%.

SECTION F – Employability Skills– Pass all assignments and exams on employability skills with a minimum score of 80%.

SECTION G – Final Evaluation – Pass the final evaluation with a minimum score of 70%.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
