Course Outline

Job Title
Typist

Career Pathway:
Business Management

Industry Sector:
Business and Finance

O*NET-SOC CODE:
43-9061.00

CBEDS Title:
Business Communications

CBEDS No.:
4623

71-50-86

Typist: Keyboarding/2

Credits: 5   **Hours:** 60

Course Description:
This competency-based course is designed to introduce students to skills used in office occupations. The course includes computer terminology, operation safety and maintenance, keyboarding review, document formatting and applications, office career preparation, and basic employability skills. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Prerequisites:
Enrollment requires successful completion of Typist: Keyboarding/1 (71-50-84) or Typist: Keyboarding (71-50-88).

NOTE: For Perkins purposes this course has been designated as a **concentrator** course.

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

Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Couseling Services Unit
Adult Curriculum Office
www.wearedace.org

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   pp. 7-10

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 COMPONENTS	LOCATION
INSTRUCTIONAL STRATEGIES	p. 12

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 p. 13

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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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.

COMPETENCY-BASED COMPONENTS
for the <u>*Typist: Keyboarding/2*</u> *Course*

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
A. INTRODUCTION Identify skills required, equipment and materials used, classroom procedures, and available job opportunities. (2 hours)	1. Recognize common computer terms. 2. Identify skills required for computer keyboarding. 3. Describe the function of a computer. 4. Describe available job opportunities. 5. Explain procedures for work station management. 6. Show control of materials and equipment.	**Career Ready Practice:** 1, 2, 3, 4 **CTE Anchor:** Communications: 2.1, 2.2, 2.3 Career Planning and Management: 3.4, 3.5 Technical Knowledge and Skills: 10.1 **CTE Pathway:** A1.3, A3.4, A7.1, A7.2
B. COMPUTER TERMINOLOGY, OPERATION SAFETY, AND MAINTENANCE REVIEW Understand basic computer terminology, safety, and care rules. Use and properly maintain computer equipment and removable devices. (3 hours)	1. Review computer terms. 2. Review equipment operation and safety procedures. 3. Review names of computer parts. 4. Review proper removable device storage.	**Career Ready Practice:** 1 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1 Health and Safety: 6.3, 6.6 Technical Knowledge and Skills: 10.1 **CTE Pathway:** A7.1, A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
C. EVALUATION: COMPUTER TERMINOLOGY, OPERATION SAFETY, AND MAINTENANCE REVIEW (1 hour)	1. Pass a test covering computer operation safety, computer parts identification, and removable device care and operation.	**Career Ready Practice:** 1, 4, 7 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1Health and Safety: 6.5, 6.6 Technical Knowledge and Skills: 10.1 **CTE Pathway:** A7.1, A7.2,
D. COMPUTER KEYBOARDING REVIEW Show increase in speed and accuracy using letters, numbers, and symbols. (14 hours)	1. Review techniques used in computer keyboarding. 2. Develop speed and accuracy in keyboarding using letters. 3. Develop speed and accuracy in keyboarding using numbers. 4. Develop speed and accuracy in keyboarding using symbols.	**Career Ready Practice:** 1, 4 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1 **CTE Pathway:** A7.1
E. EVALUATION: COMPUTER KEYBOARDING REVIEW	1. Test competency and speed in using letters, numbers, and symbols in keyboarding.	**Career Ready Practice:** 1 **CTE Anchor:** Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
(1 hour)		**CTE Pathway:** A7.1, A7.2
F. DOCUMENT FORMATTING AND APPLICATIONS Produce basic documents using a computer. (29 hours)	1. Center lines horizontally. 2. Center copy vertically. 3. Identify proofreader marks. 4. Recognize block letter format. 5. Produce a personal business letter in block style; proofread for accuracy. 6. Produce a business letter in block style. 7. Practice procedures for correcting errors. 8. Use proper word division rules. 9. Master placement in addressing small and large envelopes. 10. Keyboard small and large envelopes. 11. Produce a short, unbound report. 12. Prepare a simple table, centered horizontally and vertically. 13. Produce a memorandum. 14. Load a software program into the computer. 15. Save a document using correct file name. 16. Retrieve information from a removeable device. 17. Edit a document. 18. Insert information into a retrieval document. 19. Move information from one part of a document to another. 20. Format a document for printing. 21. Delete information from a document. 22. Revise a document.	**Career Ready Practice:** 1, 2, 4, 5, 11 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Problem Solving and Critical Thinking: 5.1, 5.2, 5.4 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1 **CTE Pathway:** A7.1, A7.2
G. EVALUATION: DOCUMENT FORMATTING AND APPLICATIONS (1 hour)	1. Pass a practical test demonstrating production of documents using a computer.	**Career Ready Practice:** 1, 4 **CTE Anchor:** Communications: 2.4, 2.5 Problem Solving and Critical Thinking: 5.1 Technical Knowledge and Skills: 10.1 Demonstration and Application: 11.1 **CTE Pathway:** A7.1, A7.2

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
H. EMPLOYABILITY SKILLS Show understanding of job search and acquisition skills. (6 hours)	1. Describe the steps used in a job search. 2. Write a résumé and cover letter; discuss the value of résumés and personal networking in obtaining employment. 3. Complete a job application legibly. 4. Describe work habits of punctuality and regular attendance. 5. Describe job interview preparation: dress, references, résumé, transcripts, work permits, interview, and follow-up. 6. Describe skills necessary to work in an office. 7. Describe the duties of an office worker. 8. Describe advantages and disadvantages of working in a small or large office. 9. Describe activities which increase job productivity. 10. Describe job traits needed to work in an office successfully.	**Career Ready Practice:** 1, 2, 3, 4, 7 **CTE Anchor:** Communications: 2.1, 2.2, 2.3, 2.4, 2.5 Career Planning and Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9 Problem Solving and Critical Thinking: 5.3, 5.4 Responsibility and Flexibility: 7.2, 7.3, 7.7 Ethics and Legal Responsibilities: 8.4 Leadership and Teamwork: 9.3 Technical Knowledge Skills: 10.1 **CTE Pathway:** A1.3, A.2.3, A3.1, A3.2, A7.2, A7.4
I. FINAL EXAMINATION (3 hours)	1. Produce a timed writing of thirty words with five errors in five minutes. Pass a practical examination covering the contents of the course with 80% accuracy.	**Career Ready Practice:** 1, 2 **CTE Anchor:** Communications: 2.4 Technical Knowledge and Skills: 10.1 **CTE Pathway:** A7.2

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Johnson, Ronald D. and Walter M. Sharp. Micropace 3 2ith 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. Pasework, 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% or higher.

SECTION B – Computer Terminology, Operation Safety, and Maintenance Review – Pass all assignments and exams on computer terminology, operation safety, and maintenance review with a minimum score of 80% or higher.

SECTION C – Evaluation: Computer Terminology, Operation Safety, and Maintenance Review – Pass a test covering computer operation safety with a score of 100%.

SECTION D – Computer Keyboarding Review – Pass all assignments and exams on computer keyboarding review with a minimum score of 80% or higher.

SECTION E – Evaluation: Computer Keyboarding Review – Pass all assignments and exams on evaluation: computer keyboarding review with a minimum score of 80% or higher.

SECTION F – Document Formatting and Applications – Pass all assignments and exams on document formatting and applications with a minimum score of 80% or higher.

SECTION G – Evaluation: Document Formatting and Applications – Pass all assignments and exams on evaluation: document formatting and applications with a minimum score of 80% or higher.

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

SECTION I – Final Examination – Pass the final examination with a minimum score of 80% or higher.

Standards for Career Ready Practice

1. **Apply appropriate technical skills and academic knowledge.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
   Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.**
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them**
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.**
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.**
   Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.**
   Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.**
    Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**
    Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, societal, and economic impacts of decisions.**
    Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Statement for Civil Rights

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