

## COURSE SYLLABUS

TKB 4/6543

Advanced Information Processing

Credit: 3 semester hours

Prerequisite: TKB 1123 or instructor's permission

### Catalog Description:

TKB 4/6543. Advanced Information Processing. (3) (Prerequisites: TKB 1123 or instructor's permission). Two hours lecture. Two hours laboratory. Applications in advanced word processing and desktop publishing.

### Conceptual Framework:

This course is required of all Technology Teacher Education majors and Office Systems and Technologies majors. It is one of several courses in the students' specialty area. The knowledge and skills obtained are necessary for students' success in the world of practice as they integrate technology in their careers as teachers or office managers.

### Objectives:

Upon completion of this course, students will be able to use word processing software to:

1. To master expert word processing competencies by completing applications that apply and reinforce word processing functions. CFPO #10
2. Create and run macros as an efficient, time-saving word processing procedure. CFPO #10
3. Create and customize templates for the production of various kinds of word processing documents. CFPO #10
4. Evaluate design elements in a desktop published document for appropriate use. CFPO #10
5. Produce internal business documents, such as memos, agendas, and fax cover sheets with a variety of typefaces, type styles, type sizes, and special symbols. CFPO #10
6. Produce business letterheads, envelopes, and business cards using a variety of templates, fonts, and ruled lines. CFPO #10
7. Create resume, calendars, address labels, and certificates. CFPO #10
8. Produce promotional documents, such as flyers and announcements, using tables, borders, pictures, drawing tools, WordArt, etc. CFPO #10

9. Create brochures using a variety of page layouts and design techniques. CFPO #10
10. Create specialty promotional documents, such as postcards, name tags, greeting cards, and invitations. CFPO #10
11. Use mail merge in the creation of various promotional documents. CFPO #10
12. Create newsletters using their own design based on desktop publishing concepts and word processing features, such as columns and styles. CFPO #10
13. Use a scanner to incorporate scanned objects into documents. CFPO #10
14. Produce screenshots for use in documents. CFPO #10
15. Create fill-in forms as templates and use them appropriately. CFPO #10
16. Create a web page with hyperlinks using word processing software. Create on-screen presentations, transparencies, paper printouts, slides, notes, handouts, and outlines using PowerPoint's AutoContent Wizard and presentation designs. CFPO #10
17. Prepare reports, term papers, manuals, and forms with cover pages, table of contents, title pages, and indexes. CFPO #10
18. To strengthen good work habits and behavior traits that are necessary for success in the business world. CFPO #2, 8

#### Topics to be Covered

1. Mastering Documents (Alexander, S., 1999; Erthal, M. J., 1998; Olinzock, A. A., 1998) 6 hours
  - a. Manage Documents
  - b. Document Navigation
  - c. Document Map
2. Creating and Modifying Forms (Schade, J., 1999; Sharp, W. M., Olinzock, A. A., & Santos, O., Jr., 1999) 5 hours
  - a. Form Controls
  - b. Protect Forms
  - c. Distribute Forms
3. Customizing Tables (Calhoun, C. C. & Robinson, B. W., 1995; VanHuss, S. H., Forde, C. M., & Woo, D. L., 2002) 6 hours
  - a. Object Linking

- b. Using Excel Data
  - c. Using Formula
  - d. Merging Tables
  - e. Splitting Tables
  - f. Calculations
4. Creating and Modifying Graphics (McLean, G. N., 1995; Peters, C., 1987; Sabin, W. A., 2001) 5 hours
    - a. Inserting Graphics
    - b. Modifying Graphics
    - c. Aligning Graphics
  5. Creating and Modifying Charts (Calhoun, C. C. & Robinson, B. W., 1995; VanHuss, S. H., Forde, C. M., & Woo, D. L., 2002) 5 hours
    - a. Revising Charts
    - b. Advanced Text Wrapping
  6. Using Macros (Fulton-Calkins, P., Hanks, J. D., 2000; Maxam, S., 2002; Olinzock, A. A., 1998) 6 hours
    - a. Recording Macros
    - b. Running Macros
    - c. Editing Macros
  7. Customizing Menus (McLean, G. N., 1995; Peters, C., 1987; Sabin, W. A., 2001) 5 hours
    - a. Creating Custom Toolbars
    - b. Adding and Removing Buttons from Toolbars
  8. Workgroup Collaboration (McLean, G. N., 1995; Sharp, W. M., 1998; VanHuss, S. H., Forde, C. M., and Woo, D. L., 2002) 6 hours
    - a. Tracking Changes
    - b. Accepting Changes
    - c. Rejecting Changes
    - d. Merging Input
  9. Creating Web Pages Using Word Processing Software (Fulton-Calkins, P., Hanks, J. D., 2000; Maxam, S., 2002; Olinzock, A. A., 1998) 5 hours
    - a. Using Web Page Wizard
    - b. Using Web Authoring Tools
    - c. Creating Hyperlinks
    - d. Applying Formatting, Color, Graphics, and Objects
    - e. Creating Forms on Web Pages
  10. Protecting Documents (Erthal, M. J., 1998; Peters, C., 1987; Sabin, W. A., 2001) 5 hours
    - a. Defining and Modifying Default File Locations
    - b. Reposting HTML Documents
    - c. Attaching Digital Signatures to Documents

11. Using Mail Merge (Alexander, S., 1999; Erthal, M. J., 1998; Olinzock, A. A., 1998) 6 hours
- a. Merging Letters with a Word, Excel, or Access data source
  - b. Merging Envelopes
  - c. Merging Labels
  - d. Using Outlook Data as Mail Merge Data Source

Suggested Student Activities:

Each student will:

1. Participate in hands-on activities as assigned.
2. Complete all classroom projects, assignments, and/or daily quizzes.
3. Satisfactorily complete theory and/or performance exams.
4. Graduate students will complete a research paper and project as approved by the instructor.

Method of Instruction:

The students will receive a variety of instruction which will include lectures, hands-on activities, demonstrations, and projects.

Technology:

Keyboarding instruction is taught using Microsoft® Word 2002, a leading word processing software application. The textbook and supplemental handouts point out the need for technology training and also alert keyboarding students to the physical considerations of technology.

Academic Honesty:

Academic misconduct will be dealt with in accordance with the guidelines and procedures outlined in the Academic Misconduct Policy, which may be accessed on the web at <http://www.msstate.edu/dept/audit/1207A.html>

Copy Fee

A \$20 copy fee is required for this course.

Final Grade:

Undergraduate Students:

|  |     |
|--|-----|
| Tests (Production, Performance, Objective) | 45% |
| Daily Projects                             | 50% |
| Attendance                                 | 5%  |

Graduate Students:

|  |     |
|--|-----|
| Tests (Production, Performance, Objective) | 45% |
| Daily Projects                             | 35% |
| Research Paper and Project                 | 20% |

Grading Scale:

|           |   |
|-----------|---|
| Above 90% | A |
| 80-89%    | B |
| 70-79%    | C |
| 60-69%    | D |
| Below 60% | F |

Text:

VanHuss, S. H., Forde, C. M., Woo, D. L., & Hefferin, L. (2006). *College keyboarding: Advanced Word Processing, Microsoft Word® 2003 (Lessons 61-120)*. Mason, OH: Thomson South-Western.

Bibliography:

Alexander, S. (1999). Speech recognition [ESCOhost]. *Computerworld*, 33(45), 65.

Anderson-Yates, M. A., Baker, C. M. (1996). *Keyboarding—The critical link for successful communication*, 50(4), 50.

Blackwell, C. B., Cooper, D. L. (2000) Promoting positive transfer of training in the business classroom. *Business Education Forum*, 54(3), 42.

Brockman, B. (2005). Assessing speech recognition knowledge and skills. *Business Education Forum*, 59(4), 47

Calhoun, C. C. & Robinson, B.W. (1995). *Managing the learning process in business education*. Bessemer, Alabama: Colonial Press.

Erthal, M. J. (1998). Who should teach keyboarding and when should it be taught? *Business Education Forum*, 53(1), 36.

Fulton-Calkins, P., Hanks, J. D. (2000). *Procedures for the office professional*. Cincinnati, OH: South-Western Educational Publishing.

Grauer, R. & Barber, M. (2006). *Microsoft Office 2003*. Upper Saddle River, NJ: Pearson Prentice Hall.

- King, P. (2003). Instant Messaging: Personal Use, Business Use, and Educational Use. *Business Education Forum*, 58(2), 51.
- Maxam, S. (2002). Keyboarding, word processing, and other input skills. In A. M. Remp (Ed.), *NBEA 2002 yearbook: Technology, methodology, and business education* (pp. 245-262). Reston, VA: National Business Education Association.
- McLean, G. N., (1995). *Teaching keyboarding*. Little Rock: Delta Pi Epsilon.
- National standards for business education*. (2001) Reston: National Business Education Association.
- Olinzock, A. A. (1998). Computer skill building—The answer to keyboarding instruction? *Business Education Forum*, 52(3), 24.
- Peters, C. (1987). *The Cortez Peters championship typing drills* (2nd ed.). New York: Gregg/McGraw-Hill Book Company.
- Sabin, W. A. (2001). *The Gregg reference manual* (9th ed.). Westerville, OH: Glencoe/McGraw-Hill.
- Schade, J. (1999). Ten steps to successful keyboarding instruction. *Business Education Forum*, 53(3), 36.
- Schrag, A. F. and Poland, R. P. (1987). *A system for teaching business education* (2nd ed.). New York: Gregg Division, McGraw-Hill Book Company.
- Sharp, W. M., Olinzock, A. A., & Santos, O., Jr. (1999). *KeyChamp*. Cincinnati: South-Western Educational Publishing.
- Sharp, W. M. (1998). A new method of building keyboarding speed on the computer. *Business Education Forum*, 53(2), 34.
- VanHuss, S. H., Forde, C. M., Woo, D. L., & Hefferin, L. (2006). *College keyboarding: Advanced Word Processing, Microsoft Word® 2003 (Lessons 61-120)*. Mason, OH: Thomson South-Western.