



Course Prefix/Number/Title: BOTE 152--Keyboarding II Online

Number of Credits: 3

Course Description: BOTE 152- Keyboarding emphasizes the development of speed and accuracy in keyboarding straight copy and production activities. Emphasis placed on formatting and keying various business documents including memos, letters, reports and tables from straight copy, rough drafts and un-arranged material.

Pre-/Co-requisites: n/a

Course Objectives:

- To demonstrate the ability to efficiently use the keyboard.
- To demonstrate the ability to compose material at the keyboard
- To exhibit proper work habits and posture.
- To create and manage information using computer technology.
- To format various types of business documents correctly and accurately.
- To demonstrate the ability to use the software's formatting features to enhance business documents.
- To recognize proofreader marks and make appropriate document corrections.

Instructor: Mrs. Sandra Larson, M.S.

Office: No office on Campus

Office Hours: n/a

Phone: (701) 721-2940

Email: sandra.larson@dakotacollege.edu

Lecture/Lab Schedule: n/a

Textbook(s): SKILLBUILDING MASTERY On the Computer, shrink-wrapped with a **serial code** to log in for the first time. This is a **one-time use only** serial code, so there is no textbook buy-back honored by the bookstore.

Plus you must download a free PDF book for weekly assignments:

Author: Barbara Ellsworth plus the **Nuts 'n Bolts** textbook needs to be downloaded for free from my blackboard website for weekly assignments and quizzes!

Course Requirements:

SKILLBUILDING MASTERY On the computer is an advanced keyboarding course designed to increase typing speed and accuracy to employable levels of 50+ wpm. It is a self-paced course and students are encouraged to meet the speed and accuracy goals in each exercise before continuing on to the next one. Students will have 15-second, 30-second, and 1-5 minute timing. There are 517 timed exercises that are **automatically scored and those that meet the accuracy rate are recorded to the Progress Report**. There are five proofreading exercises to teach proofreading skills. The Current Grade Report option averages the completed lessons and is available at any time throughout the course to help students evaluate their progress toward their goal wpm. The Final Grade Report contains the final grade to be recorded for the Timed Writings and Daily Assignments.

If you are already typing 35+ wpm (or 45 or 55 wpm, etc.) and want to increase your speed significantly, go to the **Main Menu**, Open Screen, **Course Entry Timing**. **The Course Entry Timing is found in the textbook (check Table of Contents); it will determine your present speed/accuracy.** Add 10-15 words to the score and use that as your new goal for every exercise.

Grading: Your instructor will be able to view your Progress and Grade Reports from the Internet. The grade is generated from the Grade Report on the student's program.

Timed Writings using textbook and online website are worth 40% of your course grade. Speed Grade (words per minute-words typed in one minute) (word= 5 characters)

A= 60+ Words Per Minutes (WPM)

B= 53-59

C= 45-52

D= 37-44

The Nuts 'n Bolts weekly assignments and quizzes are worth 60% of your grade.

FINAL PERCENTAGE GRADES:

90-100= A 80-89=B 70-79=C 65-69=D below 65=F

Keep a grade report on hand for an employer:

It would be a good idea to keep an extra copy of your Final Progress and Grade Report to show an employer when you apply for a job.

- *At the end of your course*, when you have completed only 26 lessons, check your Final Grade Report. If you are not satisfied with the grade, you may redo any exercises to improve your grade. A higher score on a timing will replace the lower score on your Progress Report, which will most likely improve the grade on your grade report.

THERE IS NO BUY BACK FOR YOUR TEXTBOOK. The serial code has already been used.

Tentative Course Outline: Weekly assignments PLUS weekly timings

General Education Competency/Learning Outcome(s) OR CTE Competency/ Department Learning Outcome(s): Dakota College at Bottineau General Ed goals 1, 2, 3, 9, and 10 apply throughout these objectives.

Ten General Education Goals

1. To develop the ability to communicate
2. To develop thinking skills
3. To develop knowledge and application of technology
4. To develop skills in mathematical computation
5. To develop an aesthetic appreciation for the world in which we live
6. To promote the management and use of physical activity
7. To develop a knowledge and application of science
8. To understand and appreciate cultural diversity
9. To develop lifelong learning skills
10. To foster interpersonal development

Relationship to Campus Focus: n/a

Classroom Policies: n/a

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.