

Keyboarding

South Eugene High School

2017-2018

Faculty Name:	Mary Taylor
Contact:	taylor_m@4j.lane.edu
Room:	9 (Computer Center)
IA time:	Ms. Taylor is always available via email (taylor_m@4j.lane.edu) and by appointment.
Credits:	.5 credit, Applied Arts (elective)
College Credits:	None
Course website:	eugene4j.edmodo.com
Grade updates:	staff.4j.lane.edu/~taylor_m login with last name (username) and student ID number (password)

Course Description

Keyboarding is a course designed to enable students to improve their typing skills in an efficient and effective manner. In class, students spend every day, and all of the period each day, typing. The software used, MicroType 5.0, provides systematic, progressive, and enjoyable instruction in Alphabetic, Numeric/Symbol Key and Numeric Pad keyboarding. Students watch their own progress.

Results for each lesson are sent to a "Web Reporter" which Ms. Taylor uses to access the data needed for evaluation of student performance. Specific calculations are outlined in the Grading section of this syllabus.

There are no prerequisite skills needed to take this course. It is most useful to students who do not have previous keyboarding experience, but even experienced keyboarders enjoy the improvement they experience in the course.

Learning Objectives

- ❖ Students will learn proper placement of the fingers on the keyboard (home row).
- ❖ Students will learn proper positioning of the fingers, hands, and body for ergonomically correct and efficient keyboarding.
- ❖ Students will learn to type without looking at the keyboard.
- ❖ Students will increase their WPM (words per minute) to at least 60%.
- ❖ Students will become able to type with at least 95% accuracy.

Students who are successful in this course are prepared for a wide variety of other successes, including but not limited to schoolwork (especially in the ability to type papers), employment (many jobs involve typing), and personal/social endeavors (all online communication involves typing, as do many lifelong learner activities).

Textbooks and Reading Materials

Students are not asked to read or refer to any textbooks in this course. However, there is a constant stream of reading and information on a number of topics included in the MicroType lessons (making this a particularly helpful course for English Language Learners).

Special Needs

Appropriate modifications and accommodations will be made for students with identified special needs. Identified IEP, 504, and TAG students generally feel at home in this classroom environment, since learning is pursued without comparisons of any sort being made, and distractions are minimized. Each student is encouraged to take the time they need for the activities of this course, which they have elected to take.

Classroom/Behavioral Expectations

1. Students are expected to arrive on time. Attendance is reported within the first 10 minutes of class.
2. Students are expected to use their assigned computer and to report any difficulties to Ms. Taylor.
3. Students are expected to ask for help ANY time a direction is not clear or there is any other hindrance to their learning. It is not acceptable to skip over anything that is not understood.
4. Students are expected to work consistently for the duration of the class; when one lesson is finished, the next one should be started. (Likewise, if a course is finished, another is begun!)
5. Games of any kind are not allowed (except as they are part of the Keyboarding lessons).
6. Students in this class are not allowed to use the Internet for anything other than listening to music on a service such as Pandora or Grooveshark, if they can get set up in a minute or less.
7. Students may not have food (including candy) or drink at the computers, except for water in closed containers. They may keep other drinks, in closed containers, at the computer-less tables, and visit them there.
8. Students are expected to check in with Ms. Taylor if they need to leave the room for a short period of time (bathroom, drink, etc.).
9. Students are expected to take breaks when and if they are needed; staring at a monitor for 70 minutes straight is not encouraged. Simple exercises to relieve eyes, wrists, etc. are encouraged.
10. Students may not socialize (talk) during class.
11. Cell phones should not be seen or heard, with the exception of their use with headphones for providing music, if it helps the student work.
12. Students are expected to remember their login information and to send all work to the Web Reporter in MicroType (i.e. no "guest" account work is counted).
13. Student who have a habit of looking at the keyboard are expected to use keyboard covers until the habit is broken.

Grading Policies

Grades in this class are based on two things: Amount and Speed.

Amount – The number of lessons done, with reference to the student's starting level.

- Students who are just learning to type, and/or have an initial WPM (words per minute) score of 5-15 are expected to complete one lesson per day.
- Students who start at 16-30 wpm are expected to complete two lessons each day. At this rate, they should complete the course with three weeks to spare at the end on the term, during which they can pursue one of the other courses/topics that are offered.
- Students who start at WPM of 31 wpm and above are expected to complete three lessons each day. At this rate, they should be able to complete the course in 6 weeks, i.e. half the term. If desired, these students can choose a different course to take for the second half of the term; they will receive .25 credits for each course, and both will be listed on their transcript.

Speed – The extent to which the student is keyboarding faster, without a sacrifice in accuracy.

Speed scores	4 (A)	3 (B)	2 (C)	1 (D)
End of Week 3	Student's average typing speed is 15%+ faster than initial speed.	Student's average typing speed is somewhat less than 15% faster than initial speed.	Student's average typing speed is significantly less than 15% faster than initial speed.	Student's average typing speed has not improved from initial speed.
End of Week 6	Student's average typing speed is 30%+ faster than initial speed.	Student's average typing speed is somewhat less than 30% faster than initial speed.	Student's average typing speed is significantly less than 30% faster than initial speed.	Student's average typing speed has not improved from initial speed.
End of Week 9	Student's average typing speed is 45%+ faster than initial speed.	Student's average typing speed is somewhat less than 45% faster than initial speed.	Student's average typing speed is significantly less than 45% faster than initial speed.	Student's average typing speed has not improved from initial speed.
End of Week 12	Student's average typing speed is 60%+ faster than initial speed.	Student's average typing speed is somewhat less than 60% faster than initial speed.	Student's average typing speed is significantly less than 60% faster than initial speed.	Student's average typing speed has not improved from initial speed.

Note: The structure of the 80 lessons in MicroType 5.0 is as follows:

1. Alphabetic Keyboarding Lessons (20)
2. Numeric & Symbol Keyboarding Lessons (16)
3. Skillbuilding Lessons (all keys) – Accuracy Emphasis (20)
4. Skillbuilding Lessons (all keys) – Speed Emphasis (20)
 - *Note: Slower-typing students will choose EITHER 3 or 4, not both.*
5. Numeric Keypad Lessons (4)

Every third week (since results take time to emerge), Ms. Taylor downloads data from the Web Reporter, which shows the results of each student's performance on each lesson in the course. This information, in addition to a small score for writing a weekly report on Edmodo, comprises the students' grade in the course.

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After reviewing the information and policies detailed above, please detach this portion of the syllabus, sign it, and bring the signature portion (only!) to Ms. Taylor. Thank you!

I have read the syllabus: _____
 Print Parent Name Parent Signature Date

I have read the syllabus: _____
 Print Student Name Student Signature Date