ABED 6160-01D
INSTRUCTIONAL STRATEGIES FOR KEYBOARDING

SUMMER 2013
(JUNE--Carrollton Campus)

<table>
<thead>
<tr>
<th>Course Instructor:</th>
<th>Dr. Susan E. Hall</th>
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<tbody>
<tr>
<td>Course Number/Section:</td>
<td>ABED 6160-01D, CRN No. (50440), Credit Hours: 3</td>
</tr>
<tr>
<td>Class Meeting Times:</td>
<td>Monday – Friday (6/3/13 – 6/27/13)</td>
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<tr>
<td></td>
<td>(Refer to Course Schedule for ONLINE and CAMPUS Designation)</td>
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<tr>
<td></td>
<td>3:00 p.m. – 5:15 p.m.</td>
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<tr>
<td>Building/Room Number:</td>
<td>Richards College of Business – Room 2202</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Richards College of Business – Room 2315</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>(678) 839-4841</td>
</tr>
<tr>
<td>FAX:</td>
<td>(678) 839-5358</td>
</tr>
<tr>
<td>E-Mail:</td>
<td><a href="mailto:sehall@westga.edu">sehall@westga.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Summer office hours are scheduled by appointment</td>
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</table>

What resources you will need...


*Hunter's series: All will be discussed; individual and group summaries are required; and postings are due by 5 p.m. on days listed on the course schedule (see last pages).


What is this course about?
A study of keyboarding instructional methods and strategies, issues and trends, software selection, and current research for elementary, middle, and high school instruction. Major emphases are placed on instruction for developing skill: levels of instruction, sequencing instruction, managing instruction and classroom technology, factors affecting instruction, evaluation, and curriculum.

What you’ll learn at the conclusion of this course...
Course Objectives Related to Learning Goals/Learning Outcomes: To provide research, conceptual, and practical knowledge bases of instructional strategies/methods for the following:

(1) **Developing foundation skills** refers to basics in dealing with fundamental learning principles for cognition and skills development. Foundation skills deal also with technology-intensive instruction. You should be able to do the following for **skills- and technology-intensive courses** based on age/grade/education levels: *(F-1, F-7, G-1, G-7)*
   a) Develop an understanding of fundamental principles and concepts for age-appropriate learning.
   b) Identify the importance of technology and its impact on instruction and learning.

(2) **Developing learning skills** refers to cultivating skills and competencies needed for each education level, which is increasingly becoming more technology-oriented: *(F-1, F-2, F-3, F-4, F-6, G-1, G-2, G-3, G-4, G-6)*
   a) Identify the instructional chronology (sequence of learning) for skill development.
   b) Determine the content and organization of instruction, from keyboard introduction and skill building to learner-appropriate application (production).
   c) Investigate the use of traditional instruction in keyboarding, such as
      1) Direct instruction (review, guided practice, feedback & correctives, etc.)
      2) Skill acquisition and individualized instruction
      3) Keyboard materials and software
      4) Motivation
   d) Investigate the use of alternative instruction in keyboarding, such as
      1) Indirect instruction (problem solving, decision making, creative thinking, etc.)
      2) Small groups and cooperative learning (pairs, tutorial, team learning, etc.)
      3) Affective learning (attitudes, personal values, business ethics, etc.)
      4) Language skills and incidental learning

(3) **Developing assessment and special application skills** refer to traditional and alternative assessment methods to measure knowledge, performance, and achievement related to tasks performed in the "real world" such as the following: *(F-1, F-5, F-6, G-1, G-5, G-6)*
   a) Construct a plan for assessment and testing based on established principles.
   b) Design and/or evaluate standards for testing and grading straight-copy, production, and terminal testing and grading.
   c) Summarize research pertaining to student needs.
   d) Summarize the impact of technology upon students at each education level.

Proposition #2 of the National Board for Professional Teaching Standards (NBPTS): Educators know the subjects they teach and how to teach those subjects to students. The graduates will (a) generate multiple paths to knowledge such as problem-solving, social interactions, and critical thinking; (b) plan using specialized knowledge of how to convey a subject to students.
What you’ll need to do to succeed...

- **Attend class.** My attendance policy is rigid based on the fact that this is (1) a graduate course and (2) an abbreviated summer course. Therefore, if you miss more than one class for any reason, I reserve the right to drop you from the course or lower your final grade. Being absent from class will have a detrimental effect on the final grade (lowering by one letter grade). If you must be absent, contact a classmate or myself to find out what you missed and be prepared for the next class. NOTE: If more than two classes are missing, it may result in being dropped from the course without notice.

- **Prepare and participate.** Come prepared to class (both campus and online) to discuss readings, demonstrate leadership qualities, analyze cases, challenge assumptions, and question solutions. Enrich class discussion by sharing relevant information from your own teaching experiences (either as a teacher or student). Campus and online (threaded and chat) discussions and group activities are intended to help YOU arrange the material in memory, clarify potentially confusing issues, and apply the material. You are responsible for reading and studying the texts, research, and class notes and for participating fully in ALL activities. Do NOT “count on” your group to “cover” or do your work! Groups should immediately report to the instructor a member who is NOT doing his/her portion of the work. That way, the instructor may intervene before the group’s grade is adversely affected. Questions are designed to demonstrate higher cognitive levels (HOTS=higher order thinking skills—analysis, synthesis, evaluation). ALWAYS SUPPORT YOUR ANSWERS USING DEFINITIONS, STEPS, PROCESSES, ETC. If you do not, points will be deducted or answers may not count.

- **Mind your manners.** Arrive on time and avoid any early exits. Arriving late/leaving early constitutes one absence. If you need to arrive late or leave early, please contact me via email or telephone to let me know ahead of time. Avoid activities unrelated to the class (checking email, working on your computer, sending text messages, etc.). **Be sure cell phones and other messaging devices are off and out of sight during class.** Close your computer during peer presentations and class discussions.

- **Hand in professional documents.** Type all documents on 8.5 x 11” letter-quality paper using Times New Roman or Arial with margins of 1” in black ink. Use an appropriate document format and *unjustified* text. Use APA style format as directed. No handwritten corrections are accepted on final copies. Assignments must be saved with `.doc` or `.docx` extension. Student work should display the correct spelling, punctuation, and grammar rules for all assignments. Before you come to class, assemble your documents in a report cover, report binder, or stapled (depending upon the assignment) with your name clearly located on the first page/cover page. All assignments are to be turned in at the beginning of class when the assignment is due.

- **Deliver professional presentations.** Speak to the class on the dates you are required to present. Before you present, hand in your presentation (cover page along with 6 slides per handout) to the professor. Dress professionally for all presentations—see photo to the right for *minimum* dress requirements.

- **Meet every deadline.** Turn in all writing assignments on the dates specified in this syllabus. Submit all activities for CourseDen by the indicated deadline. You will earn a “0” for missing the deadline of an assignment/activity or failing to deliver your presentation as scheduled. If you miss a deadline due to a *verifiable* emergency, contact me at sehall@westga.edu or (678) 839-4841 immediately, and I will consider a make-up or alternate assignment based on the circumstances (a late penalty may apply).
Follow these policies. As a member of this class, you agree to abide by the policies stated in this syllabus. Asking me to make an exception to these policies breaches our social contract as a group, so please resist the temptation to request special consideration.

What you can expect in each class...

Students will be expected to participate daily through class discussions, reading from the texts, developing and delivering written responses individually and as a team, engaging in CourseDen online assignments, presenting a presentation, analyzing research, and preparing discussion threads.

Important UWG Policies...

Course Withdrawal. Refer to the UWG Undergraduate Catalog for specific instructions on the “Withdrawal Policy.” Students who do not “officially” withdraw from the course will receive a “failing” grade.

Academic Honor. UWG students are expected to achieve/maintain the highest standards of academic honesty and excellence. Therefore, the UWG student pledges not to lie, cheat, plagiarize, or steal in the pursuit of study and is encouraged to report students who do (refer to Student Handbook, Appendix E, Academic Dishonesty). Students who breach the Academic Dishonesty guidelines will receive a “failing” grade in the course.

When there is an online class, what can be expected?

On the days we have an online class, you must have access to CourseDen. Each day an online class is scheduled, you will need to go in and complete all the activities for the day. You can expect to spend the SAME amount of time online as you would in a class conducted on the campus (2 hours). Please be sure you plan and include at least two hours for your online class. The online class will consist of developing responses to questions individually (based on the text), developing team responses to the same questions, and posting the team response to selected questions using persuasive communication citing evidence based on the readings. You MUST BE AVAILABLE TO MEET EVERY WEEKDAY FOR THE ENTIRE CLASS SESSION (3:00 – 5:15 p.m.—or when you and your team members agree on)—NO EXCEPTIONS. If you get disconnected online (while in a chat room or discussion board), log back in. NOTE: If you have questions or want to email the professor, please do NOT use CourseDen mail function, but email directly at sehall@westga.edu.

What assignments will need to be completed?

The following assignments will measure your understanding of and ability to apply course concepts to accomplish the learning objectives established for this course. Refer to the PROJECTS folder on CourseDen for each assignment’s expectations and requirements.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>FINAL EXAM (individual)</td>
<td>100 points</td>
<td>30%</td>
</tr>
<tr>
<td>Threaded Discussions (Hunter Series)(Individual and team)</td>
<td>300 points</td>
<td>30%</td>
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</tbody>
</table>
DEVELOPING LEARNING/ASSESSMENT/APPLICATION SKILLS

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Teaching Keyboarding Partner Questions</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Team Learning Experiences Presentation (team)</td>
<td>100</td>
<td>30%</td>
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<tr>
<td>TOTAL POINTS/PERCENTAGE:</td>
<td>600</td>
<td>100%</td>
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</table>

How do I complete the required assignments? What is expected?

FINAL EXAM (Individual): One exam will be given based on the McLean and Hunter texts and team discussions. Base all answers on content, facts, definitions, etc. from the texts; threaded discussions; handouts; and research. **Must be submitted via email on or before Thursday, June 27, 2013.**

THREADED DISCUSSIONS (group online answers): Questions from the Hunter Series will be posted in CourseDen on various Discussion Boards (DB). Due dates are located on the course schedule (last page). Students will:

1. Briefly answer the questions individually (prior to discussing with your group); submit via email.
2. Discuss with your team EACH of the questions you’ve already individually answered in your team’s assigned chat room. Five questions will be asked; all team members MUST contribute and develop a response, which will be the whole team’s perspective; submit via email.
3. One the assigned day, ONE member (rotating each time) will post the team’s “agreed upon” response on the DB as a thread for three of the five individual questions. Then EACH team puts their own responses by “agreeing or disagreeing” with the team who posted ahead of them.

Here is how: Each team will post (it is best to be the FIRST to post). Begin each DB posting with your team number and indicate WHY your team agrees/disagrees. To receive full-credit, do not just type, “Team X agrees/disagrees...” (based on the team’s response of the previous post). Each answer MUST include at least one definition, fact, figure, etc. from the text (summarized research). Make it clear that the material was read and discussed. **No answer should be longer than two paragraphs.**

This grade is a TEAM GRADE and consists of TEAM EFFORT. **Must be posted prior to 5:00 p.m. on the due date...postings after the deadline will NOT be accepted.**

TEACHING KEYBOARDING PARTNER QUESTIONS (individual and partners): Each student on their team will find a partner to “swap” questions via email based on the McLean textbook; the questions and instructions are below (and located on CourseDen in the PROJECTS folder). Answer your partner’s questions using “reply.” Use the writing “rules” (no more than two paragraphs), and support your answers with definitions and facts in order to receive full-credit. Each partner “scores” his/her partner’s answers and gives feedback via email. Print the entire email (questions, partner’s answers, your specific feedback, and score your partner. Also, submit a paper copy of the questions/answers/scores on Monday, June 24, 2013.
**McLean Textbook Questions:** Submit five (5) questions to your partner (answer and reply to you). Then, you give feedback and a score.

Select either #1 or #2 (only one) for your partner: (1) What is keyboarding at the E/M/H level? or (2) Is there a need for keyboarding skills at the E/M/H levels?

Select both #3 and #4 for your partner: (3) Instructional Methods: Why Do’s/Don’ts for “key stroking” skills? and (4) Application Methods: Why Do’s/Don’ts for “production-type” skills?

Select either #5 or #6 (only one) for your partner: (5) Individualized Learning: How to meet the needs of EACH student (alternative instruction and special needs)? or (6) Alternative Materials: What types of alternative materials could be used for instruction?

Answer #7 (*everyone must answer this*): (7) How can you evaluate and/or grade fairly and accurately in a keyboarding course?

**TEAM LEARNING EXPERIENCES PRESENTATION (team):** Each team will create, display, present, and print a PowerPoint Presentation summarizing “Successful Teaching Strategies based on Theory.” All information will be based on the required texts. Include the following:

1. **Title Slide.**
2. Top three learning theories or strategies presented in this course.
3. Summarize EACH of the three learning theories or strategies by including specific processes or points. Include some graphics or figures.
4. Indicate HOW you and your team members plan to IMPLEMENT these theories and/or strategies into your classroom teaching.
5. Finalize a top 10 list of do’s and don’ts in the classroom based on the Hunter Series.
6. Finalize a top 5 list of do’s and don’ts in the classroom when teaching keyboarding.
7. Conclusion Slide.

Submit a printed version of the presentation with six slides to a page with a cover page (including all team members names and date). Hand in stapled in the left-hand corner.

**How will I be graded?**

You can earn up to the total amount of points listed above for each assignment/activity. The assignments are weighed according to the percent each represents toward your final grade. While grades are not usually “rounded up,” please be aware that meaningful participation and positive contributions to the success of the class may be considered in the case of a borderline grade.

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<thead>
<tr>
<th><strong>UWG GRADING SCALE</strong></th>
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<td><strong>A=</strong></td>
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<td><strong>D=</strong></td>
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<tr>
<td><strong>F=</strong></td>
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# Course Schedule

**Class Key for Meeting Dates:**  
C = Campus  
O = CourseDen

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</table>
| 1   | C  June 3 (M) | Class Orientation  
Teaching Keyboarding Foundation Principles                                 | DUE: Student Information Sheet (find it on CourseDen; also, emailed).                          |
| 2   | O  June 4 (T) | COURSE DEN CLASS: Read and complete the MOTIVATION THEORY FOR TEACHERS textbook.  
Complete questions individually (see CourseDen).                               | DUE: Hunter: Motivation Theory for Teachers (entire book)  
DUE: Individual questions from the Motivation Theory for Teachers textbook (bring to class on June 6, 2011). |
| 3   | C  June 5 (W) | Discussion of MOTIVATION textbook.  
Discussion of TEACHING KEYBOARDING textbook (which chapters will be provided via CourseDen).  
Meet team members. Discuss online class requirements. | DUE: Bring in the individual questions from the MOTIVATION textbook. |
| 4   | O  June 6 (TR) | COURSE DEN CLASS: Team will meet online to discuss and answer questions for MOTIVATION textbook. | DUE: Team discussion in assigned chat rooms.  
DUE: Teaching Keyboarding Textbook (Pages: TBD—on CourseDen) |
| 5   | O  June 7 (F) | COURSE DEN CLASS: MOTIVATION textbook posting due.  
TEACH MORE FASTER individual questions.                                | DUE: MOTIVATION textbook team post due...no later than 5:00 p.m. (or it will not be accepted).  
DUE: Read TEACH MORE...FASTER; answer questions individually; send via email. |
| 6   | O  June 10 (M) | COURSE DEN CLASS: Team will meet online to discuss and answer questions for TEACH MORE...FASTER textbook. | DUE: Team discussion in assigned chat rooms. |
| 7   | O  June 11 (T) | COURSE DEN CLASS: TEACH MORE...FASTER textbook posting due.  
Read DISCIPLINE THAT DEVELOPS SELF-DISCIPLINE textbook. | DUE: TEACH MORE...FASTER textbook team post due...no later than 5:00 p.m. (or it will not be accepted).  
DUE: Read DISCIPLINE THAT DEVELOPS SELF-DISCIPLINE. |
| 8   | O  June 12 (W) | COURSE DEN CLASS: Answer DISCIPLINE THAT DEVELOPS SELF-DISCIPLINE individual questions.  
Finish reading TEACHING KEYBOARDING textbook.                              | DUE: DISCIPLINE THAT DEVELOPS SELF-DISCIPLINE individual questions due; send via email.  
DUE: Teaching Keyboarding Textbook (Pages: TBD—on CourseDen) |
<p>| 9   | O  June 13 (TR) | COURSE DEN CLASS: Team will meet online to discuss and answer questions for DISCIPLINE THAT DEVELOPS SELF-DISCIPLINE textbook. | DUE: Team discussion in assigned chat rooms. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>10 O</td>
<td>June 14 (F)</td>
<td>COURSE DEN CLASS: DISCIPLINE THAT DEVELOPS SELF-DISCIPLINE textbook posting due. Read RETENTION THEORY FOR TEACHERS textbook. DUE: DISCIPLINE THAT DEVELOPS SELF-DISCIPLINE textbook team post due...no later than 5:00 p.m. (or it will not be accepted). DUE: Read RETENTION THEORY FOR TEACHERS.</td>
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<tr>
<td>11 O</td>
<td>June 17 (M)</td>
<td>COURSE DEN CLASS: Answer RETENTION THEORY FOR TEACHERS individual questions. Email &quot;Keyboarding Methods Q &amp; A&quot; questions to your partner. DUE: RETENTION THEORY FOR TEACHERS individual questions due; send via email. DUE: Email and respond to your partner about your questions and answers to the KEYBOARDING METHODS Q &amp; A.</td>
</tr>
<tr>
<td>12 O</td>
<td>June 18 (T)</td>
<td>COURSE DEN CLASS: Team will meet online to discuss and answer questions for RETENTION THEORY FOR TEACHERS textbook. RETENTION THEORY FOR TEACHERS textbook posting due. DUE: Team discussion in assigned chat rooms. DUE: RETENTION THEORY FOR TEACHERS textbook team post due...no later than 5:00 p.m. (or it will not be accepted).</td>
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<tr>
<td>13 O</td>
<td>June 19 (W)</td>
<td>COURSE DEN CLASS: Read TEACH FOR TRANSFER textbook; answer individual questions. Begin to work on PowerPoint Presentation; develop ideas for group discussion. DUE: TEACH FOR TRANSFER individual questions due; send via email. DUE: Begin to develop ideas for the PowerPoint Presentation.</td>
</tr>
<tr>
<td>14 O</td>
<td>June 20 (TH)</td>
<td>COURSE DEN CLASS: Team will meet online to discuss and answer questions for TEACH FOR TRANSFER textbook; begin to develop and create PowerPoint Presentation. DUE: Team discussion in assigned chat rooms.</td>
</tr>
<tr>
<td>15 O</td>
<td>June 21 (F)</td>
<td>COURSE DEN CLASS: TEACH FOR TRANSFER textbook posting due; Continue working on PowerPoint Presentation; Score your partner’s responses to the KEYBOARDING METHODS Q &amp; A. DUE: TEACH FOR TRANSFER textbook team post due...no later than 5:00 p.m. (or it will not be accepted).</td>
</tr>
<tr>
<td>16 C</td>
<td>June 24 (M)</td>
<td>Team Learning Experiences Presentation Course Evaluation DUE: Team Learning Experiences Presentation Printout DUE: KEYBOARDING METHODS Q &amp; A Printout (questions/answers/score)</td>
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<tr>
<td>17 O</td>
<td>June 25 (T)</td>
<td>EXAM; TO BE WORKED ON AT HOME AND SUBMITTED BY 6/27/13 VIA EMAIL.</td>
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<td><strong>Finals</strong></td>
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<td>June 27 (TH)</td>
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