NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF EDUCATION

COURSE CODE: BED 111

COURSE TITLE: KEYBOARDING

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NATIONAL OPEN UNIVERSITY OF NIGERIA

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COURSE GUIDE

Introduction

BED 111 – Keyboarding is a 2 credit course designed to train you on how to use the computer keyboard and apply the skills to the production of business documents. A good mastery of the keyboard will increase effectiveness in your job performance.

The course is divided into two parts – Course Guide and the Main Text. Read this course guide before proceeding to the main text. The course guide will prepare you on what you will meet in the main text and the procedure you would take to aid your learning in the course. The facilitator for this course is required to read the course guide session for proper guidance on how the course will be facilitated.

What You Will Learn In This Course

In this course you will learn how to touch type and acquire the skills for speed and accuracy. You will equally learn why learning the skill of keyboarding is important in the day-to-day business.

Course Aim

The course aims at preparing you to teach/facilitate keyboarding in Secondary Schools and to business professionals. It will also equip you with the necessary skills you will need to apply the skills in your day-to-day activities.

Course objectives

1. touch type on the computer keyboard at 50 w.p.m.
2. type and format basic business documents; and
3. teach others how to touch type.

Working Through This Course

In this course, there are three modules and fifteen study units. The modules and units are presented thus:

Module 1:   Fundamentals of Keyboarding

Unit 1:   Origin of Keyboarding
Unit 2:   The Importance of Keyboarding
Unit 3:   Keyboarding Basics
Unit 4:   Work Place Station

Module 2:   Keyboarding Techniques

Unit 1:   Keyboard Layout
Unit 2:   Margin Set, White Space & Paper Sizes
Unit 3:   Letter Keys Practice
Unit 4:   Numerical Keys Practice
Unit 5:   Speed and Accuracy I

Module 3:   Skill Enhancement

Unit 1:   Line Spacing
Unit 2:   Paragraphing
Unit 3:   Font Type, Font Size, Save and Print
Unit 4:   Audio Transcription and keyboarding
Unit 5:   Speed and Accuracy II

Every unit contains a list of references and further reading. Try to get the textbooks and materials listed. The textbooks and materials are meant to deepen your knowledge of the course.

Apart from the print course material, you will equally have the soft copy of the material in NOUN web site – www.nou.edu.ng. When you get to the site, click on *course ware* and select this course.

This course will be facilitated through face-to-face at the study centres and online through iLearn platform. In the platform you will receive both synchronous and asynchronous facilitations supplemented with video tapes. To get to i-learn platform, click on www.nou.edu.ng, and click on i-Learn.

Assessments

The assessments are in four forms – self-assessment exercises, Tutor Marked Assignments (TMAs), Computer Marked Assignments (CMAs), and final examination.

The self-assessment exercises are provided for you to check your progress. Each unit has self-assessment exercises within the texts, and the answers are provided at the end of each unit. You should be sincere when working on the self-assessment exercises. Do not be quick at looking at the answers. Check the answers only when you know you have sincerely completed the questions asked. It is only by this way you will find the questions helping to aid your learning and mastery of the skills. The self-assessment exercises will not be scored.

The TMAs and CMAs will be scored and they will form part of the final assessment for graduation. There will be four continuous scored assessments in this course. The first assessment is the CMA. This will be multiple choice questions that you will take through the computer and you will have immediate score feedback. In addition, you will take three TMAs. These will be practical questions where you will be tested

on the skills gained. You will be required to use the keyboard. At the end of assessment, the best three of the CMA and TMAs will form 30% of your final score in this course.

Final Examination will form 70% of the final grade. You will be examined on all the sessions of the course material to test your mastery of keyboarding skills through the use of computer keyboard.

Course Marking Scheme/Grading

This table shows how the actual course marking is broken down.

Assessment	Marks
Assignments	Four assignments, best three marks of the four count at 30% of course mark
Final Examination	70% of overall course marks
Total	100% of course marks

How to Get the Most from This Course

In distance learning, the study units replace the university lectures. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace, and at a t time and place that suits you best. Think of it as reading the lecture instead of listening to the lecturer. In the same way a lecturer might give you some reading to do, the study units tell you when to read, and which are your text materials or set books. You are provided exercises to do at appropriate points, just as a lecturer might give you an in-class exercise.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit, and how a particular unit is integrated with the other units and the course as a whole. Next to this is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. These learning objectives are meant to guide your study. The moment a unit is finished, you must go back and check whether you have achieved the objectives. If you make this a habit, then you will significantly improve your chances of passing the course. The main body of the unit guides you through the required reading from other sources. This will usually be either from your set books or from reading sections. The following is a practical strategy for working through the course. If you run into any trouble, telephone your facilitator/tutor. The facilitator's job is to help you. When you need assistance, do not hesitate to call and ask your tutor/facilitator to provide it.

In addition, do the following:

1. Study this course guide thoroughly.
2. Turn to the modules and units.
3. Study the set modules and units objectives.
4. Identify and arrange all the resources or materials you would need in all.

5. Identify the hours of study allocated to each study unit.
6. Plan your hours of study.
7. Adhere to your study plan.
8. Start your study:
    a. Read the introduction in Module 1 and Unit 1.
    b. Study the objectives in the unit.
    c. Note the focus in the unit objective.
    d. With the focus on the unit objectives, study the unit.
    e. Attend to all self-assessment exercises. You could stop to re-read the text to answer the questions. Note key points on the 'wide space margin in your course material' when you are studying or answering the self-assessment exercises.
    f. Go through the conclusion and summary and compare with the notes you jotted at the margins of your course material.
    g. Try to read the references and further readings for wider knowledge.
9. Proceed to the next unit following the steps in 8 when you are sure you have mastered the preceding unit.
10. Make sure you watch videos in the units and comment as required.

Note: You will only be facilitated in this course; this means you must study the course material before facilitation. Your facilitator is to guide you and take you through challenging parts in the course material. You are not to be lectured.

Mode of facilitation

This course will be facilitated through Face-to-face and Online. For the face-to-face, go to your study centre. Use the facilitation timetable in your study centre. This is not compulsory.

For the online facilitation, go to NOUN iLearn platform. You will be given your user name and identity number by the school authority once you complete your registration.

Hours of Study and Facilitation

You are required to spend a minimum of 4 hours of self-study per week for each study unit. That will give you a total of 64 hours in this course. You will receive 8 hours of face-to-face facilitation. There are 34 lecture videos of 5 minutes each in this course.

Learner Support

You can receive immediate Information, Advice and Guidance (IAG) on deferment of course and examination, course registration, time table etc from your counsellors at the study centres, centre director, facilitator, iLearn through the provided contacts and the directorate of learner support services.

The Facilitator's Guide

As a facilitator in this course, you have three stages of activities to do as explained below:

Pre-facilitation Activities

Study the course guide and the main text. Note the resources required and how the resources will be applied. Note the number of hours required for facilitation. This course being a two credit course you have only 8 hours for face-to-face facilitation. This is different in the case of online facilitation. For online facilitation you must begin the week with the student, but you need to note the online learning environment – asynchronous or synchronous.

The knowledge of the content, learning environment and what is required in this course will help you plan your facilitation effectively. Do not start facilitating this course based on assumption. Plan your time table.

Activities during Facilitation

For face-to-face facilitation, plan the course material into 8 facilitation hours. You are not to lecture but to guide the students. Find out what the students have known and understood in the course materials with special attention to the unit objectives. Identify their area of difficulty and take them through it. Answer their questions. Guide them on how to achieve the most using the unit objectives and the resource materials indicated in the material.

For online facilitation, indentify the learning environment on your planning. Note the activities to be carried out in the asynchronous and those to be done in synchronous environment. Begin by introducing yourself to the students and create environment for them to introduce themselves and upload their pictures. Also ensure that your picture is uploaded. This will make you to know yourselves even when you are not seeing each other physically. By this way the students will be aroused and ready to learn.

At the beginning of each week, introduce the students to the topic(s) of discussion in the week. Where there is a preceding week, summarize the previous week's lesson and introduce the new lesson. Where you need to meet with the students synchronously, give them date and time and ensure compliance.

In NOUN iLearn Platform, you have the chat and discussion sections. Make sure that these sections are well utilized to achieve the set objectives. Ask questions that will lead students to attend to all the self-assessment exercises. Ask questions on the videos to find out if they actually understood the knowledge that is transferred.

You must give feedback to students in their assessments. Apart from the scores, let a student know what he/she did right and those that were not right. In addition, let the student know why his/her response was wrong. Feedbacks help students to learn.

Post Facilitation Activities

At the end of facilitation you have to mark the final examination scripts and give feedback to the students. Note that it is not just enough for a student to pass rather the idea is to train the students to master the skills. So they need every explanation that would make them have that mastery when giving feedback.

Assess the course material and give over-all feedback through the questionnaire provided for you to assess the material.

Main Text

MODULE 1: FUNDAMENTALS OF KEYBOARDING

This module gives you the basic requirements for keyboarding. Go through each unit carefully as presented below:

Unit 1:   Origin of Keyboarding
Unit 2:   The Importance of Keyboarding
Unit 3:   Keyboarding Basics
Unit 4:   Work Place Station

UNIT 1:   ORIGIN OF KEYBOARDING

Contents

1.0   Introduction
2.0   Objectives
3.0   Main Content
          3.1   The Origin
          3.2   Key principles in the development of keyboarding
4.0   Conclusion
5.0   Summary
6.0   References/Further Readings

1.0   INTRODUCTION

The society is dynamic in nature and therefore it is subject to change. The advancement in technology especially in the use of personal computers, in almost every area of life, calls for the need in keyboarding skills. Computers have been found useful in almost all fields – Engineering, Architecture, Surveying, Medicine, Artistic Work, Education, etc. Gone are those days whereby keyboarding was only associated with typists or secretaries. It is not enough to finger the keyboard or merely know how to use the mouse to bring out data from the computer. The programmers that programmed the packages that are commonly used today, followed typewriting techniques which cover (1) word processing (text), this includes letters, speeches, memoranda etc; (2) Display (3) Tabulation. They tried as m u c h a s p o s s i b l e t o programme the skills in typewriting so as to make typewriting more enjoyable and meaningful. The fact remains that the use of personal computers has not come to send typewriting into extinction rather it has come to enhance it. It should be noted that although the programmers followed typewriting styles, one still needs to learn the skills so as to be able to apply the techniques in producing business documents, also to appreciate the new machine more.

This material is prepared to give you hands on practical experience in keyboarding. Today, it is important that everyone becomes proficient in keyboarding irrespective

of the field of specialisation, particularly in the business world.

2.0   Objectives

At the end of this unit, you will be able to:
1. identify the earlier means of documentation;
2. explain the origin of qwerty keyboard; and
3. identify at least three key concepts in personal computer keyboard development

3.0   Main Content

3.1   The Origin of Qwerty Keyboard

The process of representing spoken sound and physical materials in r e a d a b l e form was first thought of by business men, specifically **agrarian encampments** when it became necessary for them to count owned properties such as parcel of land, animals or measure of grain or transfer of property from one person to another. The agrarians were known for the cultivation of grain. The need for documentation became necessary for the purpose of adequate record. It then called for symbols that could be impressed or inscribed in clay to represent a record. Therefore, sounds, ideas, concepts were represented pictorially on clay. Some inscribed on sand with their finger. Although this method of sand writing is still found relevant today in introducing children to writing, it is no more fashionable as a means of documenting information. The disadvantage that was associated with these methods was that information was sometimes distorted and not kept for long. This made scholars to think of other methods through which documentation can be made.

Self-Assessment Exercise 1

Watch video 2 and state with pictorial presentation four techniques of documentation in the early days?

The early way of writing developed into the use of feathers, slates and writing with pen and paper. Each of these styles has the problem of legibility and neatness. Therefore, the need for improvement gave great concern to some scholars. In 1837, Christopher Latham Sholes developed the "qwerty" typewriter which could be used to bring out hand written documents in printed form to make them more legible and decent. Though this typewriter could not function as well as expected, it gave birth to the whole idea of using machines to represent sounds. This typewriter passed through successive developments and today, we have more advanced machines, such as personal computers.

Keyboarding can therefore be defined as the process of touch typing the personal computer keyboard to produce meaningful business documents Keyboarding is not just the art of striking the keyboard to see a letter, word or figure in print, rather there are technicalities involved which would make the job more appreciable. These technicalities are learned and cannot be achieved through guesswork.

Through successive development on the qwerty typewriter keyboard, the personal computer keyboard was developed but with additional functions to make working on the personal computer easy.

Key Concepts in keyboard development

In keyboard development process, attention was given to legibility, neatness and retrieval. At each stage of documentation through pictorial and writing presentation, legibility and retrieval were given main focus.

Today, handwritten and typed documents are the common documents you find in the business world and used on a daily basis. Before the emergence of typed documents, handwriting was seen as a major skill to be learned. The skill of typewriting was required so that the recipient can easily interpret the information. Hand written documents had the problem of legibility and retrieval. Sometimes the ink gets blurred when the document had contact with water or when damped. This makes readability very difficult and thereby leads to distortion of information.

In addition to the problem of distortion of information that may come through lack of legibility and dampness there were also the problem of retrieval, accuracy and neatness, Shole considered these concept in the development of typewriting keyboard. This was an improvement on the other forms of documenting information. To further improve on these concepts, personal computer was introduced. This machine took care of the weakness of the typewriter which includes format, neatness and retrieval. It was more difficult to correct document using manual typewriter and electric typewriter keyboard. But the advent of computer keyboard makes it easier. With computer keyboard, no more smudges and holes on documents.

Self-Assessment Exercise 2

Google picture(s) of earlier typewriter invented by Christopher Shole and state three critiques as compared with the modern computer for typing. To critique means state what you observed as good and those observed as bad for the purpose of typing.

4.0   Conclusion

In conclusion, it could be said that computer keyboard is an input device through which data are entered into the computer system. The output of the processed data could be presented in soft copy i.e. in electronic format or in hardcopy i.e. on paper.

5.0   Summary

Written documentation started by writing on the sand with hand, the use of feather, slates, pen on paper, typewriter and today we talk about the use of computer keyboard. From history, man when through these process in attempt to get a business document that is presentable in terms of fastness, neatness, and functionality.

6.0   References/Further Readings

Ailen,M. Prince (1987). Walmsley's Commercial Typewriting. London:
        Pitman Publishing Ltd.

Drummond, Archie and Cole-Mogford, Anne (1989) Applied Typing(5th ed).,
        Maidenhead-Bershire,England:McGraw-Hill Book Company (UK) Ltd

NIIT Global Net (1999) Computer Concepts. Ohio: Sona Printers.Pvt Ltd.

NIIT Global Net (1999) Word. Ohio:Sonia Printers Pvt.Ltd.

 Microsoft Office (2007)

Answers to self assessment exercises

*Compare the answers provided with your answers. You could also discuss your
answers with your colleagues through chats on iLearn.*

Unit 1

Self assessment 1

        Writing in Sand

        Writing on slate with chalk

Writing with feather

Pictorial clay writing

Meaning of picture representation

head   **foot**   **sun "day"**   **hand**   **woman**

(Source: http://www.historian.net/hxwrite.htm)

Self-Assessment Exercise 2

1   2

THE FIRST COMMERCIAL TYPEWRITER
Model 1 Remington, Serial No. 1.

3

4

The typewriters presented in pictures 1, 2 and 3 are big and may not be easy to carry from one place to the other.

In pictures 1 to 3 the keyboard is far away from the type bars which may slow down the pace at which the type bar will strike on the paper.

The typewriter in 4 is more compacted. This might make it easier for the user to manipulate.

It appears that the typewriter in 4 has pedal like that of a sewing machine. This may require the use of foot to pedal the machine.

However, it could be said that the invention of the typewriters in 1 to 3 gave way to the typewriter in 4.

UNIT 2:   THE IMPORTANCE OF KEYBOARDING

Contents

1.0   Introduction
2.0   Objectives
3.0   Main Content
4.0   Conclusion
5.0   Summary
6.0   References/Further Readings

1.0   Introduction

In unit 1, we learned about the origin of keyboarding and now we can easily recount the different stages used in documenting information in the past and now. In this unit, we are going to discuss the importance of keyboarding. You may wonder why attention is given to learning the skills of keyboarding when most people can produced their documents by fingering around the computer keyboard. The question is: what is the standard of the document produced? Is the document presentable? The way and manner in which we present our document speaks about the type of organization or company. It is therefore important that we learn the skills required in presenting our documents to enable assimilation and understanding.

2.0   Objectives

At the end of this unit, you will be able to identify and explain the importance of keyboarding

3.0   Main Content

The importance of keyboarding can be classified into two major parts – personal and official.

3.1   Personal Importance

A person who acquires adequate keyboarding skills will be able to:

    i.   touch type;
    ii.   type fast with accuracy;
    iii.   type with less fatigue;
    iv.   do basic document formatting; and
    v.   produce acceptable documents.

The ability to strike each key steadily with equal pace without looking at the keyboard is referred to as touch typing. Equal and steady striking of computer keys leads to high speed with accuracy. The practice of skip around with the fingers on the keyboard reduces speed and accuracy. For instance if you type 20 w.p.m. with skip around method on keyboard, it means with proper keyboarding skills you will

type 40 or more words. This happens because you save time from looking at the keyboard. The skip around method could be using one finger to type or using one finger from each hand.

Fatigue comes when you spend long time on the keyboard, but you could reduce the fatigue when you adhere to keyboarding skills. It is good to type and be healthy. This is provided through keyboarding skills.

In any business organization, these advantages are required of every personnel irrespective of the job schedule. Before now keyboarding was seen as only the business of the typists and secretaries. With the advancement in technology and the use of computer in every business activity, keyboarding skills is required by all. Every field such as education, medical, legal, building, commerce etc require the use of the computer for a better output. For an organization to attain a full benefit of the use of computer require personnel who are versatile in keyboarding skills. With reference to some specific field of study the usefulness of keyboarding can be classified thus:

Education

With proficiency in keyboarding, you can key-in student data such as age, sex, state of origin, local government origin, staff data, students' scores, your lesson presentations, score students, and any other data that requires imputation into the computer.

Medical

The data you could key-in in the medical field include patients' name, sex, state of origin, local government area, specimen, report, etc.

 Legal

The keyboard skills will enable you to key-in legal documents such as will, agreement, deed of conveyance, etc.

Self-Assessment Exercise

Apart from the importance stated above, state additional importance from your observation or experience.

Share your views on the discussion board presented in this unit in the i-Learn platform.

4.0   Conclusion

The benefits of keyboarding skills start from specific to general. To enjoy the use of computers in the various organizations requires adequate individual training.

5.0   Summary

Keyboarding is useful in all fields of study and in all organizations. To have an absolute benefit of the use of the computer in organizations, each person needs to have the skill of keyboarding. Data such as age, sex, date of birth, state of origin, local government origin, and legal documentation are entered into the computer through keyboarding.

6.0   References/Further Readings

The Typewriter: An Illustrated History (Dover Pictorial Archive Series) Paperback–
    September 18, 2000

Ailen,M. Prince (1987). Walmsley's Commercial Typewriting. London:
    Pitman Publishing Ltd.

Drummond, Archie and Cole-Mogford, Anne (1989) Applied Typing(5th ed).,
    Maidenhead-Bershire,England:McGraw-Hill Book Company (UK) Ltd

NIIT Global Net (1999) Computer Concepts. Ohio: Sona Printers.Pvt Ltd.

NIIT Global Net (1999) Word. Ohio:Sonia Printers Pvt.Ltd.

 Microsoft Office (2007)

Unit 3:   Keyboarding Basics

1.0   Introduction

In this unit you learn about the machines used in keyboarding. Keyboard is often attached to a machine. There are different types of keyboard. For instance you have the keyboard (piano) for playing music. This unit will look at the keyboard machines for typing and inputting data into the computer.

2.0   Objectives

At the end of this unit, you will be able to:

- discuss different types of keyboard machines;
- state the functions of the main parts of the computer machine; and
- launch Microsoft Word through Microsoft Office.

3.0   Main Content

3.1   Types of Keyboarding Machines

There are different types of typewriting machines, from which the keyboard emanated. They are basically grouped as manual and electronic. The manual type functions without electricity while the electronic type needs electricity to function. The manual type can be found in both standard and portable forms. The standard typewriter is the normal size of typewriter which can take any size of paper ranging from A7 to A2. The electric typewriter is also in two forms; standard and portable. Both manual and electric typewriters have similar keyboards which are the same as that which was first developed by Shole. The interesting thing to note is that at each stage, there is an improvement on the old by the kind of functions performed by the additional keys. For example, there is no carriage return lever on the electric typewriter rather there is a key that does the return or the function that performs automatic wrapping of words. The electric typewriter can store and retrieve information when need be. It also has the facilities of viewing what you are typing on the screen. It is the advancement on the typewriter that gave birth to the personal computer. The early computers were not meant for typing but further progress in development led to the emergence of the personal computer which now

supersedes the use of the typewriter in typing because of its numerous functions.

The personal computer is divided into various parts and each part performs a function different from the other. The parts of the personal computer could be likened to the parts of a human being. For example, the major parts of a human being are the head, the fore limbs, the hind limbs, and the body. Each of these parts has its own sub-parts and each of these sub-parts performs different interrelated functions. For instance, in the head you have the eyes, nose, mouth, ear, forehead, hair, skull, brain etc. The mouth is used for eating and talking therefore it cannot perform the hearing function of the ear because it is not designed to do that, also the forehead cannot perform the function of the brain. But human beings need the functions of all in order to achieve a normal process. You can now look at the parts of the personal computer and their roles.

The Main Parts

1.The Monitor

2. The Central Processing Unit (CPU)

3. The Keyboard

4. The Printer

The monitor — The monitor is the part of a personal computer that looks like the television screen. A monitor has either a monochrome or colour screen in a manner that resembles a printed text. The character display can normally be generated in two different modes:

- The scrolling mode – This is the mode in which lines appear at the bottom and move up the screen.
- The paging mode – In this mode, one complete screen –(a full screen) is replaced by another. This can be likened to a slide projector.

The Central Processing Unit (CPU) – The CPU of a personal computer contains the power unit. The CPU contains the processor, the main memory, disk drives and parts for output or input devices. The processor unit helps to process the input data by changing the input data into a machine code in the language the computer would understand. The computer cannot read our normal way of writing; it works in BINARY form, accepts ONE (1) or ZERO (0). The main memory helps to store information and releases it when retrieved. The disk drive is the compartment provided for a floppy disk/diskette which is used for external storage. There is also the zip drive and CDROM which are the compartments for the zip and compact disk used for large documents.

The keyboard – This is one of the computer input devices. An input device is a means used in feeding data into the personal computer. It is through the keyboard that you input data into the computer. The keyboard could be manual or virtual. You type in the data by striking the keys or through touch screen especially on smart phones.

The printer is an output device which helps in producing the hard copy.

The mouse is another computer input device. The keyboard, scanner, joystick, keyboard etc are other input devices. The mouse is also used to control the cursor. What is a cursor? A cursor is a small character-size symbol displayed on the screen. It can be moved about the screen vertically and horizontally. As earlier mentioned the control keys can also perform this function.

The disk (diskette/floppy disk), CD-ROM, external hard drive and flash drive (pen drive) are secondary storage medium used with microcomputers. The commonest amongst them today are the flash drive and external hard disk.

3.2   Introduction to Microsoft Word

The computer keyboard being a device needs software to work with. For the purpose of this course you will be introduced to Microsoft Word which is a software within Microsoft Office. You need to see the impression of the input through the keyboard. The Microsoft Word often referred to as *Word* is chosen as the beginning package because it takes care of most of the jobs done in a modern office and it is the easiest package to use in learning keyboarding. The mastering of this package would help to ease the difficulty in using other packages.

Starting Microsoft Word

To go to the Microsoft Word environment you have to start or launch the personal computer through the following process:

Ensure proper connection

Switch on the power from the socket

↓

Switch on the stabilizer or UPS

↓

Press the start button on the CPU

↓

Press the on button on the monitor

As soon as this stage is completed, the PC would show light on the screen and start to change form. It is this stage of changing form that is referred to as "booting". The computer does not receive data when booting because it is at that stage that is getting itself ready for work. Icons and the cursor are displayed as soon as the booting is over. The cursor most times has either an arrow shape or a plus (+) sign. At this stage the computer is ready to receive data. It is only at this point you can start word by doing any of the following:

1. Click start from the start menu window, click program, from the pop-up menu, click Microsoft Word.
2. You can also launch Microsoft Word through the short cut – double click on the Microsoft Word icon on the desktop.

The face of the screen after booting   Microsoft Word window screen

Where you are using a lap tops, smart phone or tablet computer, use the manual to identify the *on button* and press it to boot.

Exiting Microsoft Word

Before you exit from the Word environment ensure that the document in progress is saved except if that document is not needed afterwards, but should you forget to do that before clicking on close or exit, a box will prompt:

Note: The name:
"Document 1" is not
permanent. It changes
according to the name
given to the file.

Microsoft Word
Do you want to save the changes to
Document1?

Yes   No   Cancel
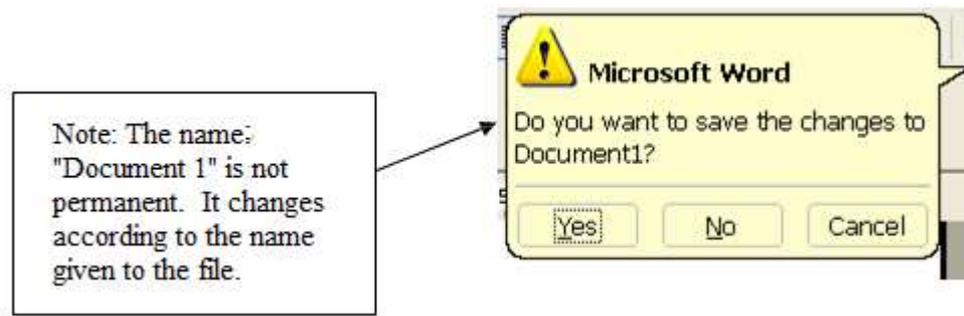
If you click on "yes", it will give you opportunity to make your savings before existing. But if you click on "no'' it will exist.

Any of the following methods could be used when you want to exit from the Microsoft Word environment:

1.   Select file, click on "close", and click on "exit"
2.   Press Alt + F4
3.   Click on Word close window button

Self-Assessment Exercise

Lunch your computer and Microsoft Word. Share your experience on the discussion board in i-Learn Platform.

In sharing your experience state the type of computer you used (desk top, lap top, ipad, iphone, tablet etc); the process you used should be highlighted and state what finally appeared on your screen.

Where someone has already stated what you want to say, do not repeat, corroborate and state what has not been mentioned.

Make sure you read the comments of others.

4.0   Conclusion

Computer keyboarding requires the knowledge of identification of the computer part and the use of at least Mic
rosoft Word package.

5.0   Summary

There are different types of keyboard. In this course, you are working on the computer keyboard. To learn how to use the computer keyboard you have been introduced to the main parts of the computer, such as the CPU, Monitor, keyboard – manual and virtual, mouse, cursor and others. You also need to know how to launch

the personal computer and Microsoft Word.

6.0 References/Further Readings

The Typewriter: An Illustrated History (Dover Pictorial Archive Series) Paperback–
September 18, 2000

Ailen,M. Prince (1987). Walmsley's Commercial Typewriting. London:
Pitman Publishing Ltd.

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NIIT Global Net (1999) Word. Ohio:Sonia Printers Pvt.Ltd.

Microsoft Office (2007)

Unit 4:   Work Place Station

1.0   Introduction
2.0   Objectives
3.0   Main Content
4.0   Conclusion
5.0   Summary
6.0   References/Further Readings

1.0   Introduction

What is work place station? The work place station is the environment where you carry out your keyboarding. There is certain organization required to aide your keyboarding skills. How should the environment look like? What should be in the environment? These are some questions you need to find answers to.

2.0   Objectives

At the end of this unit, you will be able to:
- select and use appropriate resource materials required for personal computer keyboarding; and
- sit correctly to type using the personal computer.

3.0   Main Content

The arrangement of a work environment determines the rate of work flow. Poor work environment could lead to:

- Tiredness
- Inefficiency in job performance
- A reduction in the rate of work flow

To avoid this problem, you should consider the following :

1.   Care for the personal computer:

- Place the personal computer on a flat, smooth surface to prevent it from falling off.
- Shut down the PC properly after use.
- Cover the PC (with its cover) when not in use to protect it from dust.
- Do not expose your lap tops/tablets/ smart phones to hot objects or substance such as hot food/snacks in your bags.
- Do not expose your keyboard to particles such as dust or drops from snacks. It is advisable to keep your keyboard out of where you are eating.

2.   A correct sitting position; this would:
   - reduce fatigue
   - reduce backache and
   - increase the quality of job production

Sitting correctly means you are getting ready to use the machine. Therefore you need to be well seated so as to achieve the proficiency required. To achieve good performance of your job and a healthy body, adopt the following sitting posture:

- Sit erect with your back resting on the back rest. To achieve this, make sure that your chair and table are compatible i.e. the chair should be neither too low nor too high for the table. They should be proportionate.

- Place your feet flat on the floor to give you a relaxed posture.

- Relax your nerves, hold your shoulder erect, curve your fingers and let them hover on the home keys.

Learn to keep your eyes off the keyboard. Your eyes should be either on the copy you are typing from or on the screen if you are typing directly from the brain or dictation. This will help reduce tension and increase your productivity.

Here are some pictorial examples:

Eye gaze should be slightly downward.

The distance from your eyes and the monitor should be about two feet.

Position the monitor slightly lower than the top of your head.

Body is centered in front of the keyboard.

Wrists straight and fingers curved.

Back rests against the back of the chair.

Copy displayed in a vertical, easy-to-read manner.

Elbows and knees at a comfortable 90° angle.

Feet should be flat on the floor (or an ergonomic foot rest).

Source: https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTN8uYShYHxTM8rzZt3mPe28rudjDZHXfnCFGEoxhNp7lEF85zqnQ

You will observe that the table and the chair are proportionate. She placed the copy she is typing from vertically for easy reading. There is no rule that says it must be on the right, it could be placed on the left or right hand side, it depends on the one you find most convenient. But what must stand is the placement of your feet, back rest, curving of your fingers and the distance of your eyes to the monitor. Do not let your eyes be too close to the monitor, it could affect your sight.

Let us have a look at the second example:

How to Sit at A Computer

Position monitor 10-24 inches away from eyes.

Adjust monitor so top of screen is 5-15' below horisontal line of sight

Adjust seat height so upper arms hang vertically elbows bent at 90'

Hold wrists in a neutral position not bent upward or downward.

Adjust backrest to support the small of the back.

Use a document holder next to the screen rather than laying papers flat.

Use a footrest if necessary.

design by Ryan Doom

Source: http://dasbc.weebly.com/uploads/9/3/1/0/9310674/9279461.gif?298

You will observe that in the first and second examples, both of them used document holders and placed by the screen. This does not mean that where there is no document holder, you cannot place your document horizontally i.e. flat on the table beside the computer, but it is easier if you have document holder. You will also observe that both emphasized the distance of the eye to the monitor.

Finally, let us look at the third example:

Proper Keyboarding Techniques

- Sit up straight
- Feet flat on the floor
- Body Centered on the Letters G and H
- Elbows bent at side
- Fingers curved and resting on Home Row Keys
- Thumbs resting at Spacebar
- Eyes on your monitor

Source:
http://www.fremont.k12.ca.us/cms/lib04/CA01000848/Centricity/domain/4034/typing/Proper%20Keyboarding%20Techniques.jpg

In addition to examples the first and second examples, the third example emphasized centering your body on letters G and H; and thumbs resting at the spacebar. You will observed that they said same thing in other techniques required.

4.0   Conclusion

To achieve a desirable keyboarding, you need appropriate organization of your work place.

5.0   Summary

To increase productivity, you need to have adequate organization of your work environment.   This requires adequate table and matching chair, care for your computer, and appropriate sitting position to remain healthy as you work.

6.0   References/Further Readings

The Typewriter: An Illustrated History (Dover Pictorial Archive Series) Paperback–September 18, 2000

Ailen,M. Prince (1987). Walmsley's Commercial Typewriting. London: Pitman Publishing Ltd.

Drummond, Archie and Cole-Mogford, Anne (1989) Applied Typing(5th ed)., Maidenhead-Bershire,England:McGraw-Hill Book Company (UK) Ltd

NIIT Global Net (1999) Computer Concepts. Ohio: Sona Printers.Pvt Ltd.

NIIT Global Net (1999) Word. Ohio:Sonia Printers Pvt.Ltd.

 Microsoft Office (2007)

Module 2:   Keyboarding Techniques

This module will introduce you to:

Unit 1:   Keyboard Layout

Contents

Christopher Latham
Sholes (14 Feb
1819 – 17 Feb 1890,
age 71)

1.0   Introduction

In the previous units, you have learned the basics of keyboarding.   In this unit, the focus is on keyboard layout.   Before the advent of the computer, the typewriter keyboard was what was used.   In 1868 attempt was made by Christopher Latham Sholes to build a keyboard which contain letters and characters on the ends of rods referred to as typebars.   With a strike on the key, the typebar swings up and hit the ink-coated ribbon and transfers image to the paper.   Unfortunately, this machine came out crude and sluggish.   It was observed that the keys were jamming because of the way the keys were arranged.

To correct the observed malfunctioning keys, the keys were rearranged in 1868 by Sholes in collaboration with educator Amos Densmore.   In rearranging the keys, the keyboard keys were arranged for better spacing between popular keys used in combination.   At first, it was difficult for people to find the letters they needed, but with time it was easily mastered by people and was found very efficient.   People could type faster with experiencing jamming keys.   This was the beginning of QWERTY keyboard, which first appeared in 1872. By 1874, the first typewriter machine sends to the market through Remington & Sons.

After the Qwerty keyboard, other keyboards were produced but could not gain its way to the market like the Qwerty. The qwerty keyboard was found to be faster and efficient. Since then qwerty keyboard has successfully passed through stages from typewriter qwerty keyboard to computer qwerty keyboard. However, there are additional functional keys for versatility of documentation.

The picture below presents qwerty and Dvorak
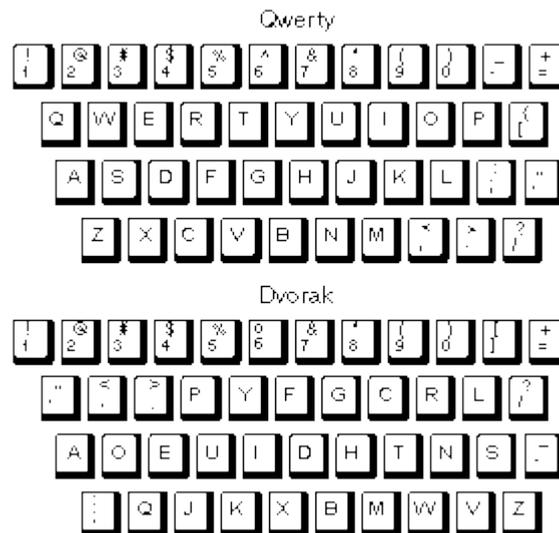
Dvorak, a professor of education in 1930s designed a keyboard for speed. It was estimated that on the average of eight hour per day, a typist's hand travel 16 miles on a Qwerty keyboard and just 1 mile on a Dvorak keyboard. Dvorak had two keyboards – left handed and right-handed keyboard. The keyboards were designed for those who have only one hand. However, qwerty keyboard usage dominated all.

From this point the discussion will be focused on QWERTY keyboard. As a result of the improvement on Qwerty keyboard, qwerty virtual keyboard was introduced:

The use of virtual keyboard eliminates breaking and infection transfer. Virtual keyboards do not require cleaning, they have no wires, buttons, or switches. Virtual keyboards are compatible with many smartphones.

2.0   Objectives

At the end of this unit, you will be able to:

1. identify and differentiate between horizontal and vertical keys on computer keyboard;
2. identify the function keys; and
3. explain the function of each key in the computer keyboard

3.0   Main Content

3.1   Horizontal and Vertical layout
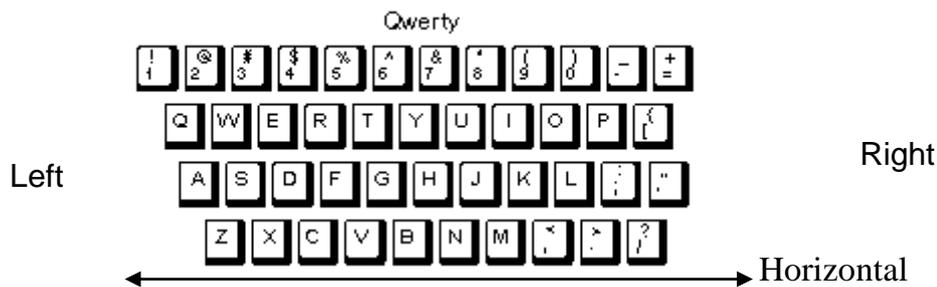
This is a typical example of a typewriter keyboard. The arrow indicates a horizontal arrangement. The keys are arranged in four rows. From the top, the first row has numbers and arithmetical signs; the second to the fourth rows are alphabets with some arithmetical signs and punctuation marks.

The horizontal arrangement of the keys is not equal. You will observe that the first keys on left i.e. keys 1, Q, A, Z are not aligned on the same column but slant to the right. The keys are not aligning on each other. This arrangement is to prevent the keys from jamming and at the same time to allow for easy touch typing. This takes us to the vertical arrangement:
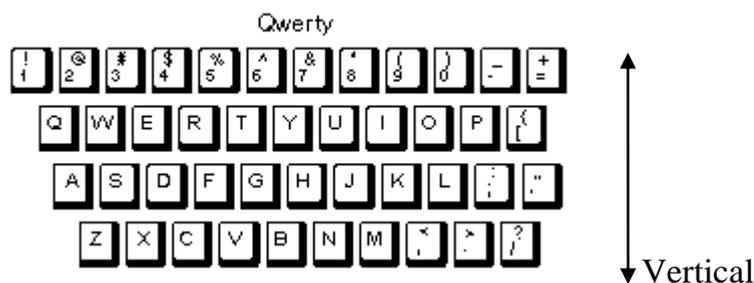
In the vertical arrangement, the keys are not directly on each other. It is arrange to give gap between the keys.

When typing on the horizontal keys, you move your fingers from left to right and from right to left, but on the vertical movement, the fingers either go up or down.

Self-Assessment Exercise

Identify two similarities and three differences between the typewriter and computer

keyboard.

3.2   Typewriter Versus Personal Computer Keyboard

Qwerty typewriter keyboard has been improved upon in the personal computer keyboard and in other keyboard such as computer tablets keyboard, ipad keyboard etc. The computer keyboard has additional features that would help the user input more data.
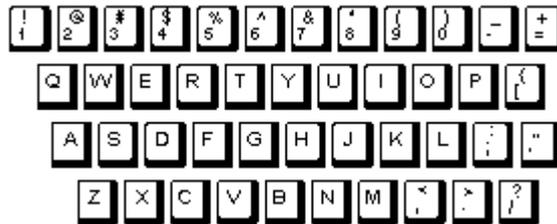
Typewriter Keyboard

The typewriter keyboard has keys for figures, alphabets, symbols, shift and cap keys, and a long bar (space bar). The computer keyboard has more features.

Computer keyboard

What are these features? Let us move the part of the personal computer keyboard that is similar to the typewriter keyboard.

A. Added Features

B. Similar
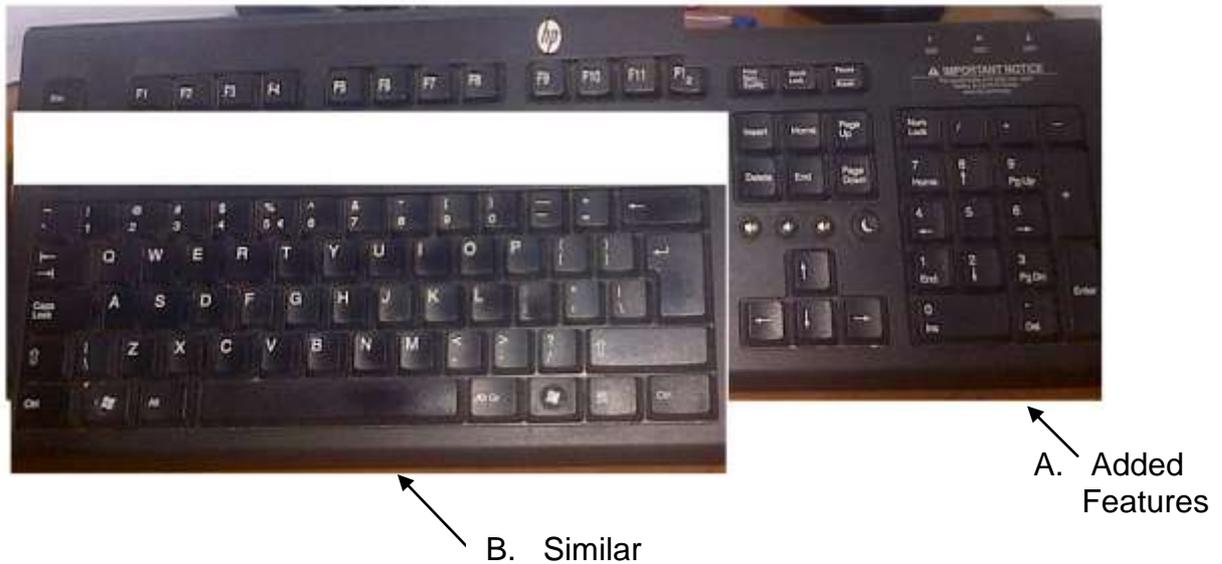
From the B part, the added features include the function keys (F1,F2 etc), numeric keys (1,2,3, etc), arrow keys and keys for delete, page down, page up, home, end, insert and other function keys. This will be discussed further in the section.

Apart from the manual computer keyboard, there is also on-screen keyboard. This is in-built clicking on the keys will perform the same function as striking the manual keys.

3.3   Parts and Functions of the Computer Keyboard
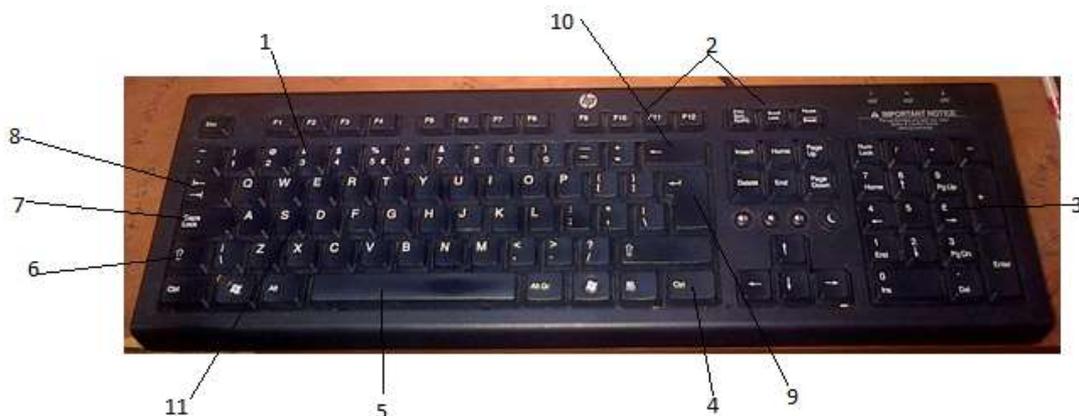
1. F1 through F12 are Function keys. They are short cut keys for example F1 is help function. When you press F1, the help dialog box comes up. Press the F1 key when you need help. The way the function keys are used are determined by the type of operating system installed on the computer and the software currently opened. A program may require the combination of the function keys with **ALT** or **CTRL**. For example, Microsoft Windows users can press ALT + F4 to close the program currently active.

   Some keyboards include additional functions on the function keys, which can be activated by pressing the **FN** key, which is often located near the CTRL key. The use of the additional functions available with the use of the FN key may differ depending on the type and brand of keyboard being used. Please check the manual that came with your computer to know the specifications.

   If your keyboard does not have a row of function keys, they are probably set up as secondary functions on other keys. Some mini computers are set up this way to save space. From the manual, you will be guided on what to press to active the keys.

   Apart from the examples earlier given, here are more:

   - Alt + Ctrl + F2 opens document window in Microsoft Word
   - Ctrl + F2 displays the print preview window in Microsoft Word
   - Shift + F3 will change the text in Microsoft Word from upper to lower case or a capital letter at the beginning of every word.
   - Alt + F4 closes the program window currently active in Microsoft Windows.
   - Ctrl + F4 closes the open window within the current active window in Microsoft Windows
   - Press F5 to open the find, replace, and go to window in Microsoft Word.
   - Press F5 to start a slideshow in PowerPoint.
   - Press F5 to refresh or reload page on a modern internet browser.
   - To move to another open Microsoft Word Document, you press Ctrl + Shift + F6.
   - Press F6 to reduce speaker volume (this apply to some laptops).
   - Press F7 to increase laptop speaker volume (also applicable to some laptops).
   - Shift + F7 will run a Thesaurus check on the highlighted word.
   - F8 will help you to enter the Windows startup menu, commonly used to access Windows Safe Mode.
   - F9 is used to refresh document in Microsoft Word.
   - Shift + F10 is the same as right-clicking on a highlighted icon, file, or internet link.
   - Press F11 to enter and exist full screen mode in all modern internet

browsers.

- Press F12 to go to 'Save As' dialog box to save your document.
- Press Ctrl + F12 to open a document in Word.
- Shift + F12 is same as Ctrl + S, which is used to save document as you work.
- Ctrl + Shift + F12 is same as Ctrl + P; which gives a command to print a document.

2. The Prt Sc means *Print Screen* is used to copy what you have on the screen when you press the Prt Sc and Ctrl key at the same time. Read through your computer manual to get the maximum use of these keys because of the variations in manufacturing.

3. This is the numeric pad, which is used to type in numbers. This might not be visible on most lap tops because of economy of space.

4. Ctrl is control key, which is used in combination of other keys as you would have seen in 1 above.

5. Space bar. It is used to give space in between words or letters.

6. Shift key. To type an alphabet in a capital letter, you press shift key + the alphabet key.

7. Caps Lock. Press the caps lock when you want to type all alphabets in capital letters.

8. Tab key. The tab key is used for tabulation.

9. Enter key. It is used to move from the typing line to the next line.

10. Backspace key. Can be used to delete already typed words or figures, and to move backwards when typing.

11. Alt key. It is used in combination of other function keys.

4.0   Conclusion

It could be concluded that the computer keyboard has all the keys required for adequate input of data.

5.0   Summary

The keyboard is divided into alphanumeric keys, function keys, control keys, the numeric pad and cursor keys. The alphanumeric keys contain letters of the alphabet, figures and some symbols and it is divided into six rows. The second to fifth rows contain these keys. The function keys are designed to perform more advanced functions to enhance the

work on the personal computer. They are located on the sixth row. The control keys are basically used to move the cursor to the left, right, up and down within a text or among pages. The numeric pad is used for easy entering of figures while the cursor keys are used in scrolling on pages vertically and horizontally. One important thing to note on the keyboard is that it resembles the qwerty typewriter. The alphanumeric keys are arranged in the same way expect for the additional keys meant for more functions.

6.0   References/Further Readings

The Typewriter: An Illustrated History (Dover Pictorial Archive Series) Paperback–September 18, 2000

Ailen,M. Prince (1987). Walmsley's Commercial Typewriting. London: Pitman Publishing Ltd.

Drummond, Archie and Cole-Mogford, Anne (1989) Applied Typing(5th ed)., Maidenhead-Bershire,England:McGraw-Hill Book Company (UK) Ltd

NIIT Global Net (1999) Computer Concepts. Ohio: Sona Printers.Pvt Ltd.

NIIT Global Net (1999) Word. Ohio:Sonia Printers Pvt.Ltd.

 Microsoft Office (2007)

Answers to self assessment exercise

Similarities
1. The alphabets are arranged in the same way on the keyboard
2. Both have numeric keys
3. Both have space bar
4. Both have caps lock and shift keys
5. Both have tab keys

Differences
1. Is only the computer keyboard that has function keys
2. Computer keyboard has enter key
3. Also the computer keyboard has numeric pad; keys for PageUp, PgDn - Page Down, home keys and four directional arrow keys.

Are you answers similar to this? You can post a discussion on the discussion for further clarification

Unit 2:   Margin Set, Paper Sizes and White Space,

1.0   Introduction
2.0   Objectives
3.0   Main Content
4.0   Conclusion
5.0   Summary
6.0   References/Further Readings

1.0   Introduction

This unit will introduce you on how to set margins before typing. Some empty spaces need to be left at all margins so as to make the display appreciable. In addition to the margin sets, you need to determine the paper size you wish to use to do your job. As earlier mentioned, in this course you are going to use Microsoft Word package. All you will learn in this course will be based on the **Microsoft Word 2007 on Window's eight**. Therefore, this unit will take you through setting of margins, white space and paper sizes using Page Setup.

2.0   Objectives

At the end of this unit, you will be able to:
   • set appropriate margins for typing using the computer;
   • select sizes of paper using Page Layout in Microsoft Word;
   • select white space using Page Layout in Microsoft Word; and
   • print simple document using the computer printer.

3.0   Main Content

Page Setup is an aspect of Microsoft Word that gives opportunity to users to select margins, paper size and layout of documents. These are basic aspects in word processing for document production.

How Do I Get a Page Setup?

To get the Page Setup, do the following:

Click on Page Layout on the menu bar and the following drop menu will
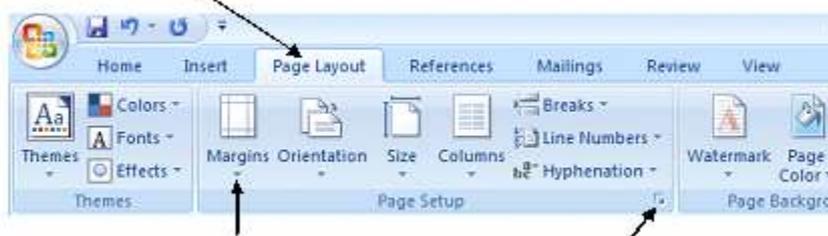
Click on Margins for quick format or on the icon for the Page Setup dialog box.

When you click on Page Setup the following dropped down menu will appear:
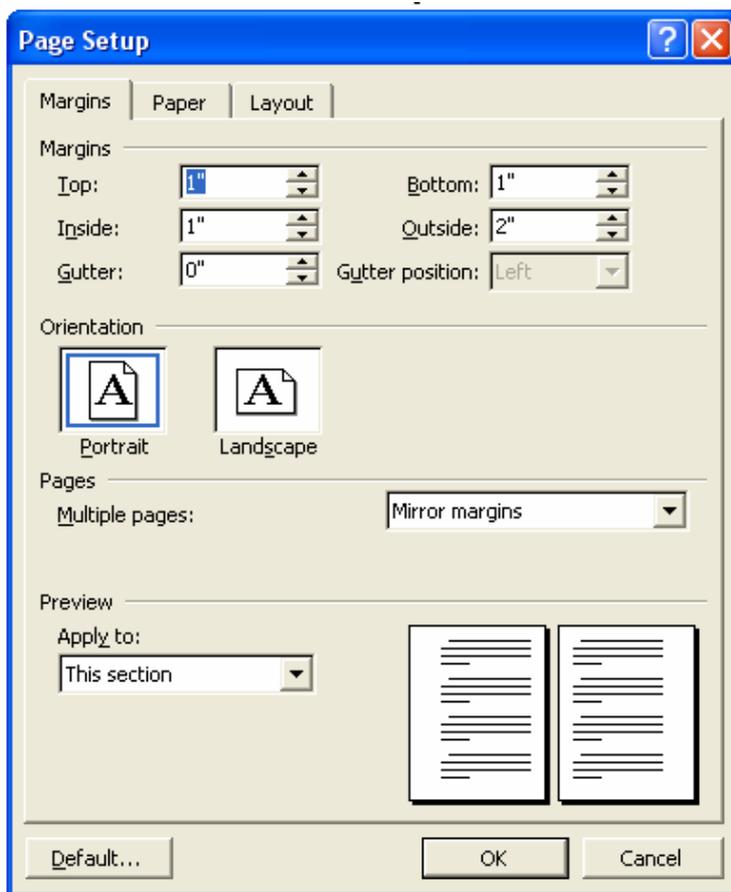
Immediately after the blue part that contains Page Setup, you will see three words reading Margins, Paper and Layout. A click on any of these will produce a different setting.

When you click on Margins, you will see the setting shown below.

Let's take the parts one after the order.   Scroll button

After each word, there is a box to the right where setting and adjustment is done. In every document spaces are left to the top, bottom, left and right for the purpose of fine presentation. These spaces are referred to as margins. The personal computer provides you the opportunity of setting these margins as desired. The top, bottom, left and right margins are set in 1 inch or 2.5 cm but there are times the top, right and bottom margins may be set at ½ an inch, but on no account should the left margin be set on less than 1 inch except on special display work.

To set the margins, you either highlight the existing number in the box and type in a new number or you use the scroll buttons provided at the right of each box. The upper button will increase the number, while the lower button will decrease the number.

The gutter function sets aside the part of the paper that need not be used when typing. It may be provided for the purpose of punching holes for filing. But this can also be achieved by increasing the number of inches left on the part you would like the document to be punched. It is therefore advised that you leave the gutter setting at '0'. For the purpose of practice you may increase the number upward and view the resultant effect on the preview.

The next part is the Orientation, which gives you the opportunity of selecting the way you want the document to appear on the paper, either portrait or landscape. All you need to do is to click on the desired type and a blue square will appear on the selected part as shown below.

The next part is
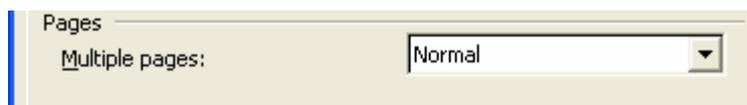
From this part you could select the way you wish your document to appear. In the box above, to the right you will notice a white box, inside it reads "Normal" and to the right is a scroll button. A click on the button will further present a dropped down menu through which selection can be made.

If you work with the normal, your document will appear in the normal way of presenting a document, which is the common way people are used to. But apart from the normal way, there are other ways documents could be presented

depending on the type of document.

Let's see the other parts by clicking on the scroll button.
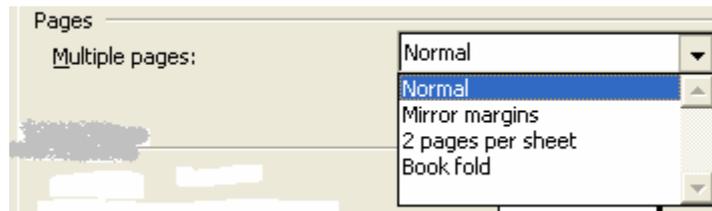
Click on each of them one after the other and see the resultant effect in the preview. For now you may concentrate on using the normal pattern until later when others would be used.

The next part is the preview. This section gives you a view of how the final document would look like. So before you select OK ensure you are satisfied with the selected pattern. But should you click on OK, you can always reselect what you desire and re-apply.

After selecting the desired pattern, you need to choose the aspect of the document to which you would want it applied. Choose this from the portion reading "Apply to" as shown in the diagram below. In the box under "apply to", you have "whole document" and to the right of it is a scroll button. If you want it apply to the whole document, leave it as it is, if not click on the scroll button and select the desired part.

A click on the scroll button would appear thus:
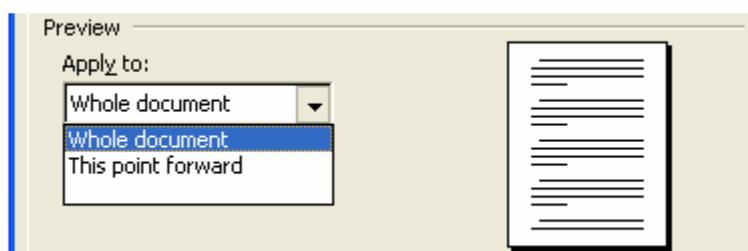
But where you need the selections to affect only a part in the whole document select that part by highlighting it. When this is done the

resultant effect would be:
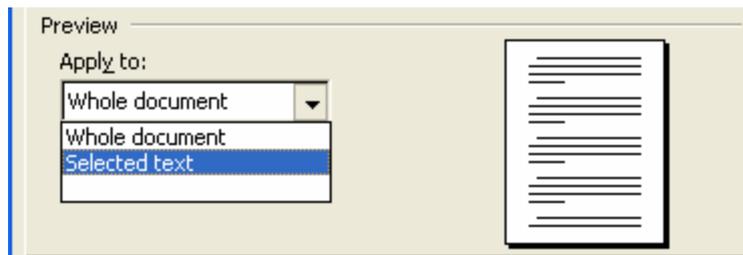
What is Highlighting?

Highlight means to select. To achieve this, take the cursor to the beginning point of where you want to highlight and left click, hold down the button and drag it to the end point of selection and release your finger. Upon your releasing your finger, that part will appear dark. See the next box.
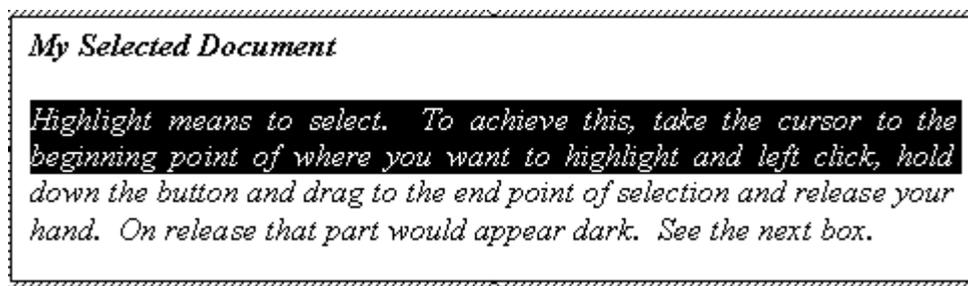
At the end of all selections, click ok at the bottom of the dropped down menu:
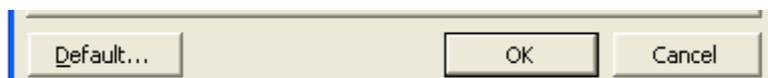
Another way of setting the margin is to:

• Double click on the top of the ruler

The ruler shows settings, also you can make indentation and tab changes directly to the ruler to eliminate the display of dialog boxes every time you want to change an indentation or tab value. Click any where on the ruler to add a tab stop after you select the appropriate tab from the tab selection area. To remove a tab, drag the tab stop down off the ruler. By dragging an indentation handle, you can change a paragraph's indentation on the file.

Double click the bottom of the ruler to display the tabs dialog box, and double

click the top of the ruler to display the page setup dialog box. We will discuss this later.

The next major part in the Page Setup is "Paper". A click on " paper" will present this:
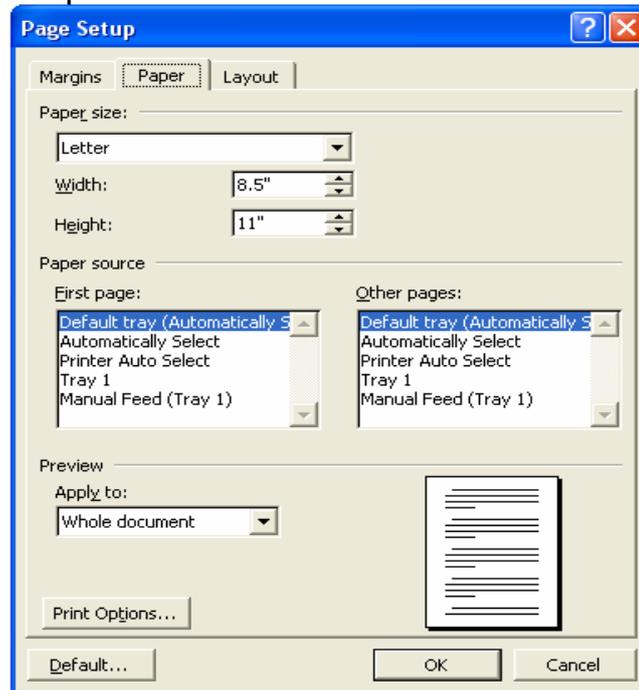
The concentration here will be on the selection of different paper sizes and print options. The procedure for the preview session is the same all the time as the one discussed above. At this level set the paper source as default tray (automatically). It is always on this, so you may not need any adjustment.

The table below shows standard paper sizes:

Sizes of Papers and Their Uses

Paper (International standard)	Size		Uses
	Inches	Computer measurement	
A4 portrait	8¼ x 11¾	8.25 x 11.75	Business letters, memoranda, agenda, minutes of meeting, report, literary documents etc.

Paper (International standard)	Size		Uses
	Inches	Computer measurement	
A4 Landscape	11¾ x 8¼	11.75 x 8.25	Tabulated statements
A5 Portrait	5⅞ x 8¼	5.88 x 8.25	Short letters, short memoranda,
A5 Landscape	8¼ x 5⅞	8.25 x 5.88	Short notices etc.
A6 postcard	5⅞ x 4⅛	5.88 x 4.13	Postcards index and, receipts.
2/3 A4 Portrait	8⅞ x 4⅛	8.25 x 7.8	

From the dialog box shown above select the desired paper size.

When you click on the Print Option the following dialog box will appear.
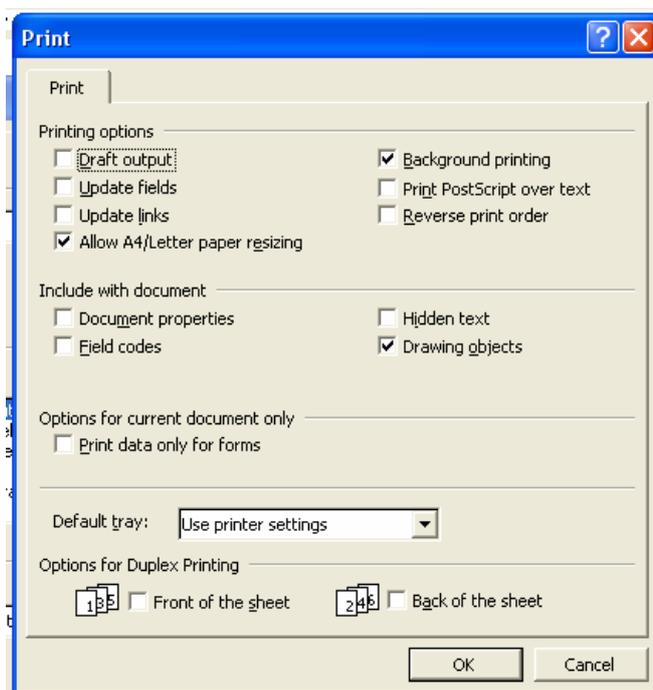
In this box we may only concern ourselves now with the section of

Options for Duplex Printing
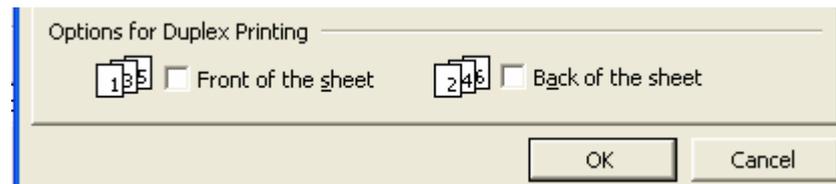
If it is only the odd numbers in the document that is you require, click on the small box in front of the odd numbers and if it is even numbers you do same in the box in front of the even numbers. A click will show a little tick. See below:

When you are satisfied with your selection, click on OK.

In addition to the above, we are going to discuss two types of White Spaces in this unit. One is the inbuilt white space in Microsoft Word and the other is provided for specific uses in a document. Read the presentations carefully.

Original white space
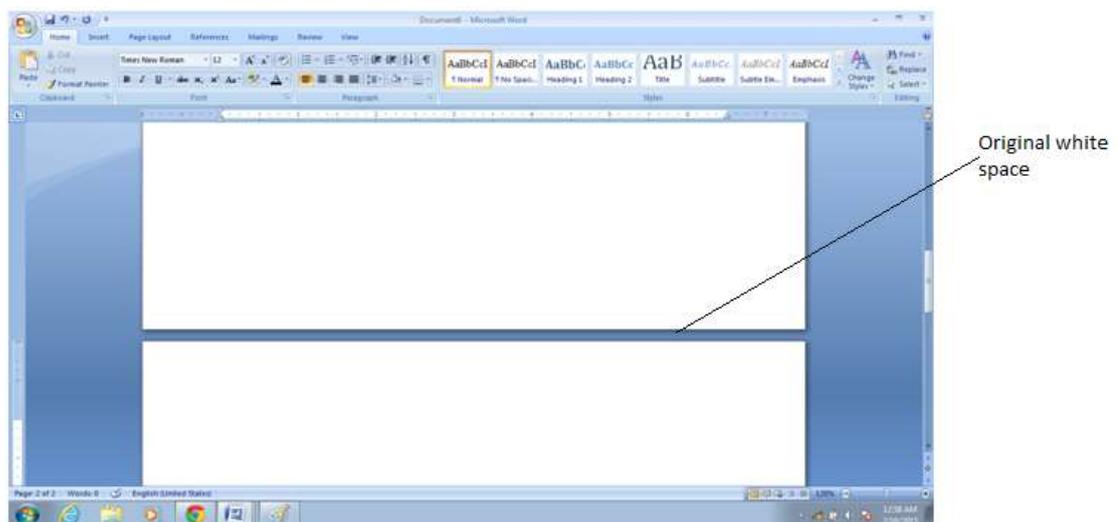
This is the original white space which acts as a demarcation between pages.   It enables the user to identify different pages in a document. You can hide the white space by clicking on it. When it is hidden, it appears thus:
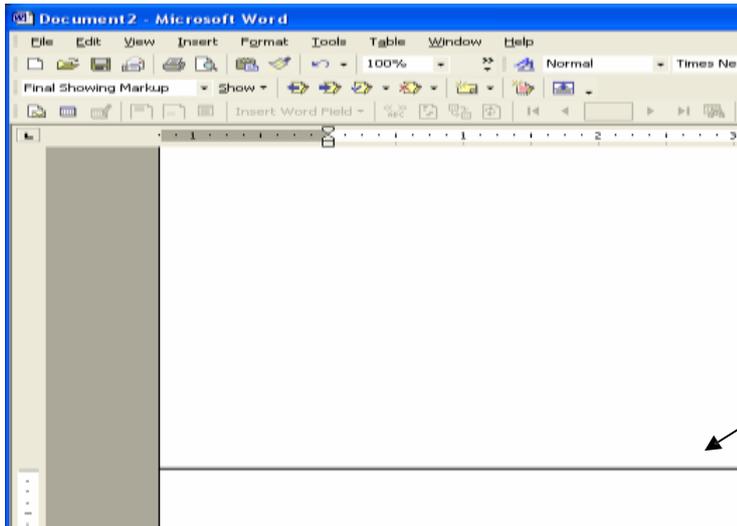
Hidden white space

To regain the white space, click on the thin line.

The other white space is purposely created in a document. It is mostly used in documents prepared for distance learning.   The purpose is to provide enough space for learners to make side notes when they are reading. See below:
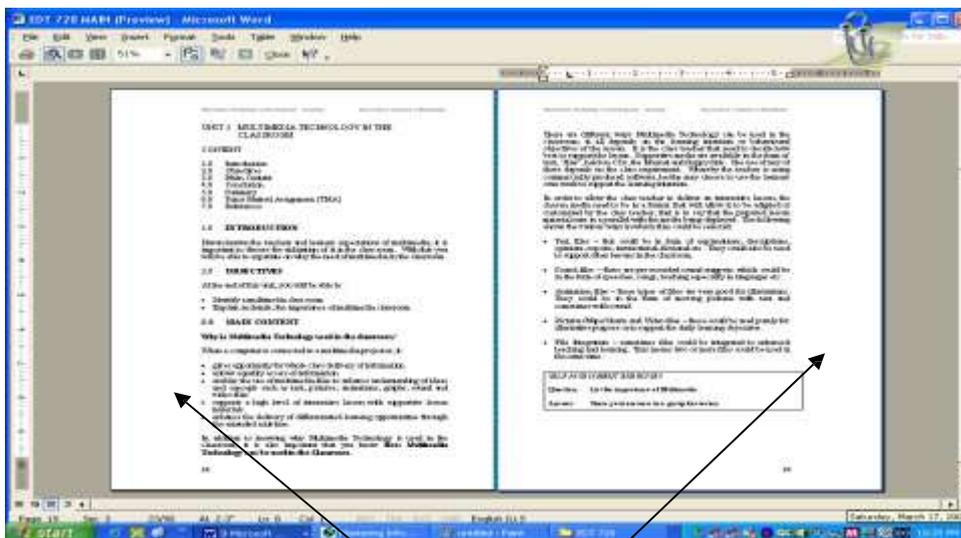
White space

If you look at the above document, you will discover that the spaces with arrows are wider than the inside margin spaces.   As earlier mentioned, the spaces are provided for side notes. The outside margin on BED 111 is an example i.e. this material you are reading.

This is only an example, it does not mean that the white space would always form the outside margins; the margins where it would be provided are to be determined by the person creating the document. But it is important to determine the number of spaces that make up a white space. A white space should be set at a minimum of 2 inches and maximum of 3 inches.

Self Assessment Exercises

Set the left, right, top and bottom margins at 1 inch each and set the gutter at 0 inch. Repeat the same but set the gutter at 5 and state one major difference between the two settings.

Answer

The main difference between the two is in the left hand margin. With the gutter set at 0, the margins are equal, but with the gutter set at 5, the left margins appeared wider with 5 inches.

4.0   Conclusion

It is very important that a user of the word processor learns how to set his/her document to meet the desired specification. This is to say that knowing how to use the keyboard is not enough in achieving the proficiency required in word processing rather, it is only a stepping stone to the proficiency required. This calls for a thorough understanding of the skills required in document presentation.

When typing, it is good to leave your settings to show the white space because it will easily show you where each page ends and where another begins. Documents that are prepared for adult learners should be provided with white spaces for note taking, especially if they are prepared for distance learners.

5.0   Summary

Page Setup is a function in Microsoft Word that gives the user the opportunity to set his/her documents in the way and manner that he/she desires. To launch Page Setup, click on Page Setup on the menu bar and follow the directions in the box.

There are two types of white spaces; the original white space that comes with Microsoft Word and the purposely built white space for note taking. The first is used to demarcate pages while the second is meant for learners to jot their side notes while reading. The white space for note taking should be set at a minimum of 2 inches (5cm) and maximum of 3 inches (7½ cm).

6.0 References/Further Readings

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Unit 3:   Letter Keys Practice

1.0   Introduction

This section introduces you to the practical session of keyboarding and word processing.   Follow every instruction carefully and do all the practices presented. At the beginning, abiding by the instructions may seem difficult especially in the placement of your fingers on the keyboard.

Those you see touching the keys at a very fast rate with the right finger without looking at the keyboard started this way. That means you will, if possible do better if you follow the given instructions. Do not see the time spent on trying to master the keys as wasted. It is time well spent which will bring about your proficiency in keyboarding.

Do not admire those who strike the keys with the wrong fingers, the fingers may look fast when moving but would not be able to attain the desired speed and attain proficiency in production. Why? Some people will never be patient to learn.

This unit will take you through several tasks. Repeat each task several times until you are comfortable with the manipulation.

Never give up until you are perfect.

2.0   Objectives

At the end of this unit, you will be able to:

- Manipulate the alphabetic keys through touch keying
- Manipulate the keys with less fatigue
- Type simple text using computer keyboard

3.0   Main Content

3.1   keys – asdf   ;lkj

Before you go into typing, you need to locate the guide keys, home keys, enter key and space bar as well as know their functions. The guide keys are "a" and ";". They are called guide because they guide you on the position of the keyboard to place your fingers. The Home keys are "ASDF and; LKJ". These serve as the beginning keys and fingers are usually returned there when they are not in use when typing; a finger hovers around these keys. They could be further described as take off and rest keys. The enter key is used to return the cursor to the left margin when typing. It also gives space between lines when pressed. The space bar is the long bar in the first (bottom) row. It is used to give space between letters or words.

Eight fingers and one thumb are used in typing. Among the fingers, there are the guide fingers — the little fingers on the left and right hands. These fingers are placed on the guide keys —'a' for the left and ';' for the right hand; while other fingers are placed from that point to cover the home keys. When fingers are properly placed, there will be only two keys left at the middle of the 3rd row. The thumb is used for the space bar to give space. You can use either the left or right thumb. It all depends on the one the learner finds most convenient since we have some persons who are left handed.

Always remember that the guide keys guide the placement of fingers on the home keys while the home keys guide the placement of the fingers on the keyboard. See the diagram below for finger positioning.

Left   Right

Note: When you are to type from a text-book or manuscript, place the copy you are to type on either side of the keyboard i.e. either to the left hand side or to the right hand side. It all depends on the side that is more convenient for the you. It is wrong to say that you must place your text- book on the right or left since people have different sights. To some their left eye functions better, than the right and vice-versa.

You are about going into the practical session. To have an effective practice you are required to have the following materials:

- A personal computer – a lap top or desk top computer with Office software.
- A printer.
- A comfortable chair and table to match.
- Good lightening.
- Course material for BED 111

The Task

- Is your computer on the table and well connected?
- Have you checked your sitting position? Be sure you are well seated.
- Now launch your Microsoft Word environment
- Practice placing your fingers on the home keys starting with the guide keys.

Did you forget how to achieve any of these? If yes, go back to the preceding unit to refresh your memory before proceeding.

Practice Exercises

Practice 1

asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj
asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj
asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj

Read while you type

asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj
asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj
asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj

*Oh no, you feel like looking at the keyboard, because of the little mistake.
Never mind, you can only look at the keyboard once, at the point of placing
your fingers on the keyboard. Once your fingers are placed, you don't need to
see the keyboard, rather let your eyes be on the course material. Just
remember that your little finger are the guide keys and memorise the finger
that goes with each home key.*

asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj
asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj
asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj

asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf
;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf
;lkj asdf ;lkj asdf ;lkj asdf ;lkj asdf ;lkj

*Good practice. Now you can see that you can type without looking at the
keyboard. It's just a matter of determination!*

*Try again. On completion, check your work with the one in the course
material.*

*Now that your fingers are getting used to the keyboard, close your course
material and try typing from memory. Sound – asdf space (strike the space
bar); lkj and type. Look at the screen as you sound and type.*

*How was that practice? Hope it's interesting and you are getting more used to
using the right finger for the right key on the home key*

Repeat the practice session several times, until you are comfortable with home keys.

Practice 2

Have you placed your fingers properly?   Use the right finger for the right key.   Do not be in hurry; now type.

a; sl dk fj a; sl dk fj a; sl dk fj a; sl dk fj a; sl dk fj ;f ld ks aj ja js jd jf a;
al sk dk fj s; sl sk sj d; dl dk dj f; fl fk fj ja js jd jf ka ks kd kf la ls ld fl ;a
s ;d ;f dk sj a; sl dk fj a; sl dl dk aj dk a; sl dk fj al sk dj fj sk al fk a; sl dk fj
sk ak sl dk fj a; sl dk fj a; sl dk fj a; ak dk jf kd ;a kd jf ks a; sk dk fj asa sad
ask asks jak jaks jad jal jals dad dads add adds all all; fall falls saff das dask
dasks lass lak lads afas kasl faks; jaks; dad; sad lak laks; saak saal safa safas
kals jak jaks dal dall lask jad jads jas ask asks; add adds lad lads jak jak; fall
falls faks dask dasl las; dall dalls falls; laff; laff

Do not be discouraged that you could not type fast.   It is better to be slow now and use the right fingers.

What do you do when you forget what finger should go for what key? Don't be tempted to look at the keyboard, rather, pause and think of the right finger while your fingers are hovering on the keyboard.   This may slow down your pace of typing, but never mind, because the speed will come once your fingers master the keys.   You don't need to struggle for it.

3.2   Keys – g and h

Are you sure you have mastered tasks 1 and 2?   If no, practices some more and if yes proceed to task 3.

Practice 3

Keys "g" and "h" are the two middle keys after the home keys.

Instruction: Use "j" finger for "h" and use "f" finger for "g".   Type the following as they appear.   Sound the letters while you type.

fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg
jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh fg jh
fg jh fg jh fg jh fg jh fg jh fg jh fg fag gas gad gads gafs hall halls hask
hall; haj jask hala hass halls; gass hass had hads haff kals kals; jak jaks; hall

Check your progress – Did you use the right finger?   Do you have the

same line endings as in the text? Are your errors very many?

Repeat the same task and compare with the first attempt. Is there improvement over the first attempt? If yes, in what magnitude? Is it by looking at the keyboard (bad habit) or by abiding by the given instruction (good habit)?

Practice 4

Type as presented. Sound the letters/words while you type. Read while you type.

ada jasala has a hag hags dahl; dass kass has jag jags; gall galls; haks hask haj; las lads halls jaks sad falls gag gags jag jags galls gall hag hags jada kall kalls has has; gas gash hall; haak safa dada sall kala laka lada all all; lafa gaga haala kalaga fag fags fagh kash dash dash; hall halls gaga gags gag gaka gala galas sala salas kada lala sada falasa gas gad gads jak   sal salsa salad salsas salsa dada gag dada all gaga hags jak salads salsa saka kall kalls dadas fall.

Check your progress and repeat the task as many times as possible. You must not look at the keyboard while typing. Looking at the keyboard in keyboarding is a "criminal" offence in word processing.

3.3   Keys – e and i

So far you have covered ten alphabetical keys on the third row of the keyboard. Repeat task 1 to task 4 before you proceed; this will increase your mastery.

You are about to go to the upper row (fourth row), to the home key row. It demands moving your fingers from the third row to the fourth row, therefore move your fingers gently. Do not be tempted to look at the keyboard when striking the keys

STOP, TAKE A LOOK AT THE KEYBOARD ONCE MORE AND STUDY THE ARRANGEMENT OF THE KEYS CAREFULLY. AFTER WHICH YOU CAN PROCEED TO THE NEXT TASK.

Instruction: use "d" finger for "e" and "k" finger for "i" and type as presented. Sound the letters/words while you type.

Practice 5

ded kik ded kik ded kik ded kik ded kik ded kik ded kik ded kik ded kik ded kik ded kik ded kik ede iki ede iki ede iki ede iki ede iki ede iki ede iki ede iki ede iki ede iki ede iki ede iki ede iki seed seeds ill ills kill kills lid lids

Practice 6

deed kesh dash seda aid aids ail ails; head heads gail ell ells; side sides jask jask; ill ell gill gills gisa hiss hisses hassle hassles lead leads eal head heads gill gills fill fills feel feels fed did said sill sills sesa sesil fill like likes kafadi his hassle gill gisas jig jigs ell ells ell; ado add adds feed desk deed desks; he has all seed as jak said fill eda aka akas lead leads all his fill fig has all feed falls ills his jeaks jek fills all seed gas has deaf gel gels falls

Repeat this several times and compare your progress.

3.4   Keys – r and u

Practice 7

Type as presented and repeat as many times as you can.

Instruction: use "f" finger for "r" and use "j" finger for "u"

frf juj frf juj frf juj frf juj frf juj frf juj frf juj frf juj frf juj frf juj frf juj frf juj frf juj frf juj rfr uju rfr uju rfr uju rfr uju rfr uju rfr uju rfr uju rfr uju rfr uju rfr uju rfr uju rfr uju rfr uju has he said all he see full raff

Practice 8

raffs dell dells red reds dull dulls urea jug jugs lusk saul seer seers her hers hug hugs full his urea seed seer jug jugs rug rugs dear dears kiss kisses jeer urge urges judges all her ills hur rugs rue rues jude feel jide hur dear his all gill his gear fill all her all feed all his fur feel dear dull his air urges her rugs fill all air judges ask jug jug all her rue gear full.

Do you feel better striking the keys? Repeat this task several times and check your progress

3.5   Keys – w and o

Practice 9

Instruction: Use "s" finger for "w"and " l"finger for "o"
                 Sound the letters/words while you type

sws lol sws lol sws lol sws lol sws lol sws lol sws lol sws lol sws lol sws lol sws
lol sws lol sws wsw olo wsw olo wsw olo wsw olo wsw olo wsw olo wsw olo
wsw olo wsw olo wsw olo wsw few red rug road hour house for

Practice 10

all his horse does war all doll roll wore were goes dull well wore ore wore goes
all her due war are for his wear her shoes as does will guess red for his gall
gills or sea sees well read houses ore we will wed wedded ore how would
he goes all rue seed rogges all lolli ore wore red shoes for his wedded judges
has all she were for houses asked war of wars all as his guess war wore ore our
will were walled of his gag as he asked for his rue as a judge of all

3.6   Keys – t and y

Introduction: Use "f" finger for "t" and "j" finger for "y"

Practice 11

ftf jyj ftf jyj ftf jyj ftf jyj ftf jyj ftf jyj ftf jyj ftf jyj ftf jyj ftf jyj ftf jyj ftf
jyj ftf jyj ftf jyj ftf tft yjy tft yjy tft yjy tft yjy tft yjy tft yjy tft yjy tft yjy tft yjy
tft yjy tft yjy tft yjy tft yjy tft yjy tft were you there for ada wed jude

Practice 12

the judge of the house at yogga ore you though thought all the there those
this for fur yolk yours that throw through rugs hay hays year yell to you that
your air those yell yells yours to that of those your will of thought that you
should show the yelly gasses guess the skill word letters lets your way for
the wore of all kids or kiddy doll for dolls at fees full yoges hour through
all there yelly way of does you saddy yoggys rat rattle all he yell for his

3.7   Keys – q and p

Instruction: Use "a" finger for ' "q" and ";" finger for "p".

Practice 13

aqa ;p; aqa ;p; aqa ;p; aqa ;p; aqa ;p; aqa ;p; aqa ;p; aqa ;p; aqa ;p; aqa ;p;
aqa ;p; aqa ;p; aqa ;p; aqa ;p; aqa ;p; aqa ;p; qaq p;p qaq p;p qaq p;p qaq p;p
qaq p;p qaq p;p qaq p;p qaq p;p qaq p;p qaq p;p qaq p;p qaq p;p

Those that live in a glass house do not throw stones

Practice 14

the tap to get water for the house for your use people equip the pulp for queries
quote the right quote at quest for quests pop pipe pope jude quip
quite quiet to the pop pops rats quotes; quit paper pepper tosh quire quarter
quarters equip quest poppy rag iraq fight fought fifth fourth thirty two too
total totals equal equips separated separate ideal peers author saddle saddles

*Check your progress by comparing your efficiency at the beginning and
now*

*If you look at the keyboard, you will notice that you have successfully
completed the third and fourth rows of the keyboard.   You are about to enter
the last row of letters on the keyboard; which is the second row.*

*The movement of the fingers will still be in the vertical form.   This time, the
fingers will move from the home keys downwards.*

Do not look at the keyboard as you move your fingers

3.8   Keys – b and n; c and v

Instruction: Use "j' finger for keys "b" and "n". Use "f"
               finger for keys "c" and" v".

           You must not look at the keyboard while typing the following:

Practice 15

jnb fcv jnb fcv jnb fcv jnb fcv jnb fcv jnb fcv jnb fcv jnb fcv jnb fcv jnb fcv
jnb fcv jnb fcv jnb vcf nbj vcf jnh fvc jnb cfv bnj fcj jnc vjb cfv jhb

njb vcf gvc hnb fnc vjf vnb cvn cbnf cbjv njbc bottle but very nerve
car carry

Practice 16

control beautiful betting food best nerves not noting control convey cargoes to
their various destinations during the week Thursday is an odd day in
November carving is one of the things Benin people are known for in what
way would you carry the bag of bottles to the nearest place as required by the
director of cargoes often time busy people do not always like to see their
children in the house during the working hours so they would always want
their children to be in school at these period not very often would battle
scared people into their hiding narrow bottled like venue in the village near
the bushing center.

3.9   Keys – x and m

Instruction: Use "d" finger for "x" and "k" finger for "m''

Practice 17

dxd kmk dxd kmk dxd kmk dxd kmk dxd kmk dxd kmk dxd kmk
dxd kmk dxd kmk dxd kmk dxd kmk dxd kmk dxd kmk dxd kmk
dxd kmk dxd kmk dxd dxd mkm dxd kmk dxd kmk dxd kmk dxd
kmk dxd kmk dxd kmk dxd kmk dxd kmk dxd kmk dxd kmk dxd
kmk dxd kmk dxd fax vax make

Practice 18

Merry merriment xylophone market madness man exercise mathematics history
physics vascular microphone xylem Matthew mattress matter mother men
macro micro microcosm nylon sex sexes export exporter exporting except
excepted executive member of the committee in the meeting to be held on the
tenth of March the year two thousand and four

3.10   Key z and quotation mark(s)

Instruction: Use "s" finger for   "z",   "l" finger for ";" and use
";" finger for quotation mark(s).

Practice 19

szs l,l szs l,l szs ;'; szs l,l ';' szs l,l ';' szs l,l ';' szs ';' szs l,l ';' zsz ,l, ';'
szs l,l ;'; szs l,l ';' szs ,l, ;'; szs ';' ,l, szs ';' zsz ,l, zsz ';' ,l, zsz ';' ,l, szs
;'; ,l, zsz l,l zsz ;'; ask; them, dwelling; 'market' zero zebra 'zebulum'

zechariah ezekieh 'babtolo' marketers, goodness, hezebal, tobaiah, sibling,

Practice 20

do you know that men often want to be recognize in functions, in one of such functions zeba said 'men of integrity are not easy to come across, should you find them, they make you feel happy' zezebra, zebulum, 'zephaniah' zetta, zoro, zero, nylon, zech, zobo, zesh, zoo zest czech czechs 'mattle' 'zero' 'nylon' 'zech' 'zobo' zesh' 'zoo' 'waters' 'czechs' 'zeba' 'agbodo' 'asaba' 'lags'

3.11   Keys - . ? shift-key and caps-lock

Specific Instruction:	Use "l" finger for ".", use ";" finger for "?".There are two shift keys on the keyboard, one on the left and the other on the right hand side. Use the little finger on the left or right hand for shift key. To achieve this use the left little finger to hold down the shift key if the letter you want to type is on the right hand side, and use the right little finger to hold down the shift key on the right if the letter you want to type is on the left hand side of the keyboard and as soon as you strike the desired key release your finger from the shift key and continue typing. The shift key is used when you want to type in initial capital i.e. the first letter in a word being typed with a capital letter while the subsequent letters in the word are typed in small letters; e.g. Andrew. There is no special finger for caps- lock. Press the caps lock when you want to type your text in capital letters and as soon as you are through, press it again and the function will go off.

Note:

1.   Give two spaces after each full stop. To achieve this, press the space bar twice before beginning a new sentence. Start a new sentence after every full stop with a capital letter.

2.   When you are to type the upper letters or symbols on the keys, hold down the shift key and strike the desired key. If you do not do this you will not achieve the desired result. E.g. to type "?", use your left little finger to hold down the shift key on the left while you use the ";" finger to strike the

"?" key. Another thing to note about the typing of "?" is that after each "?"
give two spaces just like in the case of the full stop.

Practice 21

l.l l.l l.l l.l l.l .l. .l. l.l l.l .l. l.l l.l l.l .l. l.l .l. .l. .l. .l. .l. .l. .l. .l. .l. l.l .l. .l. .l.
.l. .l. .l. .l. .l. .l. l.l .l. .l. l. .l. .l. .l. .l. .l. l.l .l. .l. l. .l. .l. .l. .l. .l. l.l .l. .l. l. l. .l. l.
l.l l.l l.l l.l l.l .l. .l. l.l l.l .l. l.l l.l l.l .l. l.l .l. .l. .l. .l. .l. .l. .l. .l. l.l
.l. .l. .l. .l. .l. .l. .l. .l. .l. l.l .l. .l. l. .l. .l. .l. .l. .l. l.l .l. .l. l. .l. .l. .l. .l. .l. l.l
.l. .l. l. l. .l. l. l.l l.l l.l l.l l.l .l. .l. l.l l.l .l. l.l l.l l.l .l. l.l .l. .l. .l. .l. .l. .l. .l.
.l. .l. l.l .l. .l. .l. .l. .l. .l. .l. .l. .l. l.l .l. .l. l. .l. .l. .l. .l. .l. l.l .l. .l. l. .l. .l. .l.
.l. .l. l.l .l. .l. l. l. .l. l.

Practice 22

When will you go to Ilorin.   Aduke will be getting married in June.
Would you like to be there to grace the occasion?   How often do you go to
Lagos?   University of Lagos is a fine place to visit.   Would you like to be
there next Saturday?   Children like Lilly flowers, they would always like to
feel it each time they see them. Would you like to go to Kaduna on the tenth
of November, this year? Do you always feel happy when you are typing? Or
do you think the art of typing is only through the use of the typewriter?   If
not, what is your option about typing with other machines? Abeokuta is the
home of Adire. So should you want to buy any you need to visit and pick your
choice. Never you give up when things are tough, giving up is never the best
solution to tough times. What do you do then? Look for ways to amend.

 Practice 23

MEN BY NATURE WANT TO DO LESS WORK AND GET RICH
QUICKLY.   THIS IS NOT THE BEST WAY OF LIFE, BECAUSE THIS
KIND OF OPTION WOULD ALWAYS INCREASE CRIME IN THE
SOCIETY.   THE ART OF GETTING RICH.   LET'S BE PATIENT AND
WORK IN A GENUINE WAY. THE WEALTH, WHICH WE DESIRE, WILL
COME IN ITS NATURAL FORM.

Repeat each task several times until you are comfortable typing them.

*Congratulations.   You have successfully come to the end of the alphabetical
keys.*

*Although getting used to the keys without looking at the keyboard   was   very
rigorous, I can see you with a smile because you can now manipulate the
keys without looking at the keyboard.*

Do not mind your speed now, but mind your accuracy and efficiency on the keyboard.

You have been a very wonderful student who keeps to instructions, which is the secret of your success. Keep it up.

Self Assessment Exercise

Type the following as presented:

Some years ago, typewriting was basically associated with the typists and secretaries only. Therefore all manuscripts were directed to the typist or secretary for typing. This single act led to the misconception of the role of secretaries in an organisation. Some typists assumed the position of secretaries while most of the very few qualified secretaries were denied the opportunity of performing their roles, most especially in Nigeria where they were restricted to performing the role of typists.

Today the art of typing is no more for the typist or computer operator or secretary only. It is now for everyone who needs proficiency in his or her daily activities. This makes it important for everyone to learn how to use the keyboard which is fundamental in the use of the computer in every field of specialisation. But it has been discovered that people are not ready to learn these basics which are fundamental in the application of the computer to their specific areas. They see it as a waste of time, but the time that is considered to have been wasted in learning keyboarding is gained several times during application.

After typing, compare what you have on the screen with this exercise. Where you able to get 100% accuracy?

4.0   Conclusion

The horizontal method was used to introduce you to the keyboard This method introduces a beginner to the home key row first before other keys. The advantage is that it gives you the opportunity to master the guide and home keys and takes you through the horizontal movement of your fingers. Also, it gives you the opportunity of learning more than one key at a time, which makes learning less monotonous.

5.0   Summary

This unit has taken you through the alphabetical keys, starting with the guide and home keys with a successive improvement to the fourth and second rows. To acquire the desired skills the following are important:

- Do not look at the keyboard when typing
- Sound the letters \words as you type
- Keep to all instructions
- Practice very often

If you are able to achieve this, you will discover that in no time you will become comfortable using the keyboard.

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Unit 4:   Numerical Keys Practice

1.0   INTRODUCTION

The Personal Computer keyboard as introduced to you earlier contains letters of the alphabet, numerical and functions keys. The last unit took you through the alphabetical keys. This unit is designed to introduce you to numerical keys. To be well acquainted with the desired skills, follow all the given instructions. The instructions you are expecting to meet are in line with the kind of instructions you are already used to. Therefore relax and proceed.

2.0   OBJECTIVES

At the end of this unit, you should be able to:

•   touch type numbers using the computer keyboard;
•   type a simple text with numbers

3.0   MAIN CONTENT

3.1   Keys 1 2 0 and 9

This section introduces you to the fifth row on the keyboard.   This requires further movement of your fingers upward. Use the "a" finger for "1",the "s" finger for "2" , the "L" finger for "0" and the same "L" finger for "9"

Be systematic with the movement of your fingers. Try your hands on the following task:

Practice 24

Aq1 sw2 lo0 lo9 aq1 lo0 sw2 lo9 aq1 sw2 lo0 lo9 aq1 lo0 sw2 lo9 aq1 lo0 sw2 lo9 sw2 lo9 aq1 lo0 2ws 9ol 0ol 1qa q1a lo0 9ol 2ws aq1 o9l ws2 o0l 2ws

lo0 q1a ol9 ws2 lo0 qa1 0ol q1a 0ol. Aq1 sw2 lo0 lo9 aq1 lo0 sw2 lo9 aq1
sw2 lo0 lo9 aq1 lo0 sw2 lo9 aq1 lo0 sw2 lo9 sw2 lo9 aq1 lo0 2ws 9ol 0ol
1qa q1a lo0 9ol 2ws aq1 o9l ws2 o0l 2ws lo0 q1a ol9 ws2 lo0 qa1 0ol q1a 0o

Practice 25

Type the following as presented

There are 20 villages in the land of Akoko. Adekoke will be one year old on
Sunday 20th April 2007. 90 persons were reported dead in the plane crash,
901 persons were hospitalised. Children within the ages of 9 are always
anxious to go to secondary school. What age do you think is most desirable
for children to start school? Take note of the following figures: 1, 2, 10, 19,
101, 120, 129, 921, 2002, 191 and 900. Life is interesting when you have to
live in a country with a buoyant economy. Such a country caters for her masses
and sees beyond just today.

Repeat task 25 as many times as you want. Aim at proficiency

3.2   Keys 3, 4, 8 and 7

These numbers are also on the fifth row on the keyboard. Take a look at the
keyboard once more to study the arrangement of the keys.   This session
requires the same style of finger movement, which is in the upward direction.
Remember you will not get the best if you look at the keyboard when typing,
so avoid the temptation.

Instruction: Use the "d" finger for keys "3" and "4",the "k" finger for
"8" and the "j"finger for "7".

Practice 26

Type the following as presented:

de3 de4 ki8 ju7 de3 de4 ki8 ju7 de3 de4 ki8 ju7 de3 ki8 de4 ju7 de3 ju7 de4
ki8 de3 ki8 de3 ki8 ed3 4ed ki8 i8k 7uj u7j e3d 4ed ki8 u7j 4ed ju7 de4 ju7
de4 8ik 4ed ki8 ed3 ik8 3ed ju7 ki8 ju7 101 202 303 404 191 292 282 272
300 303 393 383 373 400 494 484 474 990 294 193 778
483 287 183 478 134 890 214 838 288 283 1892 2,44.00 23, 8,990 390 4990
1000 2000 3000 4000 9000 8000 7000 2001 3002 4002 22 334
129 988 7990 321 234 431 908 291 290 390 2090 2101 When we are talking
about figures that end with round figures we are referring to such figures as

100, 200, 300, 400, 700, 800, 900 etc. Some persons like odd numbers like 3, 7, and 9.

Repeat this task 10 times

SELF ASSESSMENT EXERCISE 1

React to the following at the completion of the ten.

1. Compare your performance in the ten. Is the performance good or bad?

2. List points to support your answer to question one above.

3. Suggest ways of possible improvement based on the difficulty you encountered during the task.

Meet others at forum on i-Learn platforms to share your experience.

3.3   Keys 5 and 6

You are on the verge of completing the numerical keys.   What seemed difficult and unrealistic at first has become interesting and exciting.   So with this interest and excitement complete the following task.

Instruction: Use the "f" finger for "'5" and "6" and the ";" finger for "-"

Practice 27

Fr5 ft6 ;p- fr5 ft6 ;p- fr5 ;p- ft6 ;p- fr5 ft6 ;p- fr5 ft6 ;p- fr5 ft6 ;p- fr5 ft6 ;p- fr5 ft6 ;p- fr5 ft6 ;p- ft6 ;p- ft6 6tf p;- fr5 ft6 ;p- 500 600 670 465 567 678 312 565 764 765 896 805 669 660 661 559 557 556 679 667 9006 6009 670 679 6003 5006 5007 5009 5008 1005 1006 2660 66231 3659

The numbers 666 and 419 have some connotations. Many people dread these numbers and seldom use them for any thing that connotes the positive.   You may want to know more about these numbers – 666 is a mark of the anti-Christ, and 419 connotes a dubious character.   There are some compound words we use often, such as co-operation, co- worker and inter-face.

Repeat this task 10 times

SELF ASSESSMENT EXERCISE 2

1.   Identify your areas of difficulties
2.   Identify at least two ways of overcoming the difficulties
3..   Repeat the task, using the solutions provided in"2" above.
4.   Has the new method improved your performance? Yes or No.
5.   State reasons to support your answer to 4 above.

Share your experience and reasons at the discussion board on i-Learn platforms.

4.0 CONCLUSION

I want to congratulate you for your ability to manipulate the keyboard without looking at the keys. It is not magic to gain competency, but it comes through self-discipline and determination. Keep these criteria in mind as you work through the rest of this material so as to be able to improve your competency.

You have successfully completed alphabetical and numerical keys. The function keys and other signs that are placed at the top of the numerical keys can be typed at a glance. These are not frequently used; therefore typing them will not pose a problem. The alphabetic and numeric keys are the ones that are mostly used, hence the need look for a way of improving to the speed of using them.

Remember to use the shift keys when you are to type any of the signs at the top of the major keys. The other keys whose functions you may need to master – home, end pg up and pg down. The first two can not work on their own; they need a combination of the control (Ctrl) key. Note the following:

• Ctrl + Home – takes you to the beginning of the current document
• Ctrl + End – takes you to the end of the current document

But in case of the last two keys tapping either of them once will give you the following result:

Page Up – When you press this key, it takes you towards the beginning of the document in a successive manner.

Page Down – When you press this key, it takes you to the page(s) after the current page in the document.

You will be introduced to the function keys as you proceed in Word Processing.

5.0 SUMMARY

In summary, you have typed all the basic numbers used in mathematics. You need constant practice to improve your proficiency. In 3.0 you were reminded not to look at the keyboard when typing, remember to keep to this as you progress. This is one sure way for you to gain speed steadily.

6.0 References/Further Readings

Ailen,M. Prince (1987). Walmsley's Commercial Typewriting. London: Pitman Publishing Ltd.

Drummond, Archie and Cole-Mogford, Anne (1989) Applied Typing(5th ed)., Maidenhead-Bershire,England:McGraw-Hill Book Company (UK) Ltd

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Microsoft Office (2007)

Unit 5:   Speed and Accuracy I

1.0   Introduction
2.0   Objectives
3.0   Main Content
4.0   Conclusion
5.0   Summary
6.0   References/Further Readings

1.0   INTRODUCTION

This unit is going to teach you how to complete a given task that is error free, and that in time too. You can do this effectively if you have successfully gone through units 2 and 3, if not you may not achieve the objective set for this unit. It is advised, therefore, that you go through units 2 and 3 again, but if you know you have already done that and you can fairly type without looking at the keyboard, you may then proceed to the tasks in this unit

2.0   OBJECTIVES

At the end of the unit, you will be able to:

- Type a simple text at 15 words per minute with a minimum of two per cent error.

3.0   MAIN CONTENT

Type the following passages to ensure a proper mastery of the keyboard. At the end of each paragraph, press the enter key twice before you start a new paragraph, when more than one paragraph is required. Repeat each task as many times as you wish to gain perfection.

Practice Exercises

Practice 28

68 words at 22 w.p.m. for three minutes

If the new shop is to be ready in June, there are a few jobs that must be done at once. First, we must find a person who is able to make some effort to put this business on its feet again, and, further, I am sure that the person must be given a free hand as to how many people we should employ and what pay each will receive for full-time work.

(SI1.19)

Practice 29

140 words at 28 w.p.m. for three minutes

Yes, they should call here to see the goods which I spoke to you about last Monday. I do send stock out on approval. I shall be very pleased to do business with you and to allow monthly credit of N10,000. In the late autumn I hope to offer some first-class quality goods, and in the meantime, I can let you have the best value in woollens, with a special line in sweaters. I am sorry that I am unable to suggest a reliable house for socks: this is part of the trade in which I have not done business, and it would not be fair of me to pass an opinion on the firms whose names you mention in your letter. I have always kept my prices low, and will write to you when next I have some special offers.

(SI 1.23)

Practice 30

201 words at 28 w.p.m. for seven minutes

All of you will be glad to hear that we now have a scheme for refunding to staff that part of their expenses for travelling long distances to work. Some details of local conditions and of the grades of staff will help you to understand our query.

We are faced with a sharp division between town-based staff, who would pay fares of between =N=6 and =N=9 a week, and members of staff living in the country who are paying between =N=10 and =N=17 a week.

There are about 500 people on the office staff - four-fifths live within the city boundary (a radius of some 4 miles) and the rest live at distances varying from 6 to 12 miles. Some time ago a plan was thought up for paying travelling costs on a mileage basis to all employees who travel a distance of more than 4 miles from the city centre; however, the scheme was not a success. It is hoped that the new plan which was put into operation last week will prove to be fairer. The scheme ensures that no one in this group pays more than =N=9 a week to get to and from her/his work.

(SI 1.27)

Practice 31

264 words at 33 w.p.m. for eight minutes

We understand that you will be leaving this country shortly to take a job overseas, and we thought that your friends and family might like an up-to-date photograph of you before you leave. We can supply large prints, and we should be pleased to arrange a sitting at short notice when convenient to you.

May we also mention that we offer to businessmen a service which is both efficient and complete in every way. We will be pleased to show you numerous pictures which show clearly the eye-catching style presented by our photographers. We enclose a list of firms that employ us and for whom we have produced many advertisements for industrial magazines.

Transfer Travel, our branch in High Street, can help you in a number of ways to solve your travel and transport queries. In these days when time seems to be the most important commodity of all, you can depend on Transfer Travel to deal with all your arrangements. Just telephone Sean Gallapher and he will use both his and his staff's time in dealing with the hundred and one irritating little things that crop up, but which are so easily overcome by the expert who has made the whole subject his own intimate profession. Should you wish to do business with a country with which you are not in touch, our agents will be pleased to help you with advice and contacts.

(SI 1.27)

Practice 32

361 words at 36 w.p.m. for 10 minutes

Proof-reading is a skill and like any skill it must be practiced. If you are to become efficient at spotting errors of all kinds, it is necessary to undergo training in the art of proof-reading. To be effective as a proof-reader you need to be able to spell and punctuate correctly, and to know the basic rules of grammar, as well as acceptable typewriting display and layout.

It is not a question of just reading through a completed piece of typescript in case a typing error may have been overlooked; it is often necessary to ask the help of a colleague to go through the copy to make certain that figures are correct, that nothing has been omitted, or that unreadable handwriting has been deciphered correctly.

It may be that you are an audio typist and that you have to listen to a recording on a transcribing machine. You will need to take great care when proof-reading, and, in order to check certain details, it may be necessary for you to play part of the recording again.

If the transcription is from shorthand notes, it is a good plan to check the transcript very closely with the notes to make certain that nothing has been omitted. Keep one finger following the shorthand notes with a finger of the other hand following each word on the typed copy. Take particular care with words that sound alike but are spelt differently – homophones, e.g., check and cheque; aloud and allowed. If you have any doubt as to which spelling is required, check the meaning of the word in a dictionary.

If you are proof-reading from VDU, it may be helpful to use the cursor to guide the eye across the screen, and to vary the density of the brightness on the screen.

Make sure that you have used the correct stationery, type accurately any labels or envelopes required, and attach any enclosure before the documents are placed for signature.   (SI 1.27)

Practice 33

84 words at 42 w.p.m. for two minutes

My brothers and I were terrors when we were boys, but I do not believe we were really bad. In those days boys were forced into mischief, for there were not yet any movies or radio, and television was a mystery of the future. When the police chased us for some of our pranks, we always had somewhere to hide. As we lay breathless in our lair, we often heard the tread of heavy boots as the policeman went on his way.

(SI   1.27)

Practice 34

87 words at 43 w.p.m. for two minutes

There has always been a great deal of good advice available for the person seeking a job. Much of this excellent advice lays stress on making a good first impression, and I do feel that the first few minutes are critical to your chances of being selected for a job. This means that you should carry out some careful planning before the interview. The clothes you wear must be neat and clean and suitable for the job for which you are applying.

(SI1.35)

Practice 35

161 words at 40 w.p.m. for four minutes

Electronic mail sends, receives, and stores messages and the main reason for using it is to speed the delivery of large amounts of information: it offers immediate delivery if this is required.

There is one or two points you should remember about this means of communication. To start with, different pieces of electronic equipment can communicate with each other – telephone lines, telegraph lines, satellites are

examples. Further, the information between communicating machines is in the form of electronic signals, not a copy on paper.

If desired, information may be sent to a location and stored until it is needed by the receiver. Also, the receiver may view the message on a screen or print it out as and when a copy is required. This means a great saving, in paper, additional copies, and mailing costs. (SI 1.56)

Practice **36**

242 words at 40 w.p.m. for six minutes

Perhaps you have seen typists' jobs advertised in the papers and wished you could apply. Or you may have spent some time in an office and have an idea of the different types of work the typist has to tackle.

For the better-paid typist's job you should have appropriate qualifications: a Stage III in typing, Stage II/III in audio transcription, and a good knowledge of English language. This job usually demands common sense, initiative, and tact. However rushed you may be, you will have to be pleasant to the boss who will often deviate from the topic and perhaps waste your time. If you have a query, always ask for advice – never undertake a job unless you are sure you know what is required.

You may be required to deal with internal and external telephone calls and to make certain decisions. The typist often has to operate a photo-copying machine and to maintain a filing system. Typing is also a means of providing input for word processors and computers and it may be that you will have extra pay for operating these machines.

Employment prospects for typists are excellent. Thousands of typists are added to the work-force each year, and the typist who is familiar with processing equipment has an even better chance. (SI 1.40)

Practice 37

329 words at 46 w.p.m. for seven minutes

A FAX or facsimile machine is a copier which will transmit a document by electronic means usually over telephone lines from one location to another. At the distant end it appears as a printed copy, or facsimile, of the original.

Almost anything that can be put on paper can be transmitted by facsimile – text, graphs, charts, etc, can be sent and also received. Quotations, orders, price-lists, delivery schedules, specifications, etc, are just a few examples. As

originally used it was slow and the quality was certainly poor. The equipment used today takes advantage of today's technology which means that it is much faster and of good reproduction. Today, many new special-purpose systems will transmit a page in as little as 15 seconds; however, all high-speed transmission equipment is expensive.

One of the great advantages of facsimile is the reduction of keyboarding errors because if the original copy is correctly prepared, no further typing or checking is necessary, and no carbon copies, envelopes, postage, etc, are required. Also, you will know that the document cannot get lost in the post.

These machines have answering devices and other automatic mechanisms which mean they can receive documents without an individual being present, and documents may be sent when phone prices are at a lower rate, such as in the evening. Up until 1987 most electronic mail was transferred on internal networks by individual companies. However, towards the end of 1987, an American company started to develop in Great Britain, a public worldwide electronic mail service. It would seem that in the years ahead facsimile will be a major means of transmitting information. (SI   1.59)

Practice 38

392 words at 49 w.p.m. for eight minutes

We receive constant reminders of the importance of good communication. Vast sums are expended by both individuals and organisations to convey a desired message or image to the public. Politicians and their parties engage the services of high-powered promotion experts to sell their messages; companies employ advertising agents to put forward the qualities of their products; PR people devote their expertise to enhance the reputation of organisations; individuals in the public eye use the media to create a particular image so that some manage to make a lucrative career merely out of being a personality or well-known figure, recognised for who or what they are rather than for what they do. All these interests are devoted to using professional communicators to promote a particular message in order to provoke the intended response.

Individual members of staff will also play a part in enhancing or detracting from the impression given by the organisation. You will be able to think of examples such as using a snack bar regularly because of the pleasant staff or deciding not to return to a shop because of the surly off-hand manner of an assistant. You may think of occasions when you were trying to obtain information but were discouraged by being kept waiting on the telephone or having to experience difficulty in understanding the manual accompanying an unfamiliar piece of equipment or despaired of filling in an application form neatly because of its poor design. Alternatively, you may have noticed examples of an attractively written invitation or good presentation in a notice or

advertisement. Such experiences almost certainly influence your response to the company concerned and may determine whether you wish to have further dealings with them.

In a secretarial role you should be especially conscious of the vital importance of conveying the desired message in an appropriate form.

<div align="right">(SI 1.61)</div>

Practice 39

318 words at 53 w.p.m. for six minutes

Before leaving for your holidays, give your car a good wash, and waxing can be important if you plan to stay by the sea. Salt air is highly corrosive and can damage the finish on an unprotected car. Keeping the outside of your car in good condition will help when you want to sell it. Also, when driving on a motorway, do not stay too close to the car in front as, apart from being dangerous, its tyres will throw up stones and other debris that can chip the paint on your car.

If a breakdown should occur, the first rule is to remain calm and report to the police or a motoring association. On motorways, there are emergency telephones at regular intervals. In addition, the motorways are well patrolled by the police. When something goes wrong on a country road, determine your location, then try to find a phone and call a garage or a motoring association.

Do not give your car a lengthy warm-up. When the engine starts to run smoothly, pull away from the kerb. Contrary to popular belief, a lengthy warm-up wastes fuel and causes excessive wear. Avoid fast stops and starts. Whenever possible, stop gently and start slowly. Fast acceleration wastes fuel. Before moving away from the kerb, check to see that it is safe to move off, and when pulling into the kerb, give a timely and clear indication that you are doing so.

If you are involved in an accident, remember to write down the name and address of a witness, if there is one, and also to record the name and address of the other driver, owner of the vehicle, if different, and name and address of the other driver's insurance company.

<div align="right">(SI 1.39)</div>

Practice 40

239 words at 59 w.p.m. for four minutes

The interview is a 2-way process. The interviewer should find out if you have the desired qualifications and suitable personality. You must try to size up the job to see if it is what you are looking for.

Before the interview, the interviewer would have studied your Application Form and Job Sheet to find out what the job is about – what has to be done, where it has to be done, and how it has to be done. He will then be ready to ask you a number of questions, designed to confirm statements made on your Application Form and to discover other facts about you.

When the most suitable person has been chosen, references will be checked. This may be done by mail or by telephone. If they are in order, the chosen person will be offered the job.

When you receive a letter offering you a post, see that you write back straight away, thanking the writer for the offer and giving your decision.

In the new job there are many things to learn. No matter how well you have been trained, your new employer is sure to ask you to do one or 2 tasks in a different way. When he does so, carry out all instructions he gives. If, later on, you feel your way is better, there is usually no harm in saying that you think so.

(SI 1.33)

Practice 41

396 words at 56 w.p.m. for seven minutes

A visit to India is a unique experience because this vast nation is a blend of races, religions and cultures; it is one of the most fascinating places in the world. It is a country rich in tradition and legend, covering more than 5,000 years of history. It is a land of great variety and contrast with tranquil temples and exciting bazaars, always a vivid mixture of colour and sounds.

We start at Delhi where we arrive at 6 am and go straight to our hotel, the Kanishka. Today we are free to relax and wander at our leisure round the city, and after a good night's sleep we join our coach for a tour of New Delhi and Old Delhi. We visit the Red Fort, India's largest mosque, the Jama Masjid, and the site where Gandhi was cremated. We also have time to see the Raj Ghat, in Old Delhi, and the Qutab Minas and India Gate in New Delhi.

Next day, after breakfast, we leave by coach for Jaipur, the Pink City, where we arrive in the early afternoon. We stay at the Hotel Ashok and, after checking in; go by coach to the Palace of the Winds, and the grand eighteenth-century observatory. The following morning we will visit nearby Amber, a large hilltop palace-fortress which we enter in style on the back of an elephant. The afternoon is free.

After breakfast we leave by coach for a visit to the Ghana Bird Sanctuary, one of the world's finest bird reserves and also call at the deserted city of Fatehpur Sikri, one-time capital of Emperor Akbar. In the afternoon we go on to Agra,

city of the magnificent Taj Mahal, which we visit in the evening when it is said to be at its most beautiful. Our hotel is the Galaxy Ashok.

We leave Agra after breakfast and stop at Sikandra to see the great mausoleum of Emperor Akbar. The afternoon will be free in Delhi for any last-minute shopping, and we will have dinner before leaving for the airport. This will be a holiday to remember and we are sure you will wish to go back and enjoy the beauty of Kashmir, the very tempting shops of Bombay, and laze on the tropical   beaches   of   Goal.

<div align="right">(SI   1.43)</div>

4.0 CONCLUSION

This unit has been designed to help you increase your speed and accuracy, which can only be gained through several practice sessions Therefore endeavour to do all the practices until you are very comfortable with the keys.

5.0   SUMMARY

Speed and accuracy is important in keyboarding. One thing is to type and the other is to have a mailable document produced from what is typed. This is where the untrained users of the keyboard are faced with problems. Now that you are undergoing the training ensure you follow all the rudiments prescribed so that you can gain the proficiency needed.

6.0   References/Further Readings

Ailen,M. Prince (1987). Walmsley's Commercial Typewriting. London: Pitman Publishing Ltd.

Drummond, Archie and Cole-Mogford, Anne (1989) Applied Typing(5th ed)., Maidenhead-Bershire,England:McGraw-Hill Book Company (UK) Ltd

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NIIT Global Net (1999) Word. Ohio:Sonia Printers Pvt.Ltd.

 Microsoft Office (2007)

Module 3:   Skill Enhancement

Unit 1:   Line Spacing
Unit 2:   Paragraphing
Unit 3:   Font Type, Font Size, save, open and Print
Unit 4:   Audio Transcription and keyboarding
Unit 5:   Speed and Accuracy II

Unit 1:   Line Spacing

1.0   Introduction
2.0   Objectives
3.0   Main Content
4.0   Conclusion
5.0   Summary
6.0   References/Further Readings

1.0   INTRODUCTION

The function of Line Spacing is to give you the opportunity of setting spaces between lines of typing the way you like. The type of document determines the type of line spacing that would be set. Well set line spacing enhances the understanding of the information presented in the document and the reverse is the case when a document is not well set.

2.0   OBJECTIVES

At the end of this unit you will be able to:

- Set line spacing in different ways
- Determine appropriate line spacing for a document

3.0   MAIN CONTENT

To launch line spacing in Microsoft Word, click on Home on the menu bar and click on the black point on the paragraph menu as indicated below with an arrow:
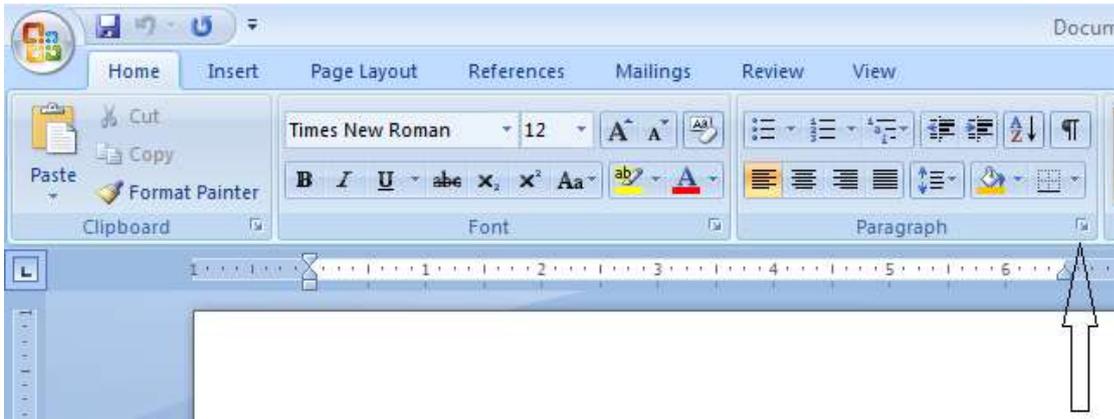
The following drop down menu will appear:
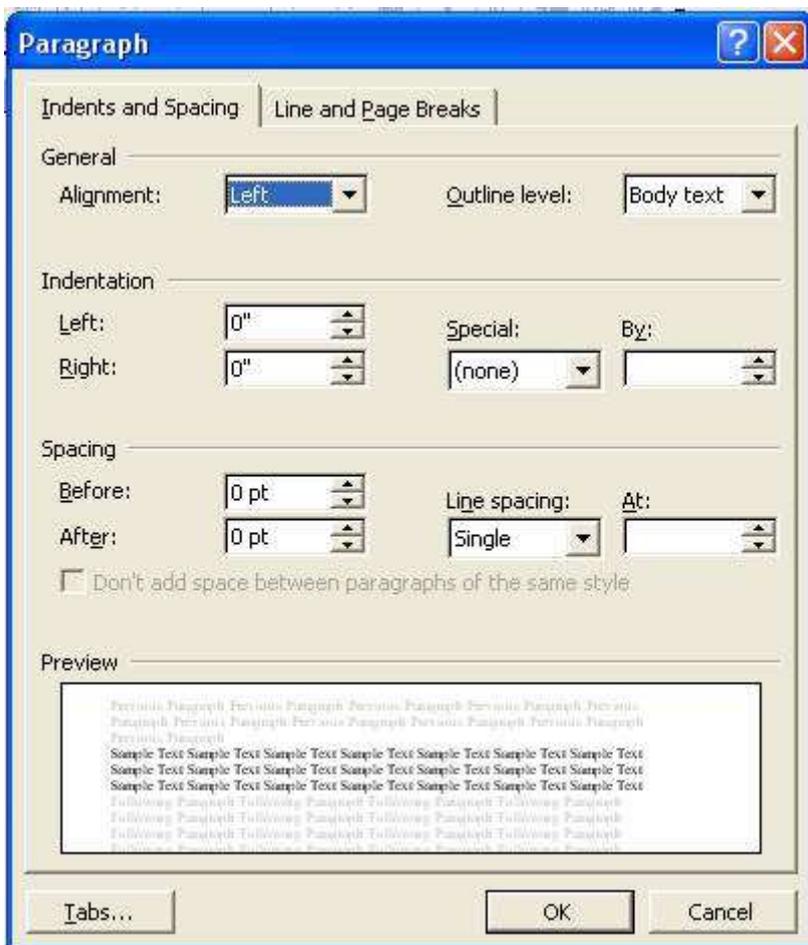
In the dialog box, locate line spacing. Underneath is a box specifying the types of line spacing. Click on the spacing you require and click OK.

On the left of line spacing underneath, you have Before and After. It is advised that you leave the setting at 0 pt except on special a display in which you may need to increase the point (pt). An increase in the point increases the spaces between lines irrespective of the line spacing set

Self Assessment Exercise

Type the following. Use single line spacing.

Before now keyboarding was only associated with typists/stenographers/secretaries; but today keyboarding has become the business of all. Every profession such as education, legal practitioners, medical, entertainment, business, agriculture etc all requires the use of keyboarding.

Keyboarding skills are learned. You need an expert to guide you on the best practice in keyboarding. This is necessary because lack of keyboarding skills reduces your work proficiency. This is what most people do not recognize. Someone to do it fast by keyboarding in a non professional way. They see the learning of the skill as waste of time. You have a lot to gain when you learn the skill of keyboarding. See it as a way of increasing productivity rather than as a waste of time.

To learn the skills of keyboarding is not difficult.   All you need is determination and little patience to follow the guiding rules, if when you do, you lose nothing but gain plenty.

Repeat this passage and use one and half line spacing and double line spacing. Compare the three styles and make a post or contribute on the discussion page.

4.0   CONCLUSION

Line spacing is used to demarcate lines of typing. The nature of the document determines the type of line spacing that should be selected. Later in this course you will be taught the appropriate line spacing for different documents.

5.0   SUMMARY

This unit has introduced you to line spacing; how to launch it and how it is applied in a document. Apart from line spacing, the unit also emphasised the use of spacing in terms of points, which further space the spaces between lines irrespective of the line spacing selected. A further practice of this will enhance proficiency.

6.0   References/Further Readings

Ailen,M. Prince (1987). Walmsley's Commercial Typewriting. London: Pitman Publishing Ltd.

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NIIT Global Net (1999) Computer Concepts. Ohio: Sona Printers.Pvt Ltd.

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Microsoft Office (2007)

Unit 2:   Paragraphing

1.0   INTRODUCTION

Paragraphing is a very important aspect of written communication; it helps in expression coordination. The grammarians would say that every new idea forms a new paragraph. This calls for a good display to facilitate the reader's understanding.

Pick a text and identify the number of paragraphs in it. Now answer the following questions:

•   How many paragraphs do you have in the text?
•   How did you identify the paragraphs?
•   Did the beginning line of each paragraph start at the same point?

Share your answers with your colleagues and facilitator on the discussion board.

2.0   OBJECTIVES

At the end of the unit, you will be able to:

•   identify different types of paragraphs in print document; and
•   type business document using different paragraphing styles.

3.0   MAIN CONTENT

There are three main types of paragraphs, namely

• Blocked paragraphs
• Indented paragraphs
• Hanging paragraphs

Blocked Paragraphs

All lines begin at the left-hand margin, e.g.

```
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxx

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxx

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
```

Blocked Paragrphs

Note:

Give one clear space between paragraphs if you are using single line spacing. To achieve this, press the enter key twice before you start the next paragraph. If you are using one and half line spacing, give two clear spaces i.e. press the enter key twice. Since you already set it to a one and half line spacing, it will automatically give two clear spaces. Also if you are using a double line spacing, give three clear spaces i.e. press the enter key twice. Since you have set a double line spacing it will automatically give you three clear spaces.

See the following examples:

```
Xxxxxxxxxxxxxxxxxx          Xxxxxxxxxxxxxxxxxx          Xxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxx          xxxxxxxxxxxxxxxxxx          xxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxx
                            xxxxxxxx
Xxxxxxxxxxxxxxxxxx                                      xxxxxxxxxxx
xxxxxxxxxxxxxxxxxx          Xxxxxxxxxxxxxxxxxx
xxxxxxxx                                                Xxxxxxxxxxxxxxxxxxxxxxxxx
                            xxxxxxxxxxxxxxxxxx
Xxxxxxxxxxxxxxxxxx                                      xxxxxxxxxxxxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxxxx          xxxxxxxxx
xxxxxxxxxxxxxxxxxx                                      x
xxxxxxxxxxxxxxxxxx          Xxxxxxxxxxxxxxxxxx
xxxxx                       xxxxxxxxxxx
```

Single Line Space   Double Line Space   Double Line Space

Indented Paragraphs

In the indented style, the first line in each paragraph begins at five spaces to the right while subsequent lines begin at the left hand margin. E.g.

Indented Paragraphs

Note:

Give one clear space in between paragraphs if you are using the single line spacing (press the enter key twice). For a one and half line spacing, give two clear spaces (press the enter key twice). If you are using double line spacing, it is advisable that you maintain it all through, but remember to indent the first line in each paragraph.

It is advisable that you always set the line spacing before you start to type. You don't need to end your typing before setting or formatting your document, it then becomes more difficult. So avoid it. Once you set the line spacing, the only thing you then need to control is the enter key to get the clear spaces you need between paragraphs.

See the following examples:

single line spacing   one and half line spacing   double line spacing

Hanging Paragraphs

The first line in each paragraph starts from the left hand margin, while subsequent lines start at least two and at most five spaces to the right, i.e. you indent the subsequent lines. E.g.

```
XxxxxxxxxxxxxX
   xxxxxxxxxxxxxx
   xxxxxxxxxxxxxx
Xxxxxxxxxxxxx
   xxxxxxxxxxxxxx
   xxxxxxxxxxxxxx
   xxX
```

Hanging Paragraphs

Note:

For hanging paragraphs, the most commonly used line spaces are single and one and half. The space in between paragraphs is the same with that of indented   paragraphs.

Use the tab to get the indentation you require.

4.0   CONCLUSION

To achieve a well set paragraph, determine the line spacing you wish to use and where each line of the paragraph should begin. Remember there are three main types of paragraphs – blocked, indented and hanging. The type of document you are typing may also serve as a determinant of the type of paragraph to use.

5.0   SUMMARY

Paragraphs help to determine the idea in a text and therefore are set out in to make readers have a good understanding of the text. The three types of paragraphs begin in different ways. All lines of typing in a blocked paragraph begin from the left hand margin; the first line of typing in an indented paragraph is indented five spaces to the right while the first line of typing in a hanging paragraph begins from the left hand margin and the subsequent lines in the paragraph are typed five spaces to the left.

6.0   References/Further Readings

Ailen,M. Prince (1987). Walmsley's Commercial Typewriting. London:
        Pitman Publishing Ltd.

Drummond, Archie and Cole-Mogford, Anne (1989) Applied Typing(5th ed).,
        Maidenhead-Bershire,England:McGraw-Hill Book Company (UK) Ltd

NIIT Global Net (1999) Computer Concepts. Ohio: Sona Printers.Pvt Ltd.

NIIT Global Net (1999) Word. Ohio:Sonia Printers Pvt.Ltd.

 Microsoft Office (2007)

Unit 3:   Font Type, Font Size, Save, Open and Print

1.0   Introduction
2.0   Objectives
3.0   Main Content
         3.1   Font Type
         3.2   Save and Print
4.0   Conclusion
5.0   Summary
6.0   References/Further Readings

1.0   Introduction

There are some essential things you need to do before and after typing a document. During the era of the use of typewriters, the type bars were classified into pica, elite and micro. The type of bars determines the size of print each letter makes on the paper. Then the largest size was pica followed by elite and then micro. The emergence of the computer gives the opportunity of having more than three type bars. The sizes and types of the bars have been replaced with Font types and Font Sizes. The font type is the display pattern while the size is the largeness of the pattern chosen.

This unit will take you through the identification and the use of the font types and sizes. In addition you will learn how to print your document. At the end of typing, you may decide to use the soft copy of the document or hard copy. In the soft copy form, it means you want to electronically save and send through the computer or print in on paper (hard copy) and send manually. It is therefore necessary that you learn how to save and print your document.

2.0   Objectives

 At the end of this unit, you will be able to:

- type simple document using different types of font types and sizes in Microsoft Word with the use of the computer keyboard;
- save already typed document in Microsoft Word; and
- print document using the computer printer.

3.0   Main Content

3.1   Font Type and Size

You can set the font type before or after typing. To set the Font Type, do the following:

Step 1:   Click on *Home* on the Toolbar –

Step 2:   On the task bar, you will see a default font and size, which is subject to change. The default may appear thus:
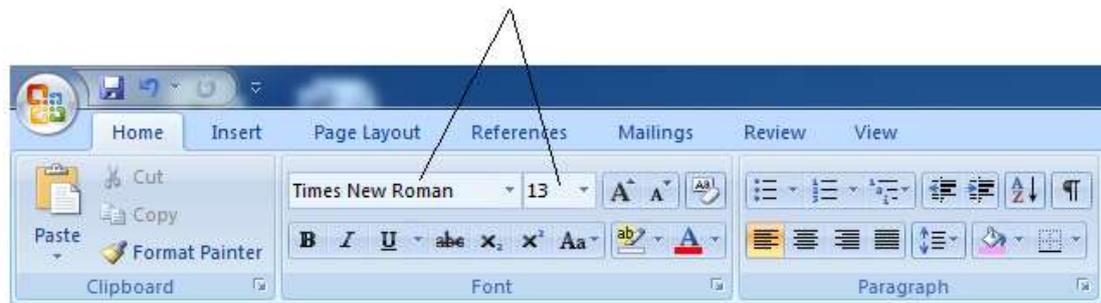
Note, The *Times New Roman* is the Font and the *13* is the font size. But it is not all the time you will see *Times New Roman* or *13*. It could be any other font or size.   It depends on what has been set as default.   If you are comfortable with the default font type and size, you do not need to set another, but when you are not, then set one following the steps below.

There are two methods to do this:

Method 1

Click on the little black icon beside the Font Type to change the Font type and the little black icon beside the font size to change the size. See the little black icons as indicated below:

A click on the Font Type icon will display a drop down box that appears thus:
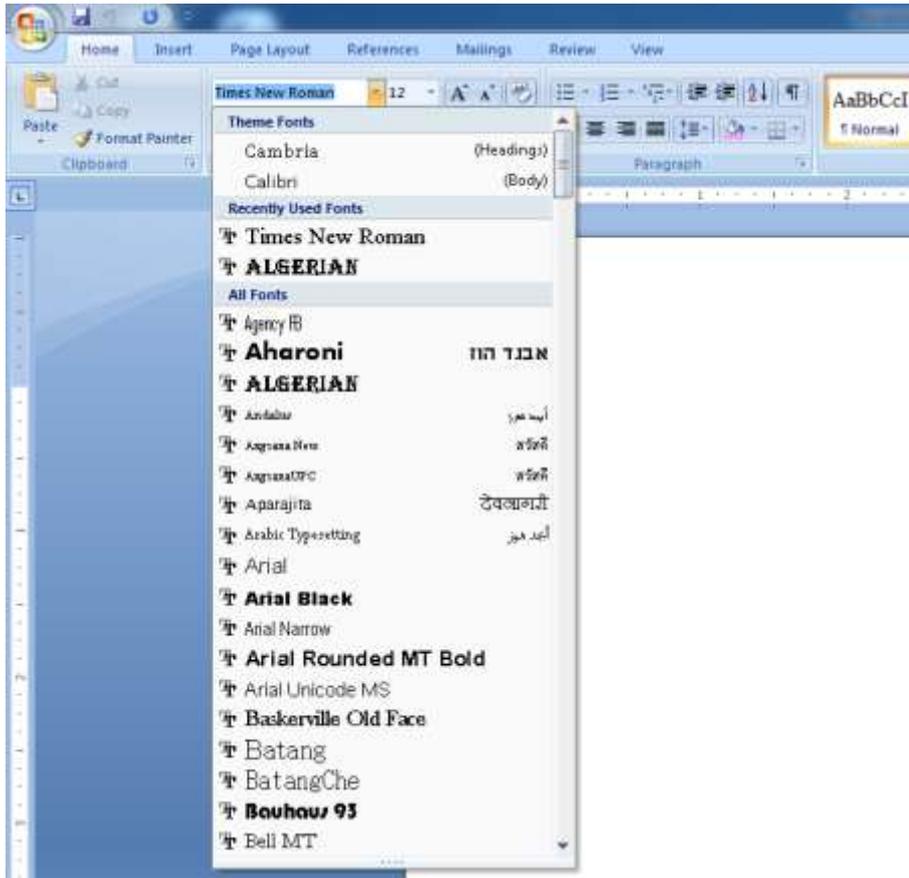
Click on any of the font type as desired.

A click on the Font Size will display the following drop down box:
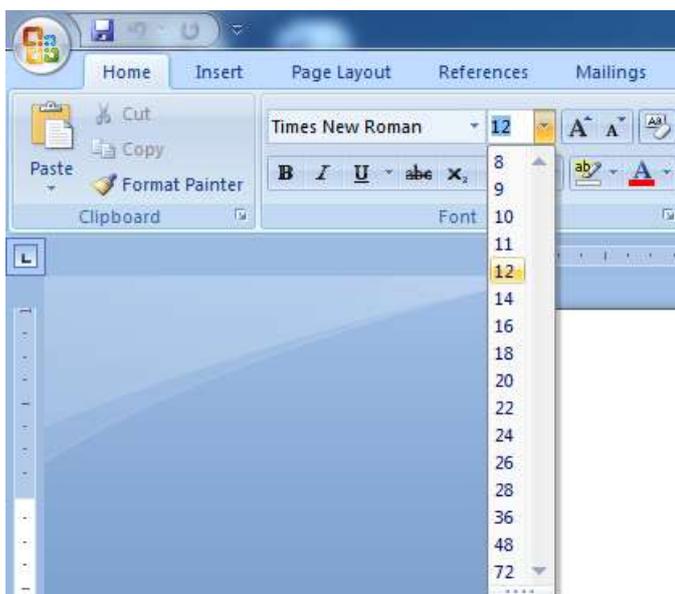
Click on any font size as desired.

Method 2

Step 1:   click on the little black icon beside the *Font* bar on the tool bar as indicated by a line on this display:

The Icon

Step 2:   From the drop down box select the font type and sizes are desired:
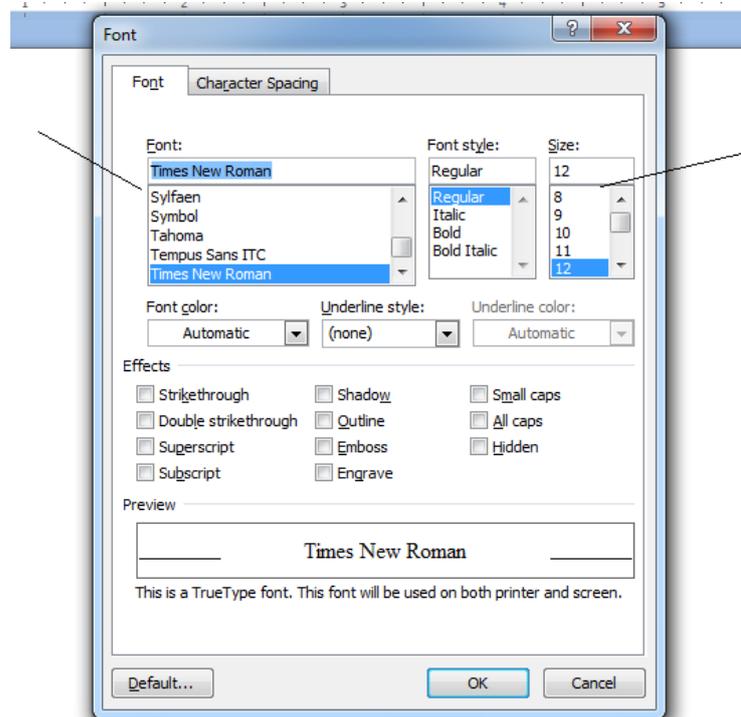
Step 3:   Click OK after selection.

You can adopt both methods before and after typing. If you have already typed the work, highlight the portion by placing the cursor at the beginning of the word to be highlighted, click without releasing your cursor and drag to the right or left, a blue colour will show:

click without releasing your cursor and drag to the right

then, select appropriate font type and size as desired. Where you need to highlight the whole document, press Ctrl + A, it will highlight all the document.

3.2   Save, Open and Print

After typing a document, you may want to save that document for future reference or use. You may also want to print on paper for use. The ability to save and recall a document is one of the advantages enjoyed in the use of the computer. There are two types of saving – saving at the first instance and saving for update.

To save at the first instance, click office button ; click on *Save As;* Click *Word Document*; On the dialog box where you have *file name,* type in the name you want to give to the file; select the destination you wish to save the file from the dialog box on the left such as My Document, Removable disk and click *save*.

To retrieve the saved document, click office button; click open ; click on the destination where you saved the file such as My Document; either you double click on the file or click the file once and click open.

To print a document, ensure you are properly connected to a printer. Then click office button; click print to open the print dialog box; click print; select as desired and click ok.

4.0   Conclusion

Ability to retrieve a document is as important as saving that document. Therefore note the destination where a document is saved. It could be saved in the internal device or external device. Internal device such as Document and external device such as CD-ROM and Flash Drive (pen drive). Use a file name you will easily remember and save related files in a folder. This will help you organize your files.

5.0   Summary

In this unit you have learned about how to save, open and print a document. Give a name to your document when saving it. Do not leave it to save with the default name. It becomes difficult to retrieve when you save with the default name because you may not easily remember that name. Choose a destination to save. To open a saved document, you need to know the destination and file name. In printing a document ensure that the printer you intend to use is connected to your computer and it is the default printer. Where it is not the default printer, select the printer you are to use before printing.

6.0   References/Further Readings

Ailen,M. Prince (1987). Walmsley's Commercial Typewriting. London: Pitman Publishing Ltd.

Drummond, Archie and Cole-Mogford, Anne (1989) Applied Typing(5th ed)., Maidenhead-Bershire,England:McGraw-Hill Book Company (UK) Ltd

NIIT Global Net (1999) Computer Concepts. Ohio: Sona Printers.Pvt Ltd.

NIIT Global Net (1999) Word. Ohio:Sonia Printers Pvt.Ltd.

 Microsoft Office (2007)

Unit 4:   Audio Transcription and keyboarding

1.0   Introduction

With proficiency in keyboarding you are able to type your document without having to handwrite the manuscript before typing from the manuscript. This process wastes time.   Have you ever seen someone typing a meaningful document without looking at any manuscript? If yes, it means you have seen someone typing from *thought.* This method gives you opportunity to easily edit your typed work and save time. It is equally economical since there is no waste in paper and ink. This skill comes with mastery of audio typing. With audio typing, your brain is at alert to coordinate the hearing, sighting, and manipulation of the keys. It also demands a good command in spelling and grammatical structure.

Your proficiency in audio transcription will aid your minute taking in meetings; easy and fast completion of minute and report writing. This is the part that calls for the application of the touch typing skills. Every business man and executives need this skill to type their letters, prepare their reports and so on. It is observed that some higher executives delay in presenting their reports because the secretary or the computer operator has no time to type their handwritten manuscript. This should not be so. Key in your report into computer; spend the time you would have spend handwriting to key-in the document. One may ask? What then will my secretary be doing? He/she has a lot to do. Typing is only a skill he/she got to enhance his/her job performance in the office.

Ability of audio transcription through keyboarding will also enhance organization's privacy. Sometimes, decisions taken would have been let out before actions are taken. This does happen when what suppose to be secret is revealed through third or fourth party in the process of typing.

In this unit, you will take dictations. You will type while the passages are dictated. For self practice, let someone dictate to you while you type, after which compare your typed document and the passage dictated to ensure it is error free. Take your drill dictated passages on the i-Learn platforms.

2.0   Objectives

At the end of this unit, you will be able to transcribe passages using the computer keyboard at a minimum of 50 w.p.m.

3.0   Main Content

You are to transcribe the following passages with the use of computer keyboard. The passages are at different speed based on different stroke intensity and syllabic intensity. The stroke intensity is the average number of keyboard strokes per dictionary words while syllabic intensity is the average number of speech syllables per dictionary words.

You can use the delete key and space bar. Emphasis is on accuracy and not only the speed. How many words can you type meaningfully? That is the question. So work towards both the speed and accuracy.

Passage 1:   141 words at 35 w.p.m. for 3 minutes

As good as the move to increase access to university[10] education through distance programmes; adequate funding could be a major[20] determinant of its success. This is because to establish and[30] run distance education programme could be cost intensive on the[40] short-run, but may be less cost intensive on the long[50] run. The full benefit of distance education calls for a[60] thorough cost analysis. A distance education, which lacks appropriate cost[70] analysis could face low success rate. Such programmes would have[80] run for years without meeting the desired objectives. A good[90] knowledge of unit cost analysis in distance education would help[100] salvage this situation, especially where the conventional face-to-face university education[110] is the commonest practice as we have in Nigeria. Conventional[120] method of learning seems to be less cost intensive at[130] a start, but more cost intensive as enrolment increases (Keegan,[140] 1999).

(SI 1.63)

Passage 2:   104 words at 35 w.p.m. for 3 minutes

The process of cost determination is classified as cost accounting[10] which is found useful in every sector of the economy[20] including education. Cost is a very significant aspect in educational[30] planning, through which the total amount required for the cost[40] of producing specific number of its end-products (graduates) is determined.[50] Adequate analysis of cost in an educational system would determine[60] the quantity and quality of students that can be provided[70] by the suppliers of education.   Cost analysis for distance university[80] programmes in Nigeria becomes imperative at this point that the[90] Nigerian government is trying to encourage more universities to go[100] into distance learning programmes.[104]

Word Count	104
Syllable Count	189
Character Count (alphanumeric)	577
Mean syllables per word	1.82
Mean characters per word	5.55

Passage 3:   125 words at 40 w.p.m. for 3 minutes

Distance Education could be traced back to the University of[10] Chicago in 1800, where the first major correspondence programme began[20] in United States of America in which the teachers and[30] the learners were at different locations.   The early efforts of[40] some educators like Rainey in 1890 to establish alternative modes[50] of teaching and learning through correspondence mode was laughed at.[60] The recognition was low because the critics felt it was[70] designed for those who were not among the elite and[80] who could not afford full time schooling. Therefore, those that[90] supported correspondence studies were seen as inferior educators and it[100] was seen as a business venture by some other educators.[110] It was asserted that correspondence study was a great offence[120] to the elites (Pitman, 1991).[125]

Word Count	125
Syllable Count	196
Character Count (alphanumeric)	640
Mean syllables per word	1.57
Mean characters per word	5.12

Passage 4:   137 words at 40 w.p.m. for 3 minutes

Cost in Distance Education

Cost is a viable tool in determining the level of[10] efficiency of the educational system. It is often necessary to[20] find out if the available resources used could help to[30] reduce waste and justify the costs of education. Different meanings[40] have been given to cost by different scholars. The concept[50] of cost started with the economists. To the economist, cost[60] is the money spent as well as the alternative foregone[70] in order to produce a given item or service. UNESCO[80] (1977) defined the cost of education as "technical, economic, accountability[90] and financial. Technical costs related to the technical operation; economic[100] costs consist of fixed and variable items; accountability costs include[110] capital and operational charges; and financial classification refers to direct[120] and indirect costs". Tsang (1988) presented the following classification of[130] cost with the example of Universitas Terbuka:[137]

Word Count	137
Syllable Count	244
Character Count (alphanumeric)	731
Mean syllables per word	1.78
Mean characters per word	5.34

Passage 5:   159 words at 50 w.p.m. for 3 minutes

The word **"Communication"** is derived from the Latin word **"communis"** which means **"Common"**, i.e. to share, exchange, send, transmit, write, relate and communicate. Other source mentions that 'communication is derived from Latin term **'communicare'**, which means to impart or participate. Individuals involved in communication by this definition attempt to ensure a common basis for understanding the message that is communicated between them.

Communication can be one way or two ways. A one- way communication system is the one in which communication flows from the originator to the receiver only, such as radio and television broadcast. A two-way communication system is one in which communication flows from the originator to the receiver with the existence of a feedback system from the receiver to the originator. Communication is a two a two way process and is not complete without feedback. Feedback ensures that communication is more

effective because it also confirms receipt and adequate understanding of the intended message.

Word Count	159
Syllable Count	276
Character Count (alphanumeric)	846
Mean syllables per word	1.74
Mean characters per word	5.32

Passage 6:   52 words for one minute

The major determining factors of cost in open and distance learning are:
i.   education objectives,
ii.   the country's GNP and GDP,
iii.   inflation,
iv.   academic and non-academic staff,
v.   curriculum of the school system,
vi.   development of courses,
vii.   Presentation of courses,
viii. Number of study centres, and
ix.   Student enrolment.

Word Count	52
Syllable Count	84
Character Count (alphanumeric)	262
Mean syllables per word	1.62
Mean characters per word	5.04

Passage 7:   160 words at 50 w.p.m. for 3 minutes

Business Correspondence is the communication of exchange of information in a written format for the process of business activities. Business Correspondence can take place between organizations, within organizations or between the customers and the organization. Our feeling, thoughts e. t. c. are communicate to our friends and relatives through letters that may otherwise called Personal Correspondence. A businessman can also write and receives letters in his day- to-day transactions, which may be called business correspondence. Therefore, business correspondence or business letter is a written communication between two parties. Business may write letter to supplier of goods and also received letters from the suppliers. Customers may also write letters to businessman seeking information about availability of goods, price, quality and sample e. t. c. or place order for purchase of goods. Thus, business letters may be defined as a media or means through which views are expressed and ideas or information is communicated in writing in the process of business activities.

Word Count	160
Syllable Count	290
Character Count (alphanumeric)	898
Mean syllables per word	1.81
Mean characters per word	5.61

Passage 8:   137 words at 50 w.p.m. for $2\frac{1}{2}$ minutes

Creating identities is a way for several people to use Outlook Express and the Address Book on the same computer. For example, you and a family member may share a computer. If you each create an identity, you would each see your own mail and your own contacts when you log on under your identity. Once your identity is created, you can organize your contacts the way you want them by creating subfolders.

Usually, you will create identities while you are using Outlook Express (or other applications that use identities). You can create identities from your Address Book only when you open your Address Book from the **Start** menu rather than from Outlook Express. To open Address Book from the **Start** menu, click **Start**, point to **All Progra ms**, point to **Accessories**, and then click **Address Book**.

Word Count	137
Syllable Count	194
Character Count (alphanumeric)	638
Mean syllables per word	1.42
Mean characters per word	4.66

Passage 9:   142 words for 3 minutess

Method of Counselling

The primary purpose of psychoanalytic counseling is to release the causal material repressed in the unconscious parts of the mental process. In order to accomplish this task, the therapist requires the patient to recline on a couch. He

is out of the patient's sight by seating behind the patient's head. In such an objective post the therapist reveals very little, if anything, of his own inner world to the patient. The patient is encouraged to relax. He tells all that comes to mind (free association) no matter how irrelevant or personal his thought may be. The main purpose of the counseling process is directed towards weakening both the resistance that shut off the person's awareness of himself. Therapist uses free association, dream analysis, Para praxis (failure of memory) and humour analysis as a beginning for looking into the unconscious.

Word Count	142
Syllable Count	207
Character Count (alphanumeric)	694
Mean syllables per word	1.46
Mean characters per word	4.89

Passage 10:

Psychosexual stages of Development

According to Freud there are some assumptions underlying the development of personality, (1) most psychosexual development occurs during the first five years of life, (2) the use of defense mechanisms, there is a period of calm for six years. Then, during adolescence the process becomes very active once again. Another of Freud's major assumptions is that at ay point in a person's development one body area predominates as a source of pleasure. In normal sequence in which one body area gives away to another, the order of this sequence in which one body area gives away to another, the order of this sequence in which one body area predominates as a source of pleasure. In normal sequence is the same for everyone. The other assumption is that failure to complete this normal sequence will result in serious personality problem. Freud had five stages, which are oral, anal, phallic, latency and genital stage.

Word Count	154
Syllable Count	235
Character Count (alphanumeric)	738
Mean syllables per word	1.53
Mean characters per word	4.79

Passage 11:

What you have done in each situation is that you have simply created an arrangement (or structure) and assigned responsibilities in a manner that would enable the persons concerned, in each case, to carryout their tasks effectively.

What the above illustrations show generally is that an organization is set up in order to bring about an arrangement of positions and responsibilities through which a group, an enterprise or an institution can carry out its work.

Following the illustrations above, we may define organization as follows: ***An arrangement or framework of the management process which is formed by defining the responsibilities by means of which the activities of an enterprise or institution are assigned among the members (personnel) that are employed by the enterprise or institution***

The members or personnel referred to in the definition may include various categories of staff comprising top and middle management, supervisory staff and operatives

An organization may also be seen as a framework of the management process for establishing formal interrelationship among the employees by virtue of their respective responsibilities (Hersey and Blanchard, 1996).

Word Count	179
Syllable Count	319
Character Count (alphanumeric)	983
Mean syllables per word	1.78
Mean characters per word	5.49

4.0   Conclusion

The best way to increase proficiency in audio typing is by transcribing dictated passages with the use of the computer keyboard. You should aim at producing a presentable document and not just putting words on paper. Learn the skills and be proficient. Let that be your watch word.

5.0   Summary

In this unit you have practiced the transcription of audio using computer keyboard. You have also learned that dictated passages are of different syllabic intensity which determines the difficulty level of a passage.

6.0   References/Further Readings

Ailen,M. Prince (1987). Walmsley's Commercial Typewriting. London: Pitman Publishing Ltd.

Drummond, Archie and Cole-Mogford, Anne (1989) Applied Typing(5th ed)., Maidenhead-Bershire,England:McGraw-Hill Book Company (UK) Ltd

NIIT Global Net (1999) Computer Concepts. Ohio: Sona Printers.Pvt Ltd.

NIIT Global Net (1999) Word. Ohio:Sonia Printers Pvt.Ltd.

 Microsoft Office (2007)

Unit 5:   Speed and Accuracy II

1.0   Introduction
2.0   Objectives
3.0   Main Content
4.0   Conclusion
5.0   Summary
6.0   References/Further Readings

1.0   Introduction

You are to practice speed and accuracy in this unit. The passages here may require higher syllabic intensity. In typing you are to ensure that you type correctly. Minimise the use of backspace and delete keys. Using them will slow down your pace. You should also guide against typing words outside the passage. Work towards typing the passages at 99% error free.

2.0   Objectives

At the end of this unit, you will be able to type at a minimum of 50 words per minute with 95% accuracy.

3.0   Main Content

Type the following passages.

Practice 42:   386 words at 64 words per minutes for 6 minutes

        Some business organizations often prefer to use the services of recruitment agencies to advertise for job vacancies. Recruitment agencies are often found in large cities and business centres. These agencies place available jobs from their client organizations on vacancy boards or windows. Some of the well known agencies including Coopers and Lybrand Associates, Lagos; Suleiman Associates, Kano; Price Waterhouse Associates, Lagos; and Arthur Anderson, Lagos, specialize in professional job placements. Recruitment agencies such as the above often advertise in national dailies such as the Punch, the Guardian and Vanguard, newspapers.

        Many national and state based newspapers carry advertisements for different jobs, including appointments, into polytechnics and universities. While advertisements such as the above are expensive owing to their taking some columns or whole pages of newspaper, the classified sections of the papers provide cheaper prices of advertising for vacancies.

It is considered good public relation and sign of courtesy to put in the same newspapers the list of successful candidates and to also inform those who were not successful.

This is an approach which applicants look for names of companies, educational institutions and other possible employing establishments for jobs. Sometimes, too, inquiries could be made through the telephone. Sometimes, applicants make personal enquires for jobs. You need to realize that these are legitimate forms of seeking for jobs. So it would be in order to employ persons who seek for job vacancies through this channel.

Some skilled and semi-skilled jobs such as catering, sales, bookkeeping, and secretarial and craft level jobs are sometimes placed on vacancy boards outside a firm, business and school premises. You need to know about this method and use or recommend it to your management. One advantage of this approach is that it can be used at relatively no cost to the organization.

In this case, instead of an applicant looking for openings, head hunters (example, chief executives of companies, government agencies, e.g. universities, and corporations, and executive placement firms) look for them.

For you or any person to be qualified he/she needs to:

i)   Belong to a trade or professional association,
ii)   Have his/her name in the appropriate membership register, and
iii)   Make him/herself 'visible' through writing and contributing to the relevant trade or professional body.
Some more modern channels of advertising for vacancies include the internet.

Word Count	386
Syllable Count	671
Character Count (alphanumeric)	2,089
Mean syllables per word	1.74
Mean characters per word	5.41

Practice 43:   566 words at 57 words per minutes for 10 minutes

You may have heard the term 'C.V.' or have actually seen or used one. The 'C.V', an abbreviation for curriculum vitae is an alternative form of job application document which an individual summarizes his/her bio-data or personal background, academic and career status and achievements. The C.V.

is primarily used for seeking appointments; however, it has other uses, besides, e.g., in developing a person's citation. While the knowledge of how to prepare a C.V. would be a useful exercise, for secondary level pupils, itshould be regarded as essential for polytechnic and university students. Employers can use the C.V. to test how well a candidate can communicate in writing. It is only a well written or organized C.V. that can create the type of impression that would ensure your being short-listed for an interview. In fact, available evidence shows that employers judge applicants by the appearance of their curriculum vitae.

Organization: The curriculum vitae should normally be organized in not more than seven sub-headings. From research evidence, properly organized materials are easier to remember; for in real terms, most people find it difficult to remember more than seven unrelated facts. The usual headings are as follows:

1. Biographical information (Personal details and family background)
2. Education/vocational training;
3. Employment history
4. Leisure/interests,
5. Self assessment
6. Reference
7. Other information (if any)

You should start the preparation of a C.V. with a summary. The summary should be distinct and attractive, there should be appropriate left and right hand margins, or at best both the left and right hand should be justified (e.g.25cm left/right margins). Names should be typed in spaced capitals. Information supplied on a C.V. should, as far as possible be factual. Drawing attention to your weakness should at best be avoided, since errors of omission are not easy to detect.
Some CVs carry special skills which the applicant considers may place him/her in a more advantageous position than other applicants.

The ultimate of curriculum vitae should be achieved through clarity. Consequently, the use of short words and sentences is advisable. The personnel or selecting officer who may eventually be your interviewer or one of your interviewers could have received more than one hundred applications, and if he/she could be patient to read the first two or three sentences thoroughly, the temptation would be to only glance through the rest. Meaningless or wordy
C.V. faces the danger of being thrown into the trash can.

A point to always remember is that except where a C.V. is meant for a particular organization, the job title should not be typed, because choice may change. The name of the addressee may also change. They should therefore not be included. It is rather wise not to include one's present salary or the range of salary expected since these could undermine the bargaining

position of the applicant with the employer. It is, however, important to include a full list of publications and conference papers where one is seeking academic position.

When applying for a job, the C.V. should be accompanied with a covering letter. The letter should say something positive about the organization. It should also give cogent reason for wanting the job, and names and addresses of the referees. A model C.V. is shown in the box.

Word Count	566
Syllable Count	822
Character Count (alphanumeric)	2,729
Mean syllables per word	1.45
Mean characters per word	4.82

Practice 44:   570 words at 57 words per minutes for 10 minutes

The Sumerians were famous for their advances in building, agriculture, weaving and making of wheels from tree trunks. To have been able to accomplish all these successfully needed planning, organization as well as a conducive environment. Perhaps the greatest legacy which the Sumerians bequeathed to modern management was the invention of a wedge-shaped writing called CUNEIFORM, which enabled the Sumerians to learn the habit of keeping records about the dates of important events and transmission of information. We can not think of modern management where information is not important.

The Babylonians were a highly creative people whose achievements have influenced marketing management and commerce, business law and personnel administration in modern times. They were among the first in the ancient world to use money for exchange instead of using barter. Cooles and Snellgrove (1970) have shown that lumps of silver of given weights were used to represent articles to be exchanged. **Hamumurabi:** The ascendance of Hamurabi as the King of Babylon (1792-1750BC) marked yet another era of achievement which modern managers have to learn a few facts about. As in modern times, Mesopotamian rulers were seen as managers and stewards, which called for managerial effectiveness, efficiency and accountability. Hamurabi aspired to meet these managerial expectations by setting on a pillar 3600 lines of 282 laws which also prescribed blessings and curses for offenders. Hammurabi's laws or principles covered all major aspects of human activities such as farming, land ownership and rent to be paid. Some of

the laws such "an eye for an eye" (though later modified) were draconian, they no doubt provided a conception of how best a macro organization such a state or multi-national could be managed.

With the sack of the City of Babylon in 689BC by the Assyrians, the City of Nineveh was built by King Senacherib.

Senacherib built 300 yard-long aqueduct which supplied water for farming. This outstanding accomplishment, coming at the time it did, showed that King Senacherib understood the principles of planning, organization, and coordination of the efforts of the people for goal accomplishment.

The use of groups for task accomplishment is still current as management practice, and Senacherib must have been versed in group dynamics to have succeeded so well in his administration.

About 3500 BC, the ancient tribes of Egypt settled around the Nile River. In addition to the principle of irrigation, which they perfected, the Egyptians were famous in the building of pyramids.

The human and material resources, planning and organization involved in the complexity of building pyramids has marked Egypt out as being the first to use management ideas. While some of the pyramids were about 200ft high, others were much higher. According to the account of Crowder, Cootes and Snellgrove (1970), the pyramid at Giza by Khufu for King Snofru, his father stood 460 feet high, 755 feet long on each side and required 2 million blocks to build. This is by all standards engineering and human management fit which modern building engineers and managers would not want to do without.

According to Erman (1927), a record on management which looks something like a book of instruction referred to as "Ptah hitop" and written in about 2700BC, has been found. The book discusses issues relating to honesty by managers, value of staff advice, to managers and utilization of staff.

Other legacies which ancient Egypt left for modern managers include the practice of decentralization and delegation of authority.

Word Count	570
Syllable Count	910
Character Count (alphanumeric)	2,956
Mean syllables per word	1.60
Mean characters per word	5.19

Practice 45:   562 words at 56 words per minutes for 10 minutes

Instruction: Type this passage with double line spacing with indented paragraph.

F.W. Taylor (1956-1915)

The idea of scientific management, though not completely new, as we saw in unit 1, is largely credited to Frederick Wimslow Taylor, an industrial engineer and consultant, with strong interest in scientific approach to worker efficiency.

The account of Taylor's work on scientific management of work process has been widely recorded in management literature (Helriegel and Slocum, 1992; Certo, 1986; Pugh, 1971; Aggarawal, 2002)

At his first job at the Midvale Steel Company in Philadelphia, USA, he observed a phenomenon referred to as 'soldiering', a process which the labourers decided to work at a rate below their productive capacity. In view of the fact that other managers were unaware of the phenomenon, Taylor decided to study each job and to determine the most efficient way to perform it. Following his findings, Taylor decided to install a piece rate system, which meant that each labourer was to be paid based on the amount of his daily production.

Taylor's success at Midvale, which he eventually left for Sumond Rolling Machine Company and at the Bethlehem Steel Corporation, provided him opportunity for further experiments. From the results of his study at Sumond, Taylor introduced the following innovations:

1.   redesign of jobs
2.   introduction of rest breaks
3.   introduction of piece rate system of pay

These steps were reported to have resulted in the raising of the workers' morale and increased their productivity. Taylor's best illustration of scientific method and management skill came with his description of how he modified the job of an employee whose responsibility was to use a shovel to load and unload rod rail-cars. What he did was to break the task into its smallest constituent movement, as he measured each movement with a stop-watch; he then redesigned the job by reducing the number of motions the worker had to make and to avoid any risk of error on its execution. By allowing for specific rest period after each set of performance and increasing

the wage of the worker he was able to increase his output from 12 to 47 tons per day.

In another experiment, Taylor observed that the workers were using the same type of shovel, irrespective of the type of materials they were carrying. He accordingly reduced the sizes of the workers shovels to suit the type of materials they were carrying, thereby reducing the number of motions they had to make, and consequently increased their output.

Taylor's experience and assumptions about work, and how to achieve the best results from the workers became much clearer over time and resulted to what is generally known as scientific management.

The following were the rationale behind the principles of scientific management:

1) That the practice of scientific management is based on four principles: (Taylor, 1947b):

a) The manager should develop a science for each element of the job; study the job, and determine how it should be done; this replaces the rules of thumb or opinion method that managers had been used to;

b) The manager should scientifically select, and then train, teach and develop workers;

c) The manager should cooperate with the workers to ensure that they are using the scientific steps already developed through proper monitoring to ensure that they adhere to the best way of doing the job.

d) The manager should assume all planning and organizing tasks as the workers perform the tasks.

Word Count	562
Syllable Count	837
Character Count (alphanumeric)	2,756
Mean syllables per word	1.49
Mean characters per word	4.90

Practice 46: 479 words at 53 words per minutes for 9 minutes

Instruction: Type this passage using one and half line spacing.

The unit cost of student administrative support services in Nigerian distance education programmes as presented in Table 17 was₦137,536.00 with an enrolment of 63,659. Year 2007/2008 had the least unit cost of ₦81,541.47 with an enrolment of 23,271. The unit cost vary according to enrolment and expenditure incurred. The sampled institutions had same behaviour of unit cost

on the volume of enrolment.NOUN had a total expenditure of ₦1,749,577,916.00, enrolment of 17,141 with a unit cost of ₦102,069.77 in 2005/2006, a total expenditure of ₦1,811,515,689.00, enrolment of 19.160 with a unit cost of ₦94,541.53 in 2007/2008 and expenditure of ₦2.440,117,834.00, enrolment of 13,505 with a unit cost of ₦180,682.55 in 2008/2009. There was no unit cost in 2004/2005 and 2006/2007 although had expenditure of ₦659,056,656.00 in 2004/2005 and ₦1,642,750,859.00 in 2006/2007 but no enrolment.In all, NOUN recorded unit cost of ₦166,705.20 with a total expenditure of ₦8,302,918,954.00 and total enrolment of 49,806.

UI-DLC had an expenditure of ₦12,738,700.56 with no enrolment and unit cost in 2004/2005; expenditure of ₦13,109,185.18, enrolment of 348 with a unit cost of 37,670.07 in 2005/2006; expenditure of ₦18,564,651.87, enrolment of 1,243 with a unit cost of 14,935.36 in 2006/2007; expenditure of ₦25,741,859.03, enrolment of 2,559 with a unit cost of ₦10,059.34 in 2007/2008; and expenditure of ₦36,072,338.18, enrolment of 3,203 with a unit cost of ₦11,262.05 in 2008/2009. On the whole, UI-DLC had a total expenditure of ₦106,226,734.82 and enrolment of 7,353 with unit cost of ₦14,446.72.

The unit cost of student administrative support services in DLI presented an expenditure of ₦13,431,004.00 and enrolment of 605 with a unit cost of ₦22,200.01 in 2004/2005; expenditure of ₦59,042,419.00 and enrolment of 716 with a unit cost of ₦82,461.48 in 2005/2006; expenditure of ₦38,999,169.00 and enrolment of 1,400 with a unit cost of ₦27,856.55 in 2006/2007; an expenditure of 60,394,036.00 and enrolment of 1,552 with a unit cost of ₦38,913.68 in 2007/2008; and expenditure of ₦174,391,805.00 and enrolment of 2,227 with a unit cost of ₦78,307.95. This gave a total expenditure of ₦346,258,433.00 and enrolment of 6,500 with an annual unit cost of ₦53,270.53. This is further presented in Figure 14.

Word Count	479
Syllable Count	450
Character Count (alphanumeric)	1,799
Mean syllables per word	0.94
Mean characters per word	3.7

4.0 Conclusion

Remember you do not have to look at the keyboard when typing. Looking at the keyboard will reduce your speed and in most times you will have more

errors in your document. Also note that

5.0   Summary

Typing the passages take you through the commonly used keys on the keyboard. If you had not conveniently acquired the speed, do more of the practices until you can type these passages with ease.

6.0   References/Further Readings

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