

2d Ed

*Machine
Transcription
Word
Processing*

*For Word Processors,
Microcomputers,
and Typewriters*

William R. Pasewark



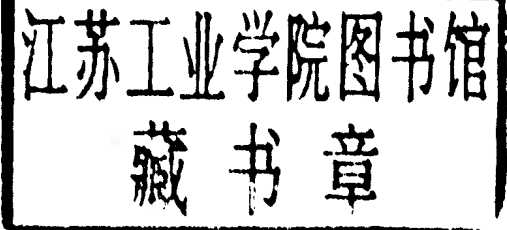
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SOUTH-WESTERN

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William R. Pasewark
Professor Emeritus
Business Education
Texas Tech University



Published by

SOUTH-WESTERN PUBLISHING CO.

WEST CHICAGO, IL

DALLAS

LIVERMORE, CA

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Cincinnati, Ohio

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ISBN: 0-538-23250-1

Library of Congress
Catalog Card Number: 85-63402

5 6 7 H 2 1
Printed in the United States of America

PHOTO CREDITS:

Page 81: Rick Norton/Kings Island

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To The Teacher:

MACHINE TRANSCRIPTION WORD PROCESSING, Second Edition, retains all the popular and educationally sound features of the first edition. However, the second edition has been improved by observing students transcribe from the cassettes and by receiving suggestions or feedback from teachers and students who use the text-workbook, cassettes, and Teacher's Manual.

OBJECTIVES

The major objectives of MACHINE TRANSCRIPTION WORD PROCESSING are to help students to:

1. Acquire occupational ability to transcribe mailable documents from recordings using a typewriter (electric or electronic) or word processor (microcomputer with program or standalone).
2. Understand the value and the importance of machine transcription word processing in business.
3. Improve English skills and proofreading ability.
4. Develop an awareness of word processing career opportunities.
5. Understand the importance of written communications in business.

REALISTIC FEATURES

The instructional materials consist of this text-workbook and a set of 12 cassettes that give students a realistic experience of working as transcriptionists in a variety of offices. In each of the 20 jobs, students work for a different employer in a different type of business. An anecdote at the beginning of each job explains the type of business and the goals of the employer. Therefore, realistic experience is made possible because of the following features:

1. The documents are adapted from actual business documents and are typical of machine transcription performed in real offices.
2. Students learn the vocabulary related to each type of business.
3. Students transcribe a variety of documents such as letters, memos, tables, reports, agendas, and forms. Letterheads and forms are provided in this book.
4. Students learn to use supplies and equipment efficiently.
5. The dictation style is typical of that used in business. Most dictation is at an average rate of approximately 80 words a minute. Some dictation is given at irregular speed. (This sometimes occurs

in business.) In addition to usual instructions in the dictation, students learn to handle special instructions and corrections that are indicated on the recording index.

6. Most of the documents are well written and grammatically correct. They serve as models for students to compose their own letters both in business and in private life. Some documents, however, are rough drafts and serve as examples of poor dictation.

CONTENT

Instructions and exercises for this text-workbook have been selected based on current business procedures. Content features of this book include:

1. *Diagnostic pretests* to help determine students' abilities to keyboard, spell, punctuate, and proofread. The Teacher's Manual explains how to diagnose and prescribe review exercises based on the results of the pretests.
2. *Twenty jobs* to help students learn to transcribe mailable documents rapidly.
3. *Four tests* to give students the realistic experience of transcribing on the job. Each test contains documents that are similar to the documents presented in the preceding five jobs.
4. A *Learning Business Words* exercise which precedes each set of dictations in Jobs 2 through 20. This exercise contains a list of job-related words used in the documents for that job as well as definitions and examples. Students type the words once from the printed copy and later from vocabulary dictation on the tape.
5. An *Improving Your English* exercise, beginning with Job 2. This exercise contains grammar, punctuation, and number expression rules that apply to the documents to be transcribed in each job. These rules are applicable to actual sentences found in the documents for each job. Students must complete both exercises—"Learning Business Words" and "Improving Your English"—before transcribing the documents in a job, thereby acquiring prediction proficiency in vocabulary and English usage. Both of these related exercises are for self-checking purposes only.
6. A *standard letter placement guideline* which features a standard line length and starting place for all letters on letterhead paper, regardless of the length of the letter. Thus, balance is achieved by varying the space between the complimentary close and the typed signature.
7. *Emphasis on using efficient work habits.*

8. *Various types of realistic dictation and evaluation* such as office-style dictation, poor dictation, rough drafts, an Evaluation of Transcription form, and an Evaluation of Dictation form.
9. *Transcribing Instructions* for standard typewriters, electronic typewriters, and word processors (microcomputer, standalone, or computer).
10. A *Reference Manual*, located at the end of the text, which assists the transcriptionist in preparing mailable transcripts.
9. Materials can be adapted to teaching patterns, including rotation, battery, contract, individualized instruction, project, and the simulated office.
10. To accompany the text, a comprehensive Teacher's Manual is offered which discusses specific methods of teaching.
11. Business vocabulary is presented by defining unfamiliar words immediately before they are used in the dictation.

INSTRUCTIONAL STRATEGY

MACHINE TRANSCRIPTION WORD PROCESSING includes modern instructional strategy. Some of these important features include the following:

1. Students do not have to read lengthy instructions before starting to transcribe.
2. Students are presented with various activities to help motivate them.
3. Ninety-seven documents are provided to give students ample practice with a variety of correspondence in a simple-to-complex sequence. Short, easy documents are used in the beginning jobs. Gradually the jobs require more ability as the students' competency levels increase through practice. Thus, difficulty of office-style dictation is increased in a systematic, cumulative pattern: first, within each job and within each succeeding document; then, with each succeeding job.
4. Instructions are given in a clear, concise, easy-to-follow, step-by-step cumulative pattern. Language arts competencies are also developed in the same way. For example, in the early jobs students learn comma rules and commas are dictated. However, in later jobs, commas are not dictated and students must determine where commas should be inserted.
5. Illustrations are presented to show the proper operation of the transcriber and other equipment.
6. Step-by-step instructions are provided on the systematic methods of correcting errors. Students learn these important skills early so that they can locate and correct errors throughout the course.
7. The text is easy to read and self-instructional. Reading and understanding the text helps students to develop the ability to comprehend and solve problems. Self-instruction permits the teacher to manage classwork and to give students individualized assistance when needed.
8. Handwritten inserts are presented for some of the jobs.

GRADING

The grading system has been carefully developed to include the following features:

1. A well-organized testing, scoring, and grading plan. Students know their progress in the course by recording scores on forms provided in their text-workbook. Examples of grading plans are given in the Teacher's Manual.
2. A grading scale based on the abilities of students using the instructional materials, rather than an arbitrary grading scale.
3. Grades based on categories used in business: mailable and unmailable.
4. A choice of grading methods: Quality, or quality and quantity.
5. Suggestions for using a minimum amount of time grading documents.

TEACHER'S MANUAL

The comprehensive Teacher's Manual is provided without charge to schools that adopt the text-workbook and cassettes. It contains all the information necessary to initiate and maintain a successful course or unit in machine transcription. This includes topics such as:

- Objectives of the Course
- Student Prerequisites
- Instructional Materials
- Planning the Course
- Teaching Suggestions for Specific Jobs
- Helping Students Learn
- Observing Students Transcribe
- Motivating Students
- Developing Good Work Habits
- Evaluating Students' Work
- Transcripts of Documents in Jobs and Tests

All these features are organized into an educationally sound instruction program that will prepare students for careers in the expanding field of word processing.

To The Student:

WORD PROCESSING BY MACHINE TRANSCRIPTION

Electronic technology has entered the office. This course will help you to successfully meet the challenge of the modern office.

Information Processing and Word Processing

Information processing means arranging data (words, numbers, and symbols) into useful information and making that information readily available to recipients. Word processing is a segment of information processing.

The purpose of word processing is to "arrange" thoughts and ideas into printed communications that are sent to the proper people. For example, an executive may need to send a memo to all employees explaining a new office procedure. Word processing begins when the executive writes out the memo in longhand, types it, dictates it to a secretary, or dictates into a recording device. An office worker then prepares the document in printed form. Copies are sent to all employees. As a beginning office worker you will probably be more involved in preparing and distributing written documents than in actually composing the documents.

All office personnel, from beginning workers to top-level managers, rely on information generated by word processing. For instance, workers refer to printed office manuals, managers make decisions based on printed reports, co-workers communicate with interoffice memos, and employees keep in touch with customers by letters.

Word processing is not an isolated system. It affects all areas of the company.

The Need for Word Processing

Improvements in word processing occurred because of the need to improve the production of written communications at a low cost. Because of the availability of improved dictation and transcription machines, originators (also called authors or dictators) are now using this equipment to produce documents of high quality and at a low cost.

Processing Words

A dictation machine records the originator's thoughts. The recording may be made on a variety of media such as magnetic tapes in cassette form or disk form.

The transcriptionist (person who transcribes the dictation) inserts the recording into a transcribing machine where the documents will be heard and transcribed.



An originator dictates messages.

Dictation does not occur only in the office. Small, portable dictation machines can be used while at home, in a car, or on an out-of-town trip. If out of town, the originator may mail the recording back to the office for transcription. Or, through remote control equipment, the originator may dial a designated number and dictate into a recording machine at the office.

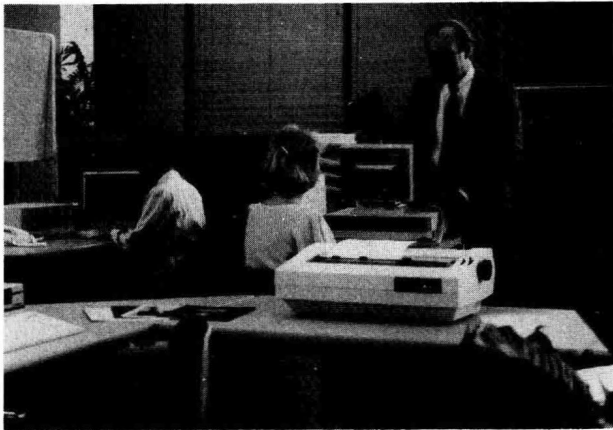
The Transcriptionist's Role

Some office workers use their transcription abilities as a part of their regular jobs; others specialize in machine transcription and transcribe full time.

Part-time transcriptionists are usually secretaries with many other responsibilities. They are in close proximity to the originator and transcribe only one originator's dictation. Usually the transcripts of these secretaries are not measured for productivity. Their work is organized according to importance and time.

However, office workers who specialize in machine transcription will transcribe full time. They usually work in word processing centers in an area separate from the originators. These transcription specialists transcribe dictation from many originators.

The word processing center may have a supervisor who makes a record of when dictation is received and completed. The supervisor usually assigns dictation to several transcriptionists so the work is evenly distributed.



A modern word processing center.

COURSE OBJECTIVES

MACHINE TRANSCRIPTION WORD PROCESSING will help students learn techniques to transcribe documents quickly and accurately.

After completing Jobs 1-5, you will be able to:

1. Operate machine transcription equipment.
2. Use basic machine transcription techniques.
3. Use standard letter placement format.
4. Address envelopes.
5. Proofread documents.
6. Use correct written English including spelling, punctuation, grammar, word choice, number expression, and word hyphenation.
7. Use the Evaluation of Transcription form.

After completing Jobs 6-10, you will be able to:

1. Further develop the ability to operate machine transcription equipment.
2. Coordinate written instructions with dictation instructions.
3. Use supplies efficiently.

After completing Jobs 11-15, you will be able to:

1. Transcribe a wide variety of documents.
2. Determine the sequence in which to transcribe documents based on priority.
3. Transcribe office-style dictation.
4. Prepare rough drafts.
5. Approach transcription tasks professionally and enthusiastically.

After completing Jobs 15-20, you will be able to:

1. Transcribe documents without punctuation dictated by the originator.
2. Transcribe from poor dictation.
3. Use the Evaluation of Dictation form.
4. Transcribe a wide variety of error-free documents.
5. Determine paragraphing for documents.
6. Appreciate the importance of machine transcription in business.

After you have completed this course successfully, you will be a competent transcriptionist ready to enter the business of your choice.

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JOB 1 CATERING

You are about to process words by transcribing documents that were dictated to a machine. This book and the accompanying recordings will help you to prepare for employment as a *transcriptionist*—also called a *correspondence secretary* or a *word processing operator*. In this first job, after preparing practice documents, you will begin transcribing documents for Surf and Shore Catering Company.



GETTING READY FOR TRANSCRIPTION

Before you begin transcribing, read this page and the following pages up to the asterisk (*) in the left margin of Practice Document A, page 4.

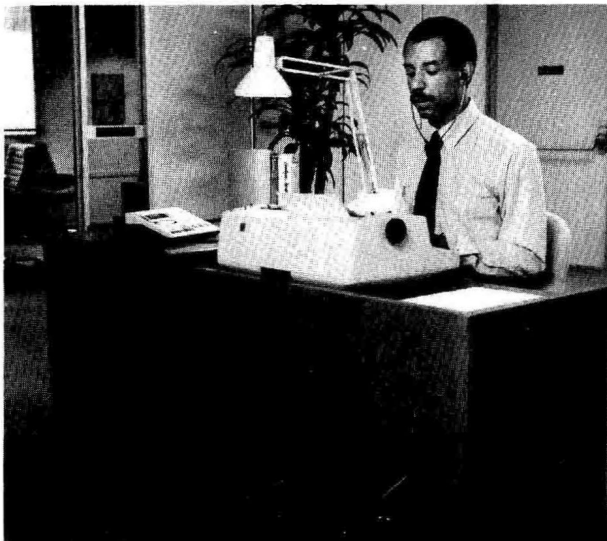
Using Your Book

Step-by-step instructions are presented in this book. They are to be followed one at a time. After you read one numbered instruction, do as it says and then go to the next numbered instruction.

Arranging Your Work Station

1. Clear your work station of everything except your:
 - a. typewriter or word processor (Illus. 1-1 and 1-2)
 - b. transcriber (transcribing machine), foot pedal, and headset (Illus. 1-1, 1-2, 1-3)
 - c. cassette for Job 1
 - d. recording index for your type of transcriber:
 1. index strip (Illus. 1-3)
 2. index log illustrated on page 288 (Index logs are often used with the features shown in Illus. 1-4, 1-5, and 1-6.)
 - e. dictionary
 - f. this book

Illus. 1-1 Typewriter



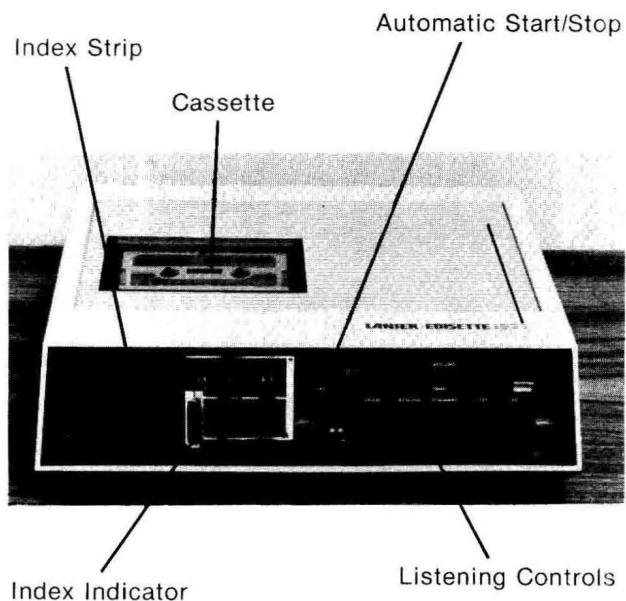
Illus. 1-2 Word Processor



The transcriber can be placed to the right or to the left of the typewriter or word processor. The foot pedal and headset are a part of the transcription equipment.

Type of Recording Indexes on Transcribing Machines

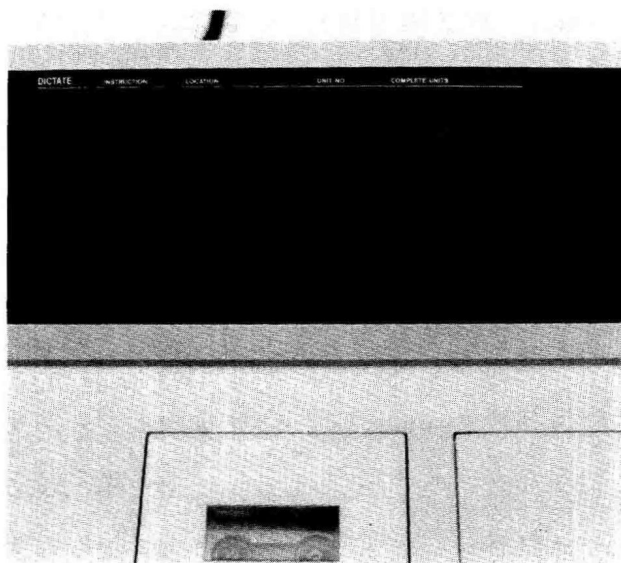
Illus. 1-3 Transcriber with Index Strip



Illus. 1-4 Counter Wheel, Often Used with an Index Log



Illus. 1-5 Electronic Digits, Often Used with an Index Log



Illus. 1-6 Electronic Scale, Often Used with an Index Log



2. Arrange all materials neatly at your work station as shown in Illus. 1-7.
3. In your desk drawer, arrange the following materials for easy access:
 - a. 8½" x 11" white paper
 - b. carbon paper
 - c. correction materials for typewriters (if you are using typewriter)

Illus. 1-7 Organized Work Station



This work station is organized for maximum productivity.

Instructor Demonstrates Transcriber

Your instructor will demonstrate how to operate the transcriber including how to use the recording index. See Part M, "Recording Indexes," in the Reference Manual. Refer to the manufacturer's operating manual for additional help if necessary.

Preparing Your Transcriber

Before starting to transcribe:

1. Connect the transcriber to an electrical outlet.
2. Connect the foot pedal and the headset to the transcriber.
3. Insert the cassette for Job 1 into the transcriber.
4. Learn how to use the recording index for your transcriber by referring to Part M, "Recording Indexes," in the Reference Manual.

PRACTICE DOCUMENT A, PARAGRAPHS

Reading and Listening to Practice Document A

Each item you transcribe is called a *document*. A document may be a letter, memorandum, etc.

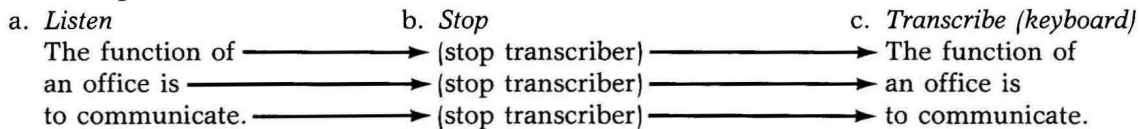
1. Put on your headset and turn on your transcriber.
2. Adjust your transcriber to the beginning of the recording: Point A, "Start of Instructions." Refer to Part M, "Recording Indexes," in the Reference Manual.
3. Read the printed Practice Document A, page 8, as you listen to the recording. This will help you become acquainted with the document. Do not transcribe this document the first time you listen to it. Read the instructions above printed Practice Document A, page 8.

* Transcribing Procedures

Later in this job you will transcribe documents with a transcriber and a typewriter or word processor.

1. The following procedures will help you to transcribe documents easily:
 - a. *Listen* to and remember a group of meaningful words or a phrase.
 - b. *Stop* the recording.
 - c. *Transcribe* (keyboard) the group of words.
 - d. *Repeat* the listening and transcribing steps of each group of words in a document.

For example:



2. Use your foot pedal to rewind whenever you need to listen to a group of words again. However, develop the ability to remember dictation so that you minimize rewinding. If necessary, adjust the volume, the speed, and the rewind on your transcriber.
3. Before you type the dictation, be sure you understand the meaning of it to avoid errors. The originator (person who dictates) will dictate two types of information on the recording:
 - a. *Transcription Dictation*. This is the dictation which you will actually transcribe.
 - b. *Instruction Dictation*. This is the dictation which gives information or instructions. They are not transcribed but applied to the actual dictation. To distinguish instruction dictation from transcription dictation, the originator uses voice inflections. Listen for instructions regarding punctuation, capitalization, paragraphs, spelling, etc. Most instructions will not be repeated throughout the dictation. If you need to know the correct spelling of a word which is not spelled by the originator, look in the dictionary.
4. Proofread your transcript before removing it from your typewriter or before printing it. Refer to Part J, "Proofreading," in the Reference Manual.

Transcribing Practice Document A

The written instruction, *Depress Your Foot Pedal*, is your signal to start listening to the recording. When you hear the instruction, *Release Your Foot Pedal*, stop the recording and continue reading in this book.

1. Detach page 11. If you are using a typewriter, insert page 11 so that your copy will begin on line 10. If you are using a word processor, set the top margin for line 10. Do not make a carbon copy.
2. Set margins for a five-inch line (elite at 20 and 80; pica at 17 and 67).
3. Use single spacing and five-space paragraph indentions.
4. Adjust your transcriber so it will begin again at the start of Practice Document A (Point B on the "Recording Index" shown on page 287 in the Reference Manual).
5. Do not look at page 8 when transcribing Practice Document A. If an error occurs while using a typewriter, "x" out the error and continue typewriting. If an error occurs while using a word processor, correct the error.
6. If you are using a typewriter or memory typewriter, do not remove the transcript. If you use a word processor, keep the transcript on the screen. You will now transcribe Practice Document A. *Depress Your Foot Pedal*.

Proofreading Practice Document A

1. While the transcript is still in the typewriter or on the screen, compare what has been transcribed with the printed Practice Document A on page 8. Be sure that every sentence and paragraph make sense. Read slowly and carefully, paying attention to placement, spelling, punctuation, and capitalization.

2. Make corrections if necessary. If you are using a typewriter, correct with a pen or a pencil. If you are using a word processor or memory typewriter, correct the error on the screen and print the document.
3. Remove your transcript from the typewriter or printer.

PRACTICE DOCUMENT B, LETTER

Capitalizing Words

When words within a sentence are to be capitalized, follow these instructions:

Originator says:	Transcriptionist
1. "Capital"	Capitalizes the first letter of the next word.
2. "Caps"	Capitalizes the first letter of each major word in the following group of related words dictated. <i>Example:</i> Practice Document B. "On June 7, I will make a 'Caps' Time Management speech to the 'Caps' Fashion Institute of Jackson."
3. "All Caps"	Capitalizes all letters in each word in the following group of words until the originator says "End all Caps." <i>Example:</i> Practice Document B. "This presentation is based on your 'All Caps' TIMESAVER 'End all Caps' calendar."

Reading and Listening to Practice Document B

To become acquainted with the words in Practice Document B, read the printed Practice Document B on page 9, as you listen to the recording. You will not transcribe the document the first time that you listen to it. Now turn to page 9 and *Depress Your Foot Pedal*.

* Using Standard Letter Placement

Standard letter placement is an efficient and unique method of positioning letters attractively on a letterhead page. The transcriptionist saves time by not calculating margins and the placement of the dateline for each letter. The margins and the dateline for all letters are exactly the same regardless of the length of the letter (short, medium, or long), the letter style (block, indented, etc.), or the punctuation style (open, closed, or mixed). In Part N, "Standard Letter Placement," of the Reference Manual, notice that the three letters of varying length have the same margins and the same dateline placement, yet they still appear balanced on the page.

Use the following standard letter placement for all the letters you transcribe:

1. Set the margins for a five-inch line (elite at 20 and 80; pica at 17 and 67).
2. Type the date at the left margin and on Line 16 (16 lines from the top of the page), regardless of whether you use letterhead or plain paper.
3. Start the inside address on Line 20, four lines below the dateline.
4. For attractive placement, balance the length of the letter on the page by changing the number of blank lines between the complimentary close and the typed signature. Leave three blank lines for a long letter; up to six blank lines for a short letter.
5. On the second page of a two-page letter, place the heading on Line 8 and start the body of the letter on Line 13. The body of the second page does not have to be centered vertically. See Part N, "Standard Letter Placement," in your Reference Manual.
6. Type your initials at the end of the letter.

Transcribing and Proofreading Practice Document B

1. Use the letterhead on page 13 for Practice Document B. Make one carbon copy (you must supply your own carbon paper and the second sheet of paper).
2. Single-space and use the standard letter placement format. Use block style and open punctuation. Include your initials.

3. Use the two-letter state abbreviations (see Part A, "Addressing Envelopes," in the Reference Manual) and the nine-digit ZIP Code numbers.
4. Date Practice Document B June 15.
5. If an error occurs while typing on your typewriter, "x" out the error and continue typing. If an error occurs while typing on your word processor or electronic typewriter with memory, correct the error.
6. Proofread the letter using the same procedures you used for proofreading Practice Document A.
7. Adjust the transcriber to start at the beginning of Practice Document B (Point C on your recording index).
8. You will now transcribe Practice Document B. Do not look at page 9 when you transcribe it. *Depress Your Foot Pedal.*
9. After you have proofread Practice Document B, remove it from the typewriter or printer.

Keyboarding and Proofreading the Envelope

1. Address an envelope for Practice Document B, using the envelope form provided on the back of your letterhead for Practice Document B. Use the U.S. Postal Service's preferred style illustrated in the Reference Manual in Part A. Insert the envelope form into the typewriter so that the envelope is in the proper position. The envelope address is not dictated; obtain it from the copy of Practice Document B.
2. Proofread the envelope before removing it from the typewriter or printer.

TRANSCRIBING INSTRUCTIONS FOR ALL JOBS

Follow this information for all jobs unless you are instructed otherwise.

Using the Recording Index

Refer to Part M, "Recording Indexes," in the Reference Manual.

Procedures to Follow Before Transcribing

1. At the end of each job, you will find the necessary printed letterheads and forms required for almost all the documents to be transcribed in that job. Each document is labeled at the bottom of the page to indicate for which transcript it is to be used.
2. Make one carbon copy of each document, unless instructed otherwise. If a transcribed document requires more than one sheet of paper, you must supply any additional sheets necessary. You must also supply your own carbon paper and second sheets for copies.
3. For all jobs, unless otherwise indicated, letters should be single-spaced and in block style with open punctuation. Use a five-inch line and follow the standard letter placement guidelines.
4. Do not listen to the documents on the recording or read the documents printed in your book before transcribing them. (Models of the remaining letters you will be transcribing in Job 1 are presented on page 10 so that you can check your transcript only as you proofread it.)
5. Documents must be mailable. See Part K, "Quality Grade Scale," in your Reference Manual.

Procedures to Follow While Transcribing

1. When providing dates, use the current year for all documents. The month and day will be indicated in the transcribing instructions at the beginning of each job or will be dictated at the beginning of each document.
2. Use the two-letter state abbreviations and the nine-digit ZIP Codes for all addresses.
3. Use a dictionary for the correct spellings and hyphenations of words.
4. If you realize that you made an error while keyboarding, stop keyboarding. If you are using a word processor or memory typewriter, correct the error on your screen. If you are using a nonmemory typewriter and you have made an error, you may be able to retype the document only up to the error rather than have to retype the entire document. However, if the error cannot be corrected, you may have to remove the document from the typewriter, replace the letterhead or form with a plain sheet of 8½" x 11" paper, and retranscribe from the beginning of the document. In either case, use the procedures and correcting materials designated by your instructor.
5. Type your initials at the end of each letter or memorandum that you transcribe.
6. Make all the necessary enclosure notations on the letters even though you will not actually have the materials to enclose.
7. Prepare an envelope for each letter. There is an envelope form on the back of each letterhead for which an envelope is required. Obtain all addresses for the envelopes from your carbon copies of the letters.

Procedures to Follow After Transcribing

1. Do not remove your transcript from the typewriter or printer until the document is proofread as described in Part J, "Proofreading," in the Reference Manual. For Jobs 1 and 2, compare your transcripts with the printed documents in the book.
2. Remove the transcript from the typewriter or printer.
3. Keyboard and proofread the envelope.

Procedures to Follow After Completing the Job

1. Assemble all work for the job and submit it according to your teacher's directions.
2. Go to the next job.

Transcribe the remaining four documents in Job 1. Date all letters June 15 of the current year. Upon completing Job 1, assemble your work and follow your teacher's directions for submitting completed work. You are now ready for Job 2. Turn to page 23 of your book.

PRACTICE DOCUMENT A, PRACTICE PARAGRAPHS

The diagonals in the first three paragraphs suggest where you could release the foot pedal to stop the transcriber when you actually transcribe. Difficult words are spelled out and punctuation is dictated so that it will be easy for you to transcribe later. Do not transcribe the first time you listen to Practice Document A. Reminder: When you hear the originator say "Release Your Foot Pedal," always stop the recording and continue reading in your book. *Depress Your Foot Pedal.*

The function of/an office is/to communicate information./ Information consists of/words and numbers/in written or oral form./

The effectiveness/of an office's operation/ is determined by/how rapidly and accurately/office personnel can communicate information/to other offices internally/(from office to office within the company)/and externally (to offices outside the company)./

Because of constantly increasing/amounts of information to process,/modern offices have been automated/with electronic machines./ When numbers are processed/accurately and rapidly/with calculators and computers,/it is called "data processing."/

Word processing means converting a thought in the originator's mind into written words that are transmitted to a recipient. Words can be processed by writing in longhand or shorthand and by keyboarding.

To increase the speed and accuracy of composing documents, more and more originators are "voice writing" on electric dictating machines. A transcriptionist then transcribes the documents on an electronic transcribing machine.

Being able to transcribe dictation on a transcribing machine is a valuable asset. There are many jobs now available for machine transcriptionists, and it is predicted that there will be an increasing number of jobs in the future.

After you have finished reading and listening to Practice Document A, return to page 4 at the asterisk (*) in the left margin and continue reading with "Transcribing Procedures."