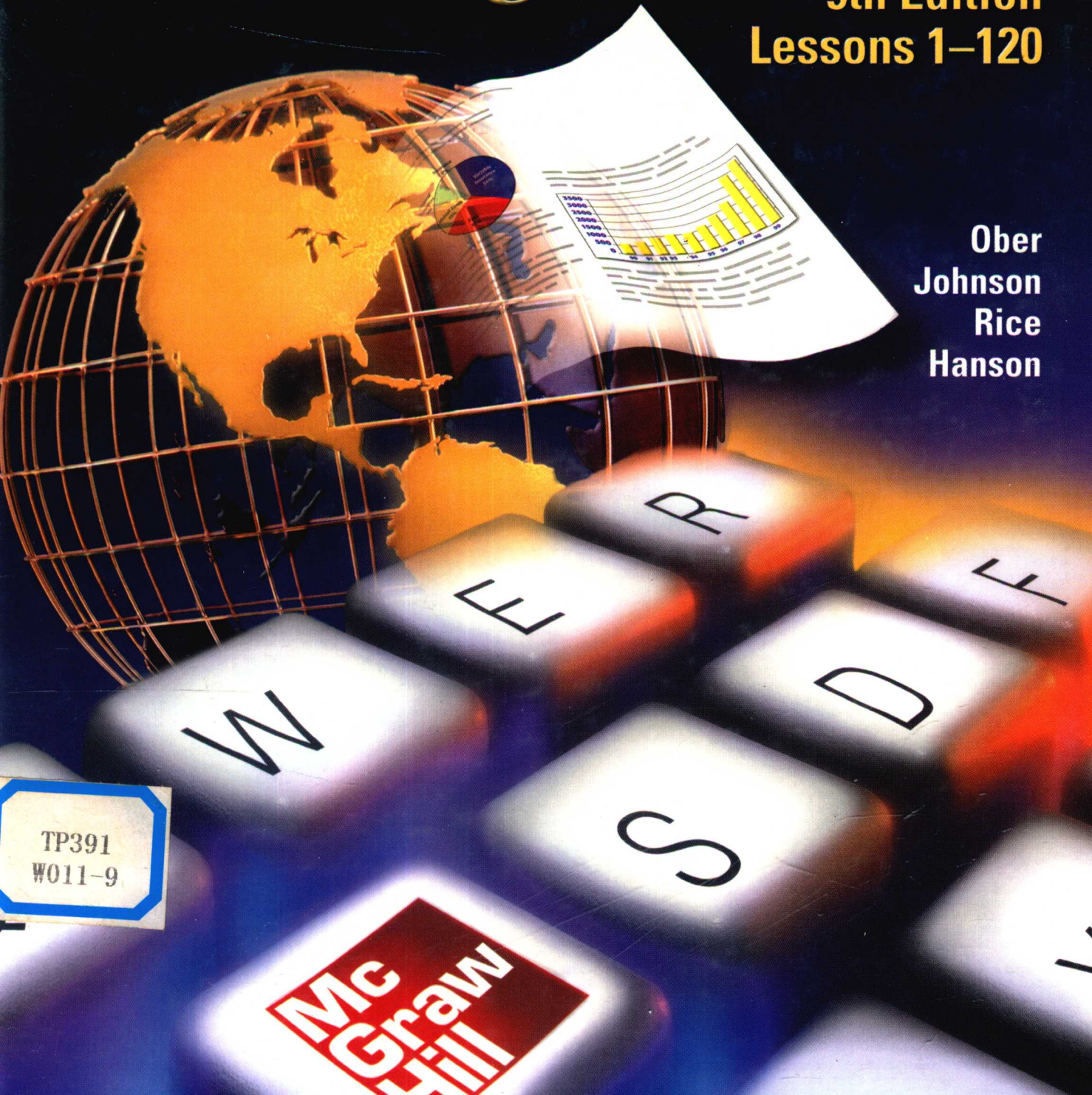


GREGG

College Keyboarding & Document Processing

9th Edition
Lessons 1–120

Ober
Johnson
Rice
Hanson



TP391
W011-9

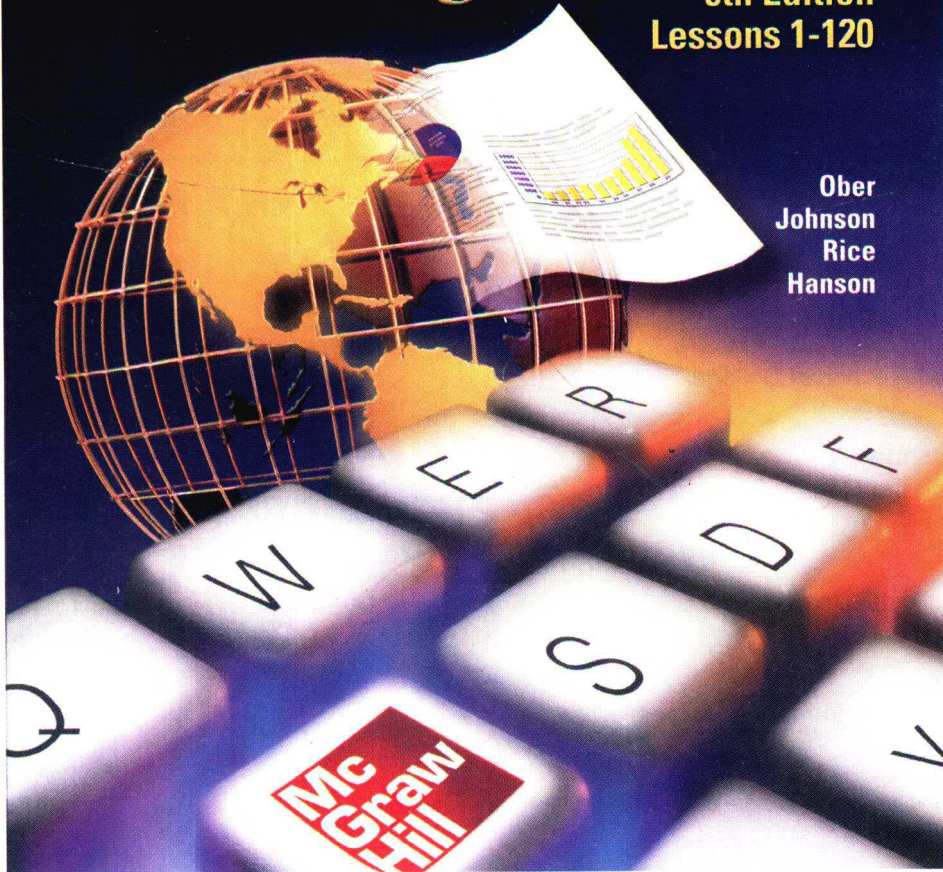


GREGG

College Keyboarding & Document Processing

9th Edition
Lessons 1-120

Ober
Johnson
Rice
Hanson



Scot Ober

Ball State University

Jack E. Johnson

State University of West Georgia

Arlene Rice

Los Angeles City College

Robert N. Hanson

Northern Michigan University

Visit the *College Keyboarding* Web site at www.gdp.glencoe.com

**Mc
Graw
Hill** **Glencoe
McGraw-Hill**

New York, New York Columbus, Ohio Woodland Hills, California Peoria, Illinois

REVIEWERS

Peggy Burrus

Red Rocks Community College
Lakewood, CO

Judy Ehresman

Mercer County Community College
Trenton, NJ

Aida Galvan-De La Rosa

Steve Szymoniak

Texas State Technical College
Harlingen, TX

Mary Hanson

Northwest Technical College
East Grand Forks, MN

Rebecca Jones

Bladen Community College
Dublin, NC

Patricia King

Blackhawk Technical College
Janesville, WI

Barb Muchnok

Westmoreland County Community College
Youngwood, PA

Carolyn Seefer

Diablo Valley College
Pleasant Hill, CA

Pam Strong

Shelton State Community College
Tuscaloosa, AL

All brand names and product names are trademarks or registered trademarks of their respective companies.

Glencoe/McGraw-Hill

A Division of The McGraw-Hill Companies



Gregg College Keyboarding & Document Processing Lessons 1–120, 9th Edition

Copyright © 2002 by The McGraw-Hill Companies, Inc. All rights reserved. Copyright ©1997 by The McGraw-Hill Companies, Inc. All rights reserved. Copyright ©1994 by The McGraw-Hill Companies, Inc. All rights reserved. Originally copyrighted in 1989, 1984, 1979, 1970, 1964, 1957 by The McGraw-Hill Companies, Inc. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without prior written permission of the publisher.

Send all inquiries to:
Glencoe/McGraw-Hill
21600 Oxnard Street, Suite 500
Woodland Hills, CA 91367

ISBN 0-07-824176-6

Printed in the United States of America.

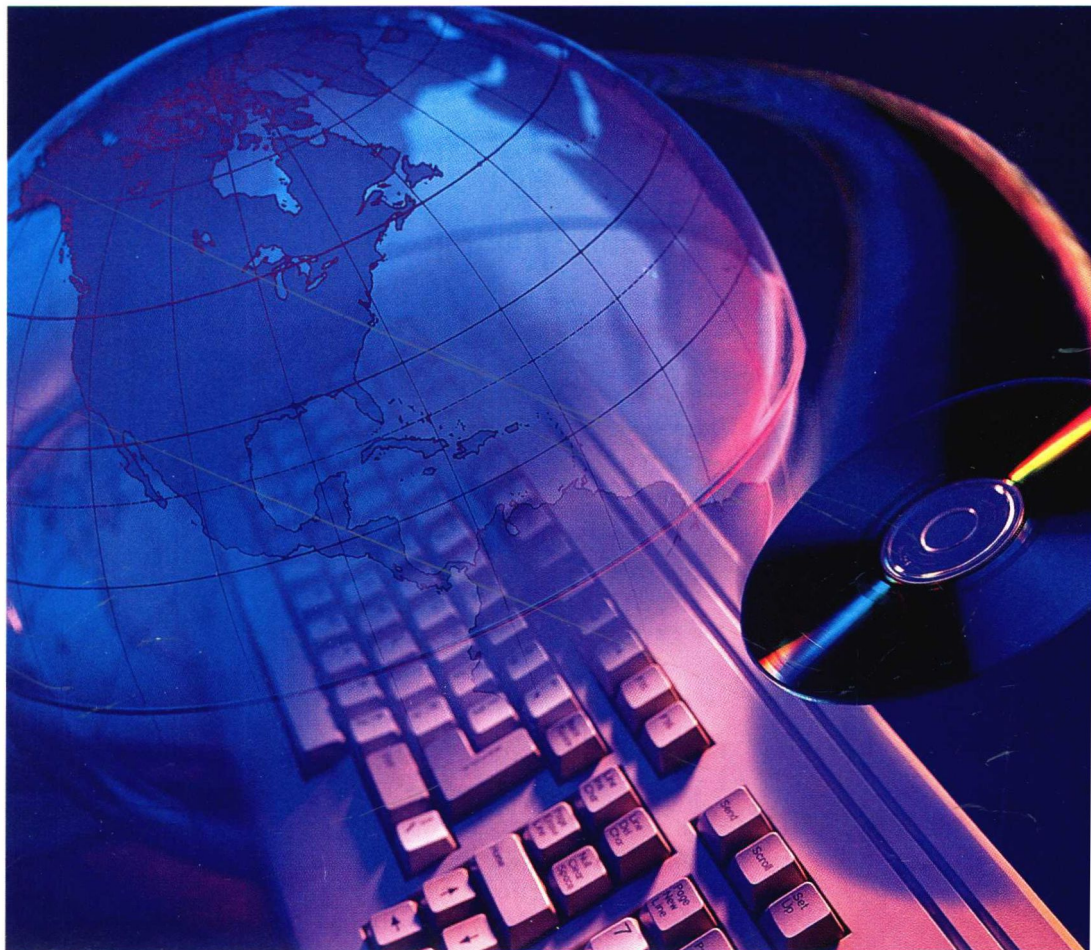
5 6 7 8 9 071 06 05 04 03

About Keyboarding

Each day the world becomes more and more technologically advanced. As a result, learning new skills for the world of work is even more important.

One such skill that can prepare you for virtually any job in the world is keyboarding. From accountants to zoologists and every occupation in between, the ability to quickly and accurately type information is an essential skill that can increase your chances of being hired (or getting your dream job).

Formerly referred to as “typing,” keyboarding is the act of entering data by means of designated computer keys. Today, as we rely more and more on computers to handle everyday work and leisure activities, the art of accurately conveying information is a necessity. So whether you are emailing a relative, developing a class presentation, or downloading map directions, keyboarding knowledge can make the job easier.



Preface

Gregg College Keyboarding & Document Processing Lessons 1–120, 9th Edition, is a multi-component instructional program designed to give the student and the instructor a high degree of flexibility and a high degree of success in meeting their respective goals. For student and instructor convenience, the core components of this instructional system are available in either a kit format or a book format. *Gregg College Keyboarding Lessons 1–20, 5th Edition*, is also available for the development of touch-typing skills for use in shorter computer keyboarding classes.

THE KIT FORMAT

Gregg College Keyboarding & Document Processing Lessons 1–120, 9th Edition, provides a complete kit of materials for both courses in the keyboarding curriculum generally offered by colleges. Each kit, which is briefly described below, contains a softcover textbook and a student word processing manual.

Kit 1: Lessons 1–60. This kit provides the text and word processing manual for the first course. Since this kit is designed for the beginning student, its major objectives are to develop touch control of the keyboard and proper typing techniques, to build basic speed and accuracy, and to provide practice in applying those basic skills to the formatting of letters, reports, tables, memos, and other kinds of personal and business communications.

Kit 2: Lessons 61–120. This kit provides the text and word processing manual for the second course. This course continues the development of basic typing skills and emphasizes the formatting of various kinds of business correspondence, reports, tables, electronic forms, and desktop publishing projects from unarranged and rough-draft sources.

THE BOOK FORMAT

For the convenience of those who wish to obtain the core instructional materials in separate volumes, *Gregg College Keyboarding & Document Processing Lessons 1–120, 9th Edition*, offers textbooks for the first course: *Gregg College Keyboarding & Document Processing Lessons 1–60, 9th Edition*, or *Gregg College Keyboarding Lessons 1–20, 5th Edition*. For the second course, *Gregg College Document Processing Lessons 61–120* is offered, and for the two-semester course, *Gregg College Keyboarding & Document Processing Lessons 1–120* is available. In each instance, the content of the textbooks is identical to that of the corresponding textbooks in kit format. Third semester instruction is available in *Gregg College Document Processing Lessons 121–180*.

SUPPORTING MATERIALS

Gregg College Keyboarding & Document Processing Lessons 1–120, 9th Edition, includes the following additional components:

Instructional Materials. Supporting materials are provided for instructor use with either the kits or the textbooks. The special Instructor Wraparound Edition offers lesson plans and reduced-size student pages to enhance classroom instruction. Distance learning tips, instructional methodology, adult learner strategies, and special needs features are also included in this wraparound edition. Solution keys for all of the formatting exercises

in Lessons 1–180 are contained in separate booklets used with this program. Finally, test booklets are available with the objective test formats and alternative document processing tests for each part.

Computer Software. IBM-compatible computer software is available for the entire program. The computer software provides a complete instructional system.

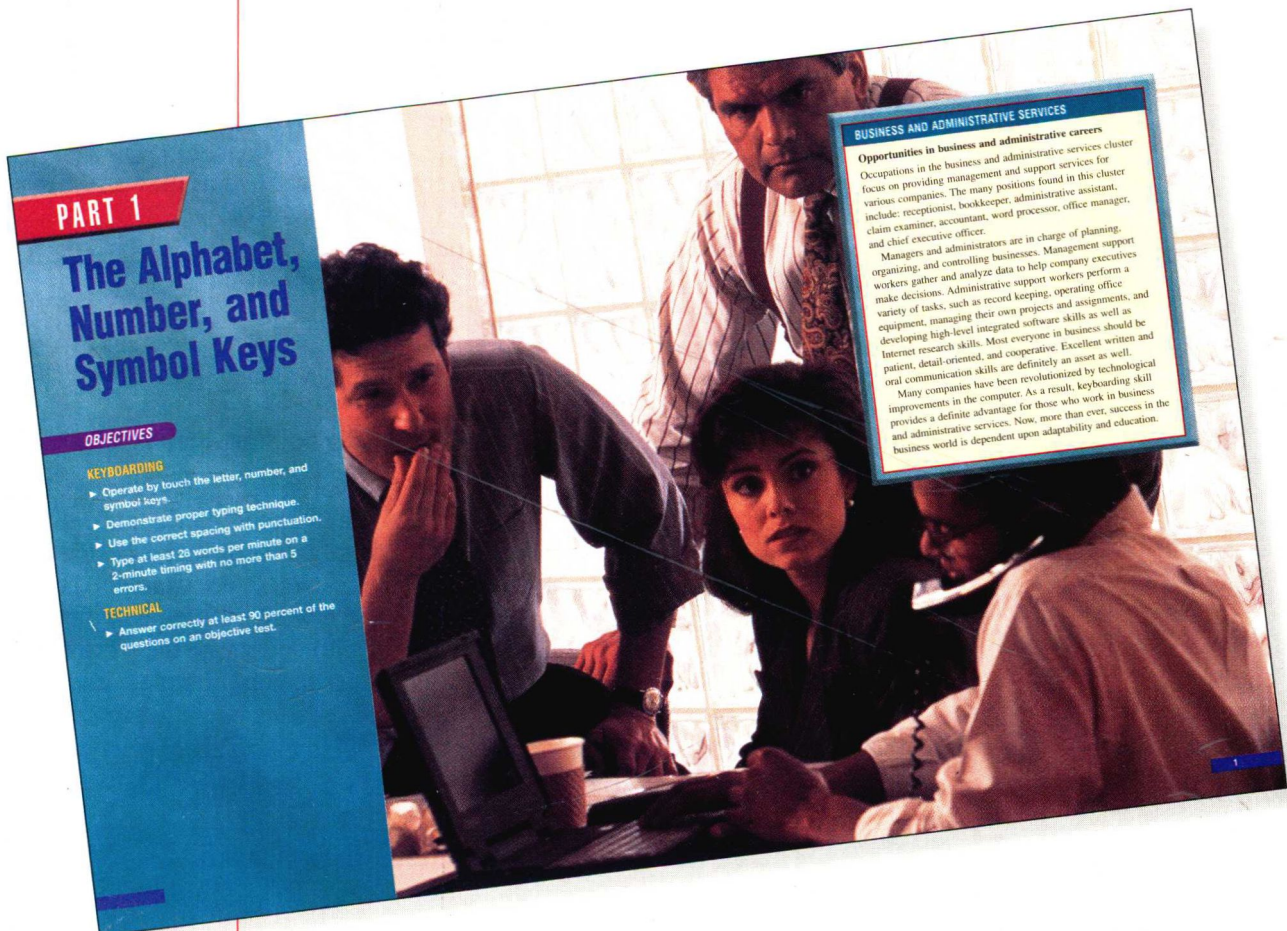
STRUCTURE

Gregg College Keyboarding & Document Processing, 9th Edition, opens with a two-page part opener that introduces students to the focus of the instruction. Objectives are presented, and opportunities within career clusters are highlighted. The unit opener familiarizes students with the lesson content to be presented in the five lessons for the unit.

Every lesson begins with a *Warmup* that should be typed as soon as students are settled at the keyboard. In the *New Keys* section, all alphabet, number, and symbol keys are introduced in the first 20 lessons. Drill lines in this section provide the practice necessary to achieve keyboarding skills.

An easily identifiable *Skillbuilding* section can be found in every lesson. Each drill presents to the student a variety of different activities designed to improve speed and accuracy. Skillbuilding exercises include Technique Timings, Diagnostic Practices, Paced Practices, MAP (Misstroke Analysis and Prescription), and Timings that progress from 1 to 5 minutes in length.

Many of the skillbuilding sections also include a *Pretest*, *Practice*, and *Posttest* routine. This routine is designed to build speed and accuracy skills as well as confidence. The Pretest helps identify speed and accuracy needs. The Practice activities consist of a variety of intensive enrichment drills. Finally, the Posttest measures improvement.



Introduction

GOALS

- Type at least 28wpm/2'/5e
- Format simple reports

STARTING A LESSON

Each lesson begins with the goals for that lesson. Read the goals carefully so that you understand the purpose of your practice. In the example at the left, the goals for the lesson are to type 28wpm (words per minute) on a 2-minute timing with no more than 5 errors and to format simple reports.

BUILDING STRAIGHT-COPY SKILL

Warmups. Each lesson begins with a warmup that reinforces learned alphabet, number, and/or symbol keys.

Skillbuilding. The skillbuilding portion of each lesson includes a variety of drills to individualize your keyboarding speed and accuracy development. Instructions for completing the drills are always provided beside each activity.

Additional skillbuilding drills are included in the back of the textbook. These drills are used to help you meet your individual goals.

MEASURING STRAIGHT-COPY SKILL

Straight-copy skill is measured in wpm (words per minute). All timings are the exact length needed to meet the speed goal for the lesson. If you finish a timing before time is up, you have automatically reached your speed goal for the lesson.

Counting Errors. Specific criteria are used for counting errors. Count an error when:

1. Any stroke is incorrect.
2. Any punctuation after a word is incorrect or omitted. Count the word before the punctuation as incorrect.
3. The spacing after a word or after its punctuation is incorrect. Count the word as incorrect.
4. A letter or word is omitted.
5. A letter or word is repeated.
6. A direction about spacing, indenting, and so on, is violated.
7. Words are transposed.

(**Note:** Only one error is counted for each word, no matter how many errors it may contain.)

Determining Speed. Typing speed is measured in words per minute (wpm). To compute wpm, count every 5 strokes, including spaces, as 1 “word.” Horizontal word scales below an activity divide lines into 5-stroke words. Vertical word scales beside an activity show the number of words in each line cumulatively totaled. For example, in the illustration shown, if you complete a line, you have typed 8 words. If you complete 2 lines, you have typed 16 words. Use the bottom word scale to determine the word count of a partial line. Add that number to the cumulative total for the last complete line.

23	Ada lost her letter; Dee lost her card.	8
24	Dave sold some of the food to a market.	16
25	Alva asked Walt for three more matches.	24
26	Dale asked Seth to watch the last show.	32
	1 2 3 4 5 6 7 8	

CORRECTING ERRORS

As you learn to type, you will probably make some errors. To correct an error, press **BACKSPACE** (shown as ← on some keyboards) to delete the incorrect character. Then type the correct character.

If you notice an error on a different line, use the up, down, left, or right arrows to move the insertion point immediately to the left or right of the error. Press **BACKSPACE** to delete a character to the left of the insertion point or **DELETE** to delete a character to the right of the insertion point.

TYPING TECHNIQUE

Correct position at the keyboard enables you to type with greater speed and accuracy and with less fatigue. When typing for a long period, rest your eyes occasionally by looking away from the screen. Change position, walk around, or stretch when your muscles feel tired. Making such movements and adjustments may help prevent your body from becoming too tired. Additionally, long-term bodily damage, such as carpal tunnel syndrome, can be prevented.

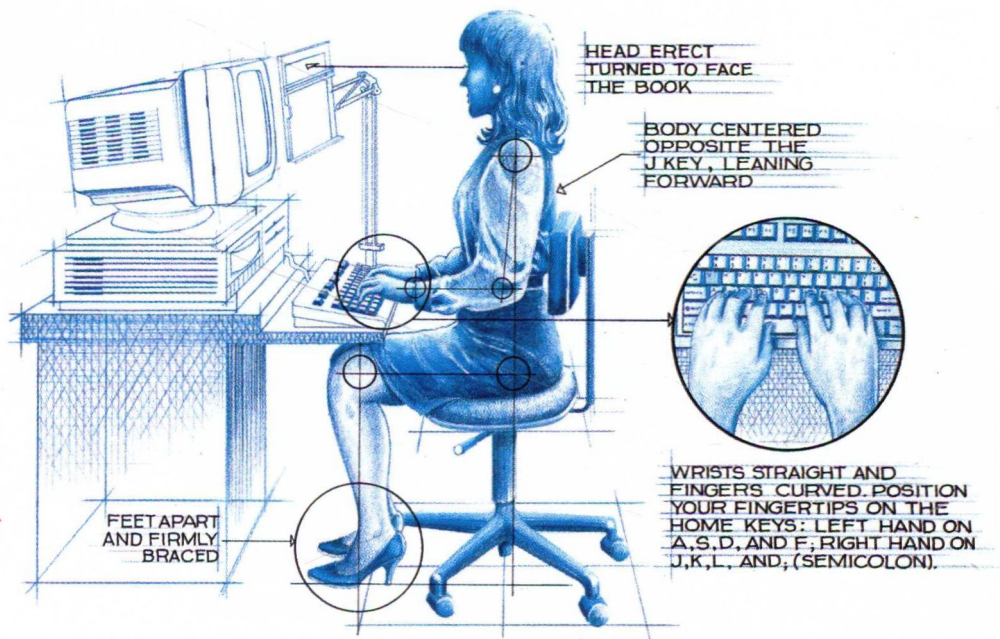
If possible, adjust your workstation as follows:

Chair. Adjust the height so that your upper and lower legs form a 90-degree angle and your lower back is supported by the back of the chair.

Keyboard. Center your body opposite the J key, and lean forward slightly. Keep your forearms horizontal to the keyboard.

Screen. Position the monitor so that the top of the screen is just below eye level and about 18 to 26 inches away.

Text. Position your textbook or other copy on either side of the monitor as close to it as vertically and horizontally possible to minimize head and eye movement and to avoid neck strain.



Before You Begin

USING MICROSOFT WINDOWS

If you are using *Gregg College Keyboarding & Document Processing Lessons 1–120, 9th Edition*, you must know how to use a mouse, and you must know some basic information about Microsoft Windows.

Before you begin Lesson 1, turn to the Introduction section in your word processing manual and read the information presented there. Note: If you are using the book with Lessons 1–20, then use Windows Help to familiarize yourself with Windows. You will learn how to navigate within a program and learn the skills you will need to use Windows.

Moving around, or navigating, within a program with a mouse involves pointing, clicking, double-clicking, and dragging.

Through Windows Help, you will learn the names and functions of the different parts of a window. You will want to pay close attention to the menu bar and command names as well as how to select options in a dialog box.

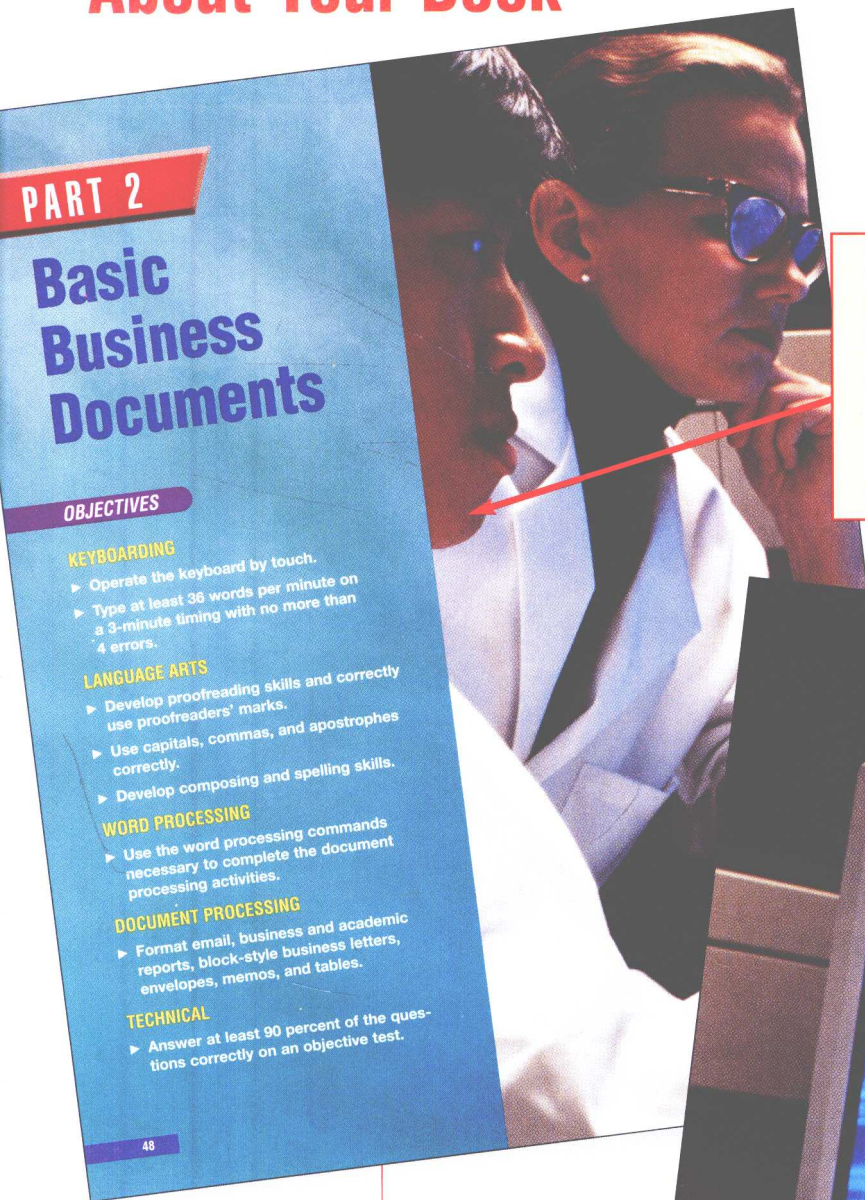
STARTING YOUR PROGRAM

Once you have completed the Introduction, you are ready to begin Lesson 1. If you are using the *Gregg College Keyboarding & Document Processing Lessons 1–120, 9th Edition*, software that is correlated with this textbook, you must first start Windows. To start the *Gregg College Keyboarding & Document Processing Lessons 1–120* software, in the Program Manager, locate the Glencoe Keyboarding group icon. Double-click the icon to open the group window. If you will be saving your data to a disk, insert your data disk into the correct drive before you continue.

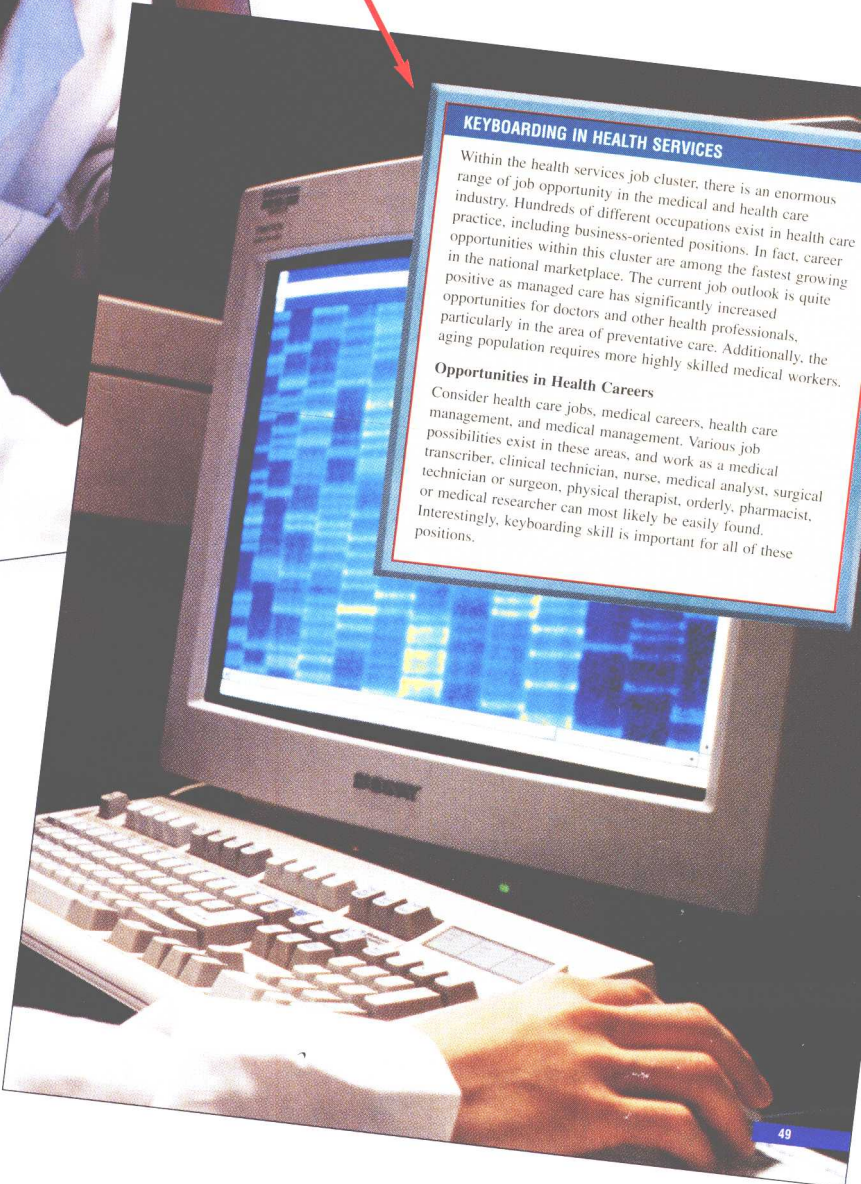
In the Glencoe Keyboarding group window, if there is a *Gregg College Keyboarding & Document Processing Lessons 1–120, 9th Edition* icon, double-click that icon to start the program. Choose the correct class; then choose your name from the class list. If your name does not appear on the list, click *New* to add your name to the list. Then follow the instructions to log in and begin Lesson 1.

If there is no *Gregg College Keyboarding & Document Processing* icon, select the icon that corresponds to your course name and the location of your data. For example, if your course is called *Lessons 1–60* and you will be saving your data to a disk in drive A, double-click the GDP Lessons 1–60 (Drive A) icon. If you will be saving your data to a disk in drive B, double-click the GDP Lessons 1–60 (Drive B) icon. If you will be saving your data to a hard drive or network drive, you may have an icon specified for your use only. (If you are unsure of which icon to use, ask your instructor.) Double-click the correct program icon, and follow the on-screen directions to log in and begin Lesson 1.

About Your Book



Each **Part Opener** is a two-page spread that provides a list of the part objectives and a special feature that focuses on the use of your keyboarding skills in various career clusters.



KEYBOARDING IN HEALTH SERVICES

Within the health services job cluster, there is an enormous range of job opportunity in the medical and health care industry. Hundreds of different occupations exist in health care practice, including business-oriented positions. In fact, career opportunities within this cluster are among the fastest growing in the national marketplace. The current job outlook is quite positive as managed care has significantly increased opportunities for doctors and other health professionals, particularly in the area of preventative care. Additionally, the aging population requires more highly skilled medical workers.

Opportunities in Health Careers

Consider health care jobs, medical careers, health care management, and medical management. Various job possibilities exist in these areas, and work as a medical transcriber, clinical technician, nurse, medical analyst, surgical technician or surgeon, physical therapist, orderly, pharmacist, or medical researcher can most likely be easily found. Interestingly, keyboarding skill is important for all of these positions.

Unit 1

Keyboarding: The Alphabet

LESSON 1
A S D F J K L ;
Enter Space Bar

LESSON 2
H E O R

LESSON 3
M T P C

LESSON 4
Right Shift V . W

LESSON 5
Review

The **Unit Opener** helps you organize your study of unit concepts. The visual listing previews what will be taught in the unit.

New Keys

GOALS

- Touch-type the RIGHT SHIFT, V, period, and W keys
- Count errors
- Type at least 13wpm/1'3e



A. Type 2 times.

A. WARMUP

- the farmer asked her to feed the mares;
- the late callers came to mop the floor;

NEW KEYS

B. Type each line 2 times.



B. THE RIGHT SHIFT KEY

To capitalize letters on the left half of the keyboard:

- With the J finger at home, press and hold down the RIGHT SHIFT key with the Sem finger.
- Press the letter key.
- Release the RIGHT SHIFT key and return fingers to home position.

A: ;A: ;: ;S: ;S: ;: ;D: ;D: ;:
 f Ada Sal Sam Dee Dot Flo Ted Tom
 arl Chet Elsa Fred Sara Todd Elda
 mos took Sara Carter to the races

KEY

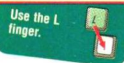
fvf vfv fff fvf fvf vfv fff fvf
 Eva vet Ava vat Eve ova Vel vee
 se Vera ever vast Reva dove vest
 ed for Vassar; Val voted for me

KEY

.l .l. lll l.l l.l .l. lll l.l
 a. ea. sr. sr. Dr. Dr. Sr. Sr.
 . A.D. p.m. Corp. amt. Dr. Co.
 left. Dave left. Sarah came home.

Lesson 4

Color Coding is used in the early lessons to let you easily differentiate which finger is used. On the keyboard chart shown at the beginning of each new-key lesson, new keys are highlighted, previously learned keys are labeled but not highlighted, and unlearned keys are blank. You will have a sense of progress as you move through the 20 new-key lessons.



Handwritten examples are used to make lessons more realistic since many letters, reports, etc., are originally conceived with pen and paper. Incorporating handwritten manuscript also enhances your ability to accurately read and type at the same time.

tor inventor detector debtor orator doctor factor
lly industrially logically legally ideally really
ert convert dessert expert invert diverts asserts
ink shrink drink think blink clink pink sink rink

E. PROGRESSIVE PRACTICE: ALPHABET

If you are not using the GDP software, turn to page SB-7 and follow the directions for this activity.

F. HANDWRITTEN PARAGRAPH

F. Take two 1-minute timings. Review your speed and errors.

In this book you have learned the reaches for all alphabetic and number keys. You have also learned a few of the symbol keys. In the remaining lessons you will learn the other symbol keys. You will also build your speed and accuracy when typing.

G. DIAGNOSTIC PRACTICE: NUMBERS

If you are not using the GDP software, turn to page SB-5 and follow the directions for this activity.

H. 2-MINUTE TIMING

H. Take two 2-minute timings. Review your speed and errors.

Goal: At least 25wpm/2/5e

From the tower John's planes would crash as the treetops on their way to was scheduled to begin v is no accident and that destinations safely.

40 PART ONE **Keyboarding**

FOR Career Success

Would you like to strengthen your positive effect on business relationships? Messages of congratulations express goodwill. These messages send a handwritten note on a promotion, etc.). My very best referring me to . . . Your con-

YOUR TURN Send a goodwill message of appreciation.



E. THE 9 KEY

E. Type each line 2 times.



1091 1091 1991 1991 1919 1919 9 99 999 9,999 9:99
99 lads 99 lights 99 labs 99 legs 99 lips 99 logs
Their 99 cans of No. 99 were sold to 99 managers.
He had 39 pens, 59 pads, 97 pencils, and 9 clips.

SKILLBUILDING

F. NUMBER PRACTICE: 5, 7, 3, AND 9

F. Type each line 2 times.

The 57 tickets were for the April 3 show at 9:59.
Mary was to read pages 33, 57, 95, and 97 to him.
Kate planted 53 tulips, 39 mums, and 97 petunias.
Only 397 of the 573 coeds could register at 5:39.

G. TECHNIQUE PRACTICE: SHIFT KEY

G. Type each line 2 times. Keep other fingers at home as you reach to the Shift keys.

Vera Rosa Tao Fay Jae Tab Pat Yuk Sue Ann Sal Joe
Andre Fidel Pedro Chong Alice Mike Juan Fern Dick
Carlos Caesar Karen Ojars Julie Marta Scott Maria
Marge Jerry Joan Mary Bill Ken Bob Ray Ted Mel Al

H. PROGRESSIVE PRACTICE: ALPHABET

If you are not using the GDP software, turn to page SB-7 and follow the directions for this activity.

I. 2-MINUTE TIMING

I. Take two 2-minute timings. Review your speed and errors.

Goal: At least 19wpm/2/5e

Jazz paid for six seats and quit because he could not get the views he wanted near the middle of the field. In August he is thinking of going to the ticket office early to purchase tickets.

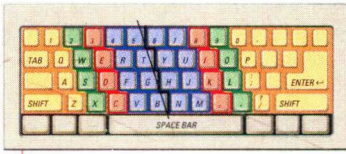
Timings are used to improve both accuracy and speed. Timings measure how well you are progressing in keyboarding skill development. Additionally, timings bolster your self-confidence and ability.

Lesson 15

Review

GOAL

- Type at least 23wpm/2'/5e



A. Type 2 times.

A. WARMUP

1 Jeffrey Mendoza quickly plowed six fields so 9
 2 that he could plant 19 rows of beets, 28 rows of 19
 3 corn, 37 rows of grapes, and 45 rows of olives. 28
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

SKILLBUILDING

B. Take three 12-second timings on each line. The scale below the last line shows your wpm speed for a 12-second timing.

B. 12-SECOND SPEED SPRINTS

4 The lane to the lake might make the auto go away.
 5 They go to the lake by bus when they work for me.
 6 He just won and lost, won and lost, won and lost.
 7 The man and the girl rush down the paths to town.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30

C. Tab 1 time between columns. Type 2 times.

C. TECHNIQUE PRACTICE: TAB KEY

8 aisle Tab→ break Tab→ crank Tab→ draft Tab→ earth
 9 Frank Guinn Henry Ivan Jacob
 10 knock learn mason night
 11 print quest rinse
 12 Umberto Victor Wally

D. Type each line 2 times. Try not to slow down for the capital letters.

D. TECHNIQUE PRACTICE: SHIFT KEY

13 Sue, Pat, Ann, and Gail left for
 14 The St. Louis Cardinals and New Y
 15 Dave Herr took Flight 481 for Mem
 16 An address for Karen Cook is 5 Ba
 17 Harry Truman was born in Missouri

Skillbuilding practice in every lesson offers an individualized plan for speed and accuracy development. A variety of skillbuilding exercises, including Technique Practice, Pretest/Practice/Posttest, Sustained Practice, 12-Second Speed Sprints, Diagnostic Practice, Progressive Practice, Paced Practice, and Number Practice, provides the foundation for progress in your skill development.

Reference Manual

A. MULTIPAGE BUSINESS LETTER

(page 1, with on-arrival notation, international address, subject line, and table)

Standard & Poor's
 16X
 May 13, 2000 12X
 CONFIDENTIAL 12X
 Mr. Lester Thompson, Director
 British Mutual Broadcasting
 25 Portland Place
 London, W1B 4BB
 ENGLAND 12X
 Dear Mr. Thompson:

Subject: International Study Tour 12X

I have been invited by the Federal Communications Commission to participate in a study of television news programming in European countries. The enclosed report explains the purpose of the study in detail.

I have been assigned to lead a study group through six European countries to gather firsthand information on this topic. In addition to me, our group will consist of the following members: 12X

Name	Organization	Location
Mr. Katherine Grant	WPNR-TV	Los Angeles, CA
Dr. Margaret Egan	Metro Herald	Miami, FL
Mr. Richard Logan	Public News Network	Atlanta, GA
Ms. Barbara Brooks	Associated Press	Chicago, IL

Our initial plans are to spend at least one full day in each of the countries, meeting with the news programming staff of one or two of the major networks.

B. MULTIPAGE BUSINESS LETTER

(page 2, with company name, multiline list, enclosure, delivery, copy, postscript, and blind copy notations)

Enclosure: 2
 bearing their facilities, viewing recent broadcasts, and getting a firsthand view of actual news operations. Our tentative itinerary calls for an arrival at Heathrow Airport at 7:10 p.m. on Tuesday, July 27. Would it be possible for me to do the following:

1. Meet with various members of your staff sometime on July 28. We would be available from 8:30 a.m. until 1:30 p.m.
2. Receive a copy of your programming log for the week of July 26, 30 and especially a minute-by-minute listing of the programming segments for your national news reporting.

I would appreciate your contacting Barbara Aziz, my liaison, at 202-555-9943 to let us know whether we may study your operations on July 25. 12X

Sincerely, 12X
 Denise J. Watterson
 General Manager 12X

Company name: METRO BROADCASTING COMPANY 14X
 Reference initials: copy
 Enclosure notation: Enclosures: FCC Report, Biographic Sketches
 Delivery notation: By: Barbara Aziz, Manual Copy 12X
 Copy notation: Barbara Aziz, Manual Copy 12X
 Postscript: P.S. The Federal Communications Commission will reimburse your registration fees for any expenses associated with our visit. 12X
 Blind copy notation: Public Relations Office, ETC.

D. EMAIL MESSAGE IN NETSCAPE NAVIGATOR

Mr. Evans:
 It will be impossible to meet with me next Monday, July 10. For about three weeks of the summer, my attention will be focused on my family.
 I am available on the phone yesterday. Please see my requirements:
 1. Approximately 30 minutes of an interview.
 2. Detailed report on the company's current status.
 3. List of the major tasks for 2000.
 If you have more than three of your potential proposals available, would you please select the ones you think best meet my needs for our 2000 year?
 Please call me to let me know when you are available... I can meet with you without the need for an interview.
 Denise J. Watterson
 202-555-9943
 202-555-9943
 202-555-9943
 202-555-9943
 202-555-9943
 202-555-9943

E. EMAIL MESSAGE IN MICROSOFT OUTLOOK/INTERNET EXPLORER

Hi, Andy and Greg:
 Attached to the draft job description are the new device packaging proposal. We're going to be submitting our next weekly device pack review at the end of the month. Completion, and adherence to company policy.
 I'd appreciate your getting back to us with any proposed changes by Thursday by that time you get this portion published next week.

Thanks,
 Barbara R. Aziz (baraz@sp.com)
 Phone: 202-555-9943 Fax: 202-555-9943

Reference Manual material found in the front of the book enables you to easily locate information regarding the proper way to format business letters, reports, email messages, memoranda, and other forms of written communication. Elements such as line spacing, placement of letterhead and body text, etc., are all illustrated in detail for your instructional support. Additionally, 50 "must-know" rules for language arts in business contexts are included with examples in the Reference Manual to help improve writing skills.

Business Reports With Footnotes

GOALS:

- Improve speed and accuracy
- Refine language arts skills in using quotation marks and italics (or the underline)
- Format reports with footnotes

A. Type 2 times.

A. WARMUP

Tag #743X was attached to a black jug that was 1/3 full of a creamy liquid. Tags #914Z and #874V were both attached to beautiful large lamps (crystal and porcelain).

SKILLBUILDING

B. PACED PRACTICE

If you are not using the GDP software, turn to page SB-14 and follow the directions for this activity.

C. MAP

Follow the GDP software directions for this exercise in improving keystroking.

LANGUAGE ARTS

QUOTATION MARKS AND ITALICS (OR UNDERLINE)

D. Study the rules at the right.

RULE

direct quotation

RULE

title

RULE

direct quotation

FORMATTING

E. REPORTS FORMATTED IN APA STYLE

In addition to the traditional academic style, academic reports may also be formatted in APA (American Psychological Association) or MLA (Modern Language Association) style. In the APA style, format the report as follows:

1. Use 1-inch top, bottom, and side margins.
2. Center and type the title unbolded with initial capital letters for each important word.
3. Double-space the entire report.
4. Type a short title and page number in a header on all pages, flush with the right margin.
5. Indent paragraphs 0.5 inch.

Reference Manual

Refer to page R-10A of the Reference Manual for additional guidance.

Top, bottom, and side margins: 1" Double-space throughout.

Internet heading → A Condensed History of the Internet
Kevin Reynolds

The Internet has been around for over twenty years in various forms. During the past few years, however, it has experienced phenomenal growth. According to some sources, the Internet began as a military project (Rockwell, 1990).

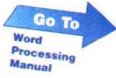
According to Alexander, a great deal of support for the Internet originally came from the U.S. Federal Government (2000, p. 42). During the late 1960s, the use of the Internet expanded so that commercial usage became very popular. Today, the majority of Internet users are educational and research centers, businesses, and government organizations around the globe.

FOR/YEAR CITATIONS

Information based on other sources in a report must be documented by the author/year method of citation. The source information is placed at the appropriate point within the text.

If there is one author, give the last name followed by a comma and the year of publication. If a page reference of the source is needed, give the page number following the year of publication.
Example: (Smith, 2000) or (Smith, 2000, p. 52).

2. If the author's name appears in the text, give only the year and number in parentheses.
3. If a source has two authors, last names joined by &.
4. If a source has three or more authors, give the last name of the first author followed by *et al.*



G. WORD PROCESSING: MARGINS, HEADERS, AND FOOTERS

Study Lesson 42 in your word processing manual. Complete all of the shaded steps while at your computer. Then format the jobs that follow.

MAP (Misstroke Analysis and Prescription) will help you pinpoint trouble spots quickly and easily. Based on your performance on a pretest, MAP will recommend specific drills for improving keyboarding accuracy.

Language arts skills are essential in the development of your document processing skills. *Gregg College Keyboarding & Document Processing* provides language arts instruction in alternate lessons beginning with Lesson 21.

An icon directs you to the word processing manual when word processing commands are introduced. Each word processing lesson includes hands-on, unscored practice using the word processing commands to ensure your success in document processing. The manual also features an introduction to the Internet, keyboard shortcut commands listed on the inside back cover, and the index on the outside back cover—all for your convenience.

Formatting instructions are provided with easy-to-read visual illustrations for quick and efficient study. Model documents help you move from the simple to the complex in developing document processing skills.

The last document processing exercise in most units is designated as a Progress Check/Proofreading Check. Make it your goal to have zero typographical errors when the GDP software first scores the document.

Correspondence 50-35

Personal-Business Letter With Single-Line Numbered List, Enclosure, and Copy Notations

Progress Check Proofreading Check

Documents designated as Proofreading Checks serve as a check of your proofreading skill. Your goal is to have zero typographical errors when the GDP software first scores the document.

Current Date | Ms. Karen Shalicky | Lincoln Travel Center | 2384 Longdale Avenue | Suite 4113 | Boston, MA 02134-3489 | Dear Ms. Shalicky:

- I am interested in taking a cruise in one of the following regions:
 - Alaska Inland Passageway
 - Caribbean Islands
 - Greek Isles

Could you please send me some promotional materials for these cruises. My financial resources are such that I would like to limit my cruise package to \$5,000 and would prefer a cruise no longer than ten days in length. I will be accompanied by my friend, Bonnie Davis, and I assume that any quotes you give me could apply to both of us.

We would like to do sightseeing in some of these locations. Do you have special excursions available to passengers? I am enclosing a list of the sites we would like to visit in each of these regions.

The best time for us to travel is between June 1 and June 20, and we would like you to schedule our trip around those dates. I hope to hear from you soon.

Yours truly, | Rita Wright | 678 Ardale Avenue | Milton, MA 02186-2190
Enclosure | c: Bonnie Davis

Special features are designed to enhance your study of keyboarding. The *Keyboarding Connection* features illustrate the importance of keyboarding skills outside of the classroom. The *Strategies for Career Success* features offer an employment-related connection with useful hints for succeeding in any career.

Keyboarding CONNECTION

Don't fan the flames! A flame is an offensive email that expresses anger, criticism, or insults. If flames are transmitted to a mailing list, they can produce a long list of flames and counter flames known as flame wars.

Avoid Email Flame Wars

You may be tempted to join in, but this is a waste of everyone's time. Often the initial offense was merely a poorly worded email that a reader interpreted as an insult. Those who intentionally send inflammatory emails called flame bait. Respond to those who intentionally send inflammatory emails called flame bait. Do not send a cutting response, and consider if the writer's intent was to offend. Judges something you wrote and becomes offended, just because you didn't know your reply can thwart a potential fire. Avoid miscommunication by being clear in your emails. Have you ever been insulted by an email? What was your response?

Appendix

Ten-Key Numeric Keypad

GOAL:

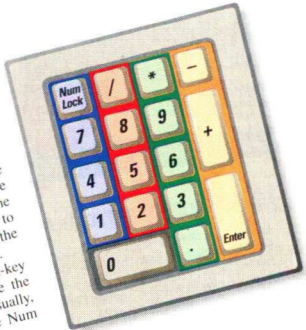
- To control the ten-key numeric keypad keys.

Some computer keyboards have a separate ten-key numeric keypad located to the right of the alphanumeric keyboard. The arrangement of the keypad enables you to type numbers more rapidly than using the top row of the alphanumeric keyboard.

To input numbers using the ten-key numeric keypad, you must activate the Num Lock (Numeric Lock) key. Usually, an indicator light signals that the Num Lock is activated.

On the keypad, 4, 5, and 6 are the home keys. Place your fingers on the keypad home row as follows:

- First finger (J finger) on 4
- Second finger (K finger) on 5
- Third finger (L finger) on 6
- The keypad keys are controlled as follows:
 - First finger controls 1, 4, and 7
 - Second finger controls 2, 5, and 8
 - Third finger controls 3, 6, 9, and decimal point



- Right thumb controls 0
 - Fourth finger controls ENTER
- Since different computers have different arrangements of ten-key numeric keypads, study the arrangement of your keypad. The illustration shows the most common arrangement. If your keypad is arranged differently from the illustration, check with your instructor for the correct placement of your fingers on the keypad.

The Appendix contains instructions for the ten-key numeric keypad. Students practice entering numerical data using touch-typing techniques.

NEW KEYS

A. THE 4, 5, AND 6 KEYS

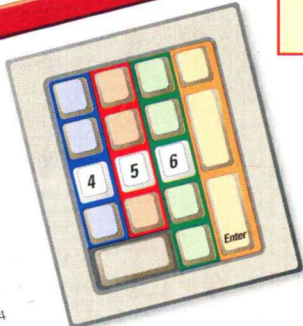
A. Use the first finger to control the 4 key, the second finger to control the 5 key, and the third finger to control the 6 key.

Keep your eyes on the copy.

Before beginning, check to be sure the Num Lock Key is activated.

Type first column from top to bottom. Next, type the second column; then type the third column. Press the Enter key after typing the final digit of each number.

444	454
555	464
666	546
455	654
466	645
544	666
566	555
644	444
655	456
456	654



SKILLBUILDING

22wpm

What is the difference between a job and a career? Think carefully. A job is work that people do for money. A career is a sequence of related jobs built on a foundation of interests, knowledge, training, and experiences.

24wpm

Learn more about the world of work by looking at the sixteen career clusters. Most jobs are included in one of the clusters that have been organized by the government. During your exploration of careers, list the clusters that interest you.

26wpm

Once you identify your career clusters of interest, look at the jobs within each cluster. Find out what skills and aptitudes are needed, what education and training are required, what the work environment is like, and what is the possibility for advancements.

28wpm

Use your career center and school or public libraries to research career choices. Search the Internet. Consult with professionals for another perspective of a specific career. As you gather information about career options, you may discover other career possibilities.

30wpm

Gain insights into participating in an temporary job within familiar with a spec You'll gain valuable career or not.

32wpm

Whichever pride in yourself what you believe how you view yo in yourself. I your self-con

SB-15

SKILLBUILDING

Paced Practice

The back-of-the book skillbuilding routines are designed with YOU in mind. The Paced Practice skillbuilding paragraphs use an upbeat, motivational storyline with guidance in career choices. The Supplementary Timings relate critical thinking skills to careers.

Supplementary Timing 9

SKILLBUILDING

One of the most important decisions we all have to face is choosing a career. The possibilities can appear overwhelming. Fear not! Your critical thinking skills will save you! Start your career planning today. Begin with self-assessment. What are your interests? Do you enjoy working indoors or outdoors? Do you prefer working with numbers or with words? Are you the independent type or would you rather work with a group? What are your favorite academic studies? Think about these questions and then create a list of your interests, skills, aptitudes, and values. What you discover about yourself will help you in finding the career that is right for you.

After you have explored your personal interests, look at the sixteen career clusters for a wide range of job prospects. Most jobs are included in one of these clusters that have been organized by the government. During your exploration, make a note of the clusters that interest you and investigate these clusters.

Gather as much information as possible by using all available resources. Scan the Help Wanted section in the major Sunday newspapers for job descriptions and salaries. Search the Net. The Internet provides electronic access to worldwide job listings. If you want to know more about a specific company, access its home page. Go to your college placement office. Sign up for interviews with companies that visit your campus. Visit your local school or county library and ask the reference librarian for occupational handbooks. Talk with people in your field of interest to ask questions and get advice. Attend chapter meetings of professional organizations to network with people working in your chosen profession. Volunteer, intern, or work a part-time or temporary job within your career choice for a valuable, first-hand insight. Taking an initiative in your job search will pay off.

A career search requires the use of critical thinking skills. These skills will help you to choose the career that will match your skills and talents.

1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12

SKILLBUILDING

Supplementary Timings

SB-36

COMPUTER SYSTEM

keyboard, R-2B
parts of, R-2A

CORRESPONDENCE

application letter, R-12B
attachment notation, R-4D, R-7C
blind-copy notation, R-5B
block style, R-3A
body, R-3A
company name, R-5B
complimentary closing, R-3A
copy notation, R-3C, R-5B
date line, R-3A
delivery notation, R-4A, R-5B
email, R-5C, R-5D
enclosure notation, R-3B, R-5B
envelope formatting, R-6A
executive stationery, R-4A
half-page stationery, R-4B
inside address, R-3A
international address, R-3D
letter folding, R-6B
letterhead, R-3A
list, bulleted, R-3C
list, multiline, R-3B, R-5B
list, numbered, R-3B
list, single-line, R-3C, R-8A
memo, R-4D, R-7C
modified-block style, R-3B
multipage, R-5A, R-5B
on-arrival notation, R-5A
open punctuation, R-3B
personal-business, R-3D
postscript notation, R-5B
reference initials, R-3A, R-5B
return address, R-3D
salutation, R-3A
simplified style, R-3C
standard punctuation, R-3A, R-3D
subject line, R-5A, R-7C
table, R-4D
window envelope, folding for, R-6B
window envelope, formatted for, R-4C
window envelope, formatting, R-6A
writer's identification, R-3A

EMPLOYMENT DOCUMENTS

application letter, R-12B
job-application form, R-12D
resume, R-12A

FORMS

business forms, R-14A
job-application form, R-12D
placing information on printed lines, R-12C

LANGUAGE ARTS

abbreviations, R-22
adjectives and adverbs, R-20
agreement, R-19
apostrophes, R-17
capitalization, R-21
colons, R-18
commas, R-15
grammar, R-19
hyphens, R-17
italics, R-18
mechanics, R-21
number expression, R-21
periods, R-18
pronouns, R-20
punctuation, R-15
quotation marks, R-18
semicolons, R-16
sentences, R-19
underline, R-18
word usage, R-20

PROOFREADERS' MARKS

R-14C

REPORTS

academic style, R-8C, R-8D
agenda, R-11A
APA style, R-10A, R-10B
author/year citations, R-10A
bibliography, R-9B
business style, R-8A, R-8B, R-9A
byline, R-8A
citations, R-9D
date, R-7A, R-8A
endnotes, R-8D
footnotes, R-8A
headings, R-9D
headings, main, R-10A

headings, paragraph, R-8A
headings, side, R-8A
itinerary, R-11C
left-bound, R-9A
legal document, R-11D
lists, R-8A, R-8C, R-9A, R-9C
margins, R-9D
memo, R-9C
minutes of a meeting, R-11B
MLA style, R-10C, R-10D
outline, R-7A
quotation, long, R-8B, R-8D
references page, R-10B
resume, R-12A
spacing, R-9D
subheadings, R-10A
subtitle, R-8A
table, R-8B
table of contents, R-7D
title, R-8A
title page, R-7B
transmittal memo, R-7C
works-cited page, R-10D

TABLES

2-line column heading, R-13B
body, R-13A
boxed, R-13A
braced headings, R-13A
capitalization in columns, R-13D
column headings, R-13A, R-13D
column headings, blocked R-13B
in correspondence, R-4D, R-5A, R-13C
dollar signs, R-13D
note, R-13A
open, R-13B
percent signs, R-13D
in reports, R-8B
ruled, R-13C
subtitle, R-13A, R-13B
table number, R-13C
title, R-13A
title block, R-13D
total line, R-13A, R-13D
vertical placement, R-13D

U.S. POSTAL SERVICE STATE ABBREVIATIONS

R-14B