

CONCEPTS VERSION

COMPUTERS

THE USER PERSPECTIVE



Third Edition

HUTCHINSON / SAWYER

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COMPUTERS

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THIRD EDITION

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PREFACE



WHY WE WROTE THIS BOOK: THE NEEDS OF THE USERS

Computers: The User Perspective, third edition, is oriented toward future computer users, not future computer specialists. Users — also called *end-users* — treat the computer as a tool for working with reports, spreadsheets, databases, and the like. They are not the specialists who will write programs for computers or who will design computer systems.

Too many introductory texts, we believe, try to please both users and specialists and, as a result, fail both. They don't provide enough technical detail for the specialist, but they offer too much detail and not enough practical, business-related information for the user.

WHY WE BELIEVE YOU SHOULD CONSIDER THIS BOOK

We believe that our book offers many of the features desired by today's instructors of the introductory course. We wrote our book to provide instructors and students with:

A User Orientation Our book is directly relevant to the user. It prepares students to use computers in business and to communicate effectively with computer specialists, such as programmers and systems designers. Everything in this book — every topic, illustration, case, and so on — is geared to the user, providing what he or she needs to know to use a computer in a business or a professional career. For example, in Chapter 10, "Systems Development Life Cycle," we explain the phases of the cycle so that students can see where they'll be involved in the process as users and thus be better able to communicate with analysts and programmers to get their needs met.

A Straightforward Look and Approach We conducted market research to learn what instructors really want from an introductory book. We learned that many instructors have become disgruntled with the overdone, confusing look and style of typical introductory texts. The instructors are concerned about the numerous boxed features, margin notes, cartoons, crossword puzzles, and the haphazard use of colors. We've taken these concerns to heart and provided solid, meaningful, and practical coverage that is not obscured by margin notes, boxed features, and other elements that compete for students' attention.

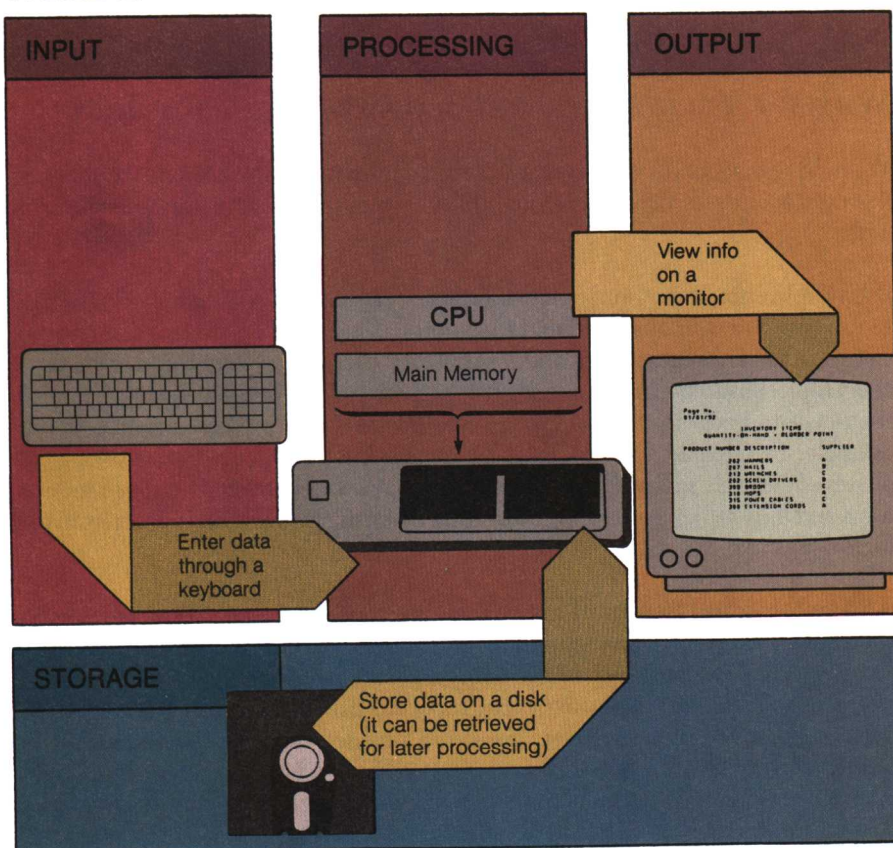
Also, we use color *meaningfully* to enhance content, not overpower it. We use four specific colors to indicate input, storage, processing, and output. As Figure 1.3 shows, *red* is used for input, *blue/green* for storage, *rust* for processing, and *gold* for output.

Flexibility Our market research has shown that some instructors teach only concepts in this course; others offer exposure to software packages; still others want students to learn packages plus some BASIC programming. In an attempt to keep up-to-date and meet employers' needs, instructors end up frequently changing books.

Thus, we've designed our book to allow you to teach the course the way you want. The first four parts of our book cover fundamentals: introduction, hardware, software, and systems concepts. Part V of the nonmodular ("concepts") version of the text contains the same introduction as the modular ("laboratories") version, with detailed information about using a microcomputer keyboard; however, instead of hands-on software laboratory modules, this part offers detailed generic information about the functions of word processing, desktop publishing, database management, spreadsheet, and graphics software packages.

A new appendix provides the student with information about purchasing and maintaining a microcomputer system, and the appendix on BASIC has been

FIGURE 1.3



updated. This appendix is included to allow users to take that extra step—to try some programming—and thus learn to communicate better with programmers.

A Microcomputer Orientation This book covers all types of computers—supercomputers, mainframes, minicomputers, and microcomputers. When the topic lends itself, particular focus is given to microcomputers. For examples, see the following sections:

- | | |
|--------------------------|---|
| Chapter 4 | “Direct Access Storage for Microcomputers,” pp. 140–152. |
| Chapter 5 | “Main Memory (RAM) for Microcomputers,” pp. 176–178. |
| Chapter 7 | “Additional Systems Software Information for Microcomputer Users,” pp. 268–273. |
| Sporting Life, Episode 3 | “What Are the Guidelines for Buying a Microcomputer?” pp. 386–390. |

Microcomputer use is also the theme of Part V. For instructors who prefer a text that focuses *exclusively* on microcomputers, we have prepared the first edition of *Microcomputers: The User Perspective*.

A Continuing Business Case — “Sporting Life” Sporting Life is the name of the sporting goods store featured in our ongoing case. The four episodes are intended to be thought provoking rather than hands-on exercises. Students at this stage need real-life examples to put the concepts they’ve learned into perspective, but they don’t yet have the background to, for example, actually choose the hardware and the software for a company. By putting themselves in the shoes of Sporting Life’s owner, they gain insight into the trials and tribulations of computerizing a business.

An Interesting Writing Style Reviewers and users of this book have consistently praised our writing style. Our primary goal is to reach students—to make all the explanations as clear, relevant, and interesting as possible.

Pedagogy We’ve carefully developed our learning aids to maximize students’ comprehension:

- *The User Perspective* opens each chapter, explaining why the user needs to know the material in that chapter.
- *History* is covered as it naturally arises in the discussion of each topic, making it more immediately relevant than if it were isolated within a separate chapter. Also, history is covered in only enough detail to provide a context for the topic under discussion—the level of historical detail does not overwhelm the currency of the topic.
- *Great Expectations* sections briefly discuss what the future may hold for the areas covered in each chapter from Chapter 3 through Chapter 12.
- *Computers and Careers* boxes—a new feature—discuss the uses of computers in many different professions and businesses, from casting actors in films to running a restaurant or caring for zoo animals. This feature appears in Chapters 3 through 12.

- *Summary* sections that students can use for review conclude each chapter.
- *Key Terms* sections list all the important terms covered in the chapter and the number of the page where each term is defined. All key terms are also listed and defined in the glossary in the back of the book.
- *Exercises* — matching, multiple choice, short answer, and projects — test students' comprehension and encourage them to learn more about computers on their own.

WHAT'S NEW IN THIS EDITION

In addition to the career boxes, the third edition includes many additions and changes. First, at the request of users and reviewers of the second edition, we have prepared *two* versions of the third edition. The *modular version* contains the hands-on “In the Lab” tutorials in the modules in Part V, with fairly detailed sections on generic software functions in Chapter 7. The *nonmodular version* does not include hands-on tutorials; instead, in this version, Part V consists of two new chapters, Chapters 13 and 14, which provide detailed coverage of the generic functions of commonly used software packages — word processing, database management, spreadsheet, desktop publishing, and graphics. Correspondingly, Chapter 7 in the nonmodular (concepts) version of the text includes less detailed coverage of software package functions than does Chapter 7 in the modular version. The appendix on buying and maintaining a microcomputer system — including how to install software — appears after Chapter 7 in the nonmodular version and at the back of the book in the modular version.

Second, because the topic of communications has become so important, the chapter on connectivity is now Chapter 9 instead of Chapter 12. Also, the database chapter now precedes the MIS chapter, so Part IV now consists of systems design and development (Chapter 10), database (Chapter 11), and management information systems (Chapter 12).

Of course, all hardware and software coverage has been updated, and more material has been added on the topic of the ethics of computer use. (The Instructor's Manual also includes a special expanded section on workplace issues, security, and ethics that can be used as the topic of an entire class session or copied and distributed to the students to read on their own.) The coverage of software utilities, public information services, and fax has been expanded, and new material on ISDN, hypertext, and multimedia has been added. Database terminology has been updated, and new trends in information management are discussed.

SUPPLEMENTS

Our market research showed that it's not important how *many* supplements a book has; what's important is what they are, how useful they are, and whether they're of high quality. We offer a number of supplements that we believe you'll find especially beneficial. You'll also find them to be of high quality; to ensure that they're

truly useful and accurate, we've had them reviewed by instructors teaching this course.

INSTRUCTOR'S MANUAL WITH TRANSPARENCY MASTERS

This supplement contains:

- Student profile sheet.
- Course planning guidelines.
- Chapter/module outlines.
- Teaching tips.
- Suggestions for using the transparency masters and full-color overhead transparencies.
- Suggestions for using the Lab Manual and the Study Guide.
- Answers to BASIC Appendix questions/exercises.
- 85 transparency masters.

COLOR TRANSPARENCIES

Eighty-eight full-color transparencies of key illustrations and tables are available to qualified adopters.

TEST BANK

For each chapter/module, this supplement contains:

- True/false, multiple choice, and fill-in-the-blank questions, graded in difficulty and tied to the preview objectives that begin each chapter of the text.
- Two forms of a reading quiz to test students' comprehension of the material.
- Sample final exam of the entire text.
- All answers.

COMPUTEST

This computer-based test bank is available to qualified adopters.

LABORATORY MANUAL (SOFTWARE LABORATORIES VERSION ONLY)

This manual includes additional software lessons that go beyond the "In the Lab" sections in the modular version of the text. These lessons center on the Sporting Life sporting goods store presented in the running case episodes of the text.

STUDY GUIDE

This supplement, stored on disk, is included with the Instructor's Manual and contains, for each chapter and module:

- An outline.
- A summary of why coverage is important to the user.
- Study tips.
- Self-test questions (fill-in-the-blank, true/false, matching, and multiple choice) with answers.

LECTURE GUIDE

This guide outlines every chapter of the text and provides synopses of all main sections. It also provides guidelines for using the color transparencies and the transparency masters.

QUALITY

We are pleased to publish the third edition of this book with Irwin. Their developmental model helped ensure that we have published a book to meet your needs.

ACQUISITION AND DEVELOPMENTAL EDITORS

Our acquisition and developmental editors served in an invaluable on-line, quality control capacity to guarantee that the Hutchinson-Sawyer texts approach, as closely as possible, the ideal textbooks of potential adopters. These editors worked on a weekly, and often daily, basis with us. Few, if any, publishers offer this high degree of editorial assistance and attention to detail.

REVISION PROCESS

The first edition of the text was created as the result of extensive market research, a word-by-word developmental edit of three drafts of the manuscript, reviews by 58 instructors and 13 computer specialists, and class testing.

The second edition was developed with the assistance of diary reviewers. These instructors submitted detailed chapter comments as they taught from the book. In addition, we solicited comments from other instructors. To ensure quality and accuracy, specialists were enlisted to review in the seven areas of programming, systems, database, management information systems, communications, trends, and BASIC. Once the first draft of the second edition was completed, we again had the manuscript reviewed for currency, accuracy, organization, level of detail, user orientation, microcomputer coverage, writing style, and pedagogical effectiveness.

Both versions of the third edition — modular and nonmodular — were devel-

oped on the basis of diary reviewers' comments as well as reviews from instructors who have not used the book.

PHOTO AND ILLUSTRATION RESEARCH

Professional photo researchers, illustrators, and photographers have worked closely with us and our editors to craft the illustration program for the third edition. This art program, highly praised by first and second edition adopters and reviewers, continues to directly reinforce the text and remains a visually distinctive feature of our book.

DEVELOPMENT OF THE SUPPLEMENTS PACKAGE

As with the text itself, the supplements package was thoroughly reviewed. The Laboratory Manual, Study Guide, Instructor's Manual, and overhead transparencies were prepared by Sarah Hutchinson. The test bank was prepared by Patricia L. Wermers of North Shore Community College. Much attention has been given to the development of these supplements to provide features that have been requested by the marketplace.

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We wish to thank the reviewers, who contributed greatly to the content, organization, and focus of this book and its supplements.

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The complexities and difficulties of preparing and producing a textbook like this one can be overwhelming at times — and insurmountable without the help of good people and organizations such as those whose names are listed on the copyright page. These people — highly talented professionals — have all helped establish this book’s high level of quality, and we are very grateful for their help. Special appreciation goes to Larry Alexander and Rebecca Johnson for editorial assistance above and beyond the call of duty and excellent reasons to visit Chicago, Boston, and Maine, to Laurel Anderson for her diligent photo research, and to Gladys True for her excellent work and for surviving the production schedules and harassments of *two* editions!

Finally, we need to know: Was this book truly *useful* to students? We’d like to hear from you about any misstatements we might correct or improvements we could make. Write to us in care of our publisher, Richard D. Irwin.

Sarah E. Hutchinson
Stacey C. Sawyer

CONTENTS IN BRIEF



PART I

THE BEGINNING: BECOMING A COMPUTER USER

1

- CHAPTER 1 Computers: Power Tools for an Information Age 2
- CHAPTER 2 The Computer-Based Information System 44
- SPORTING LIFE EPISODE 1:
Do You Really Need a Computer? 69

PART II

HARDWARE

75

- CHAPTER 3 Input Hardware 76
- CHAPTER 4 Storage Hardware 118
- CHAPTER 5 Processing Hardware 165
- CHAPTER 6 Output Hardware 192
- SPORTING LIFE EPISODE 2:
What Do You Want the Computer to Do for You? 237

PART III

SOFTWARE AND CONNECTIVITY

241

- CHAPTER 7 Applications Software and Systems Software 242
- Appendix: Purchasing and Maintaining a Microcomputer System 285*
- CHAPTER 8 Developing Software 296
- CHAPTER 9 Data Communications 338

- SPORTING LIFE EPISODE 3:
What Are the Guidelines for Buying a Microcomputer System? 386

PART IV

SYSTEMS CONCEPTS AND APPLICATIONS 391

- CHAPTER 10 Systems Development Life Cycle 392
- CHAPTER 11 Database Management Systems 434
- CHAPTER 12 Management Information Systems 468
- SPORTING LIFE EPISODE 4:
Building a Database and Managing the System 501

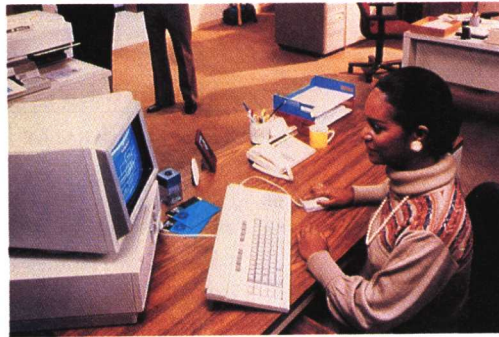
PART V

APPLICATIONS SOFTWARE: FEATURES AND FUNCTIONS 505

- INTRODUCTION TO APPLICATIONS SOFTWARE
FEATURES AND FUNCTIONS 506
- CHAPTER 13 Word Processing and Desktop Publishing Software 521
- CHAPTER 14 Database Management, Spreadsheet, and Analytical Graphics Software 547
- APPENDIX: BASIC Programming for the User 583

- GLOSSARY 665
- INDEX 689

CONTENTS



PART I



THE BEGINNING: BECOMING A COMPUTER USER

1

CHAPTER 1

COMPUTERS: POWER TOOLS FOR AN INFORMATION AGE

2

The User Perspective 3

Who Is the User? 3

Computer Literacy: Why You're Reading This
Book 3

What Is a Computer System? 5

Computer Hardware 6

Computer Software 8

We the People 9

Types of Computer Systems: What's the
Difference? 11

The Anatomy of a Microcomputer 16

The History of Computer Processing 19

Data Processing before Computers 20

The Evolution of Computers 21

What Does All This Mean to the User? 23

The Effect of Computers on Processing Data and
Information 23

Data Collection: Hard Labor to Easy Time 23

The Production of Information: Faster, Easier, Better
(Usually) 24

Information in Usable Forms: For the Computer and
for the User 26

Social and Ethical Implications of
Computerization 26

The Effect of Computers on Employment
Opportunities 28

Opportunities for Computer Professionals 30

Opportunities for Users 30

Onward: Making Use of Information 37

Summary 37

CHAPTER 2

THE COMPUTER-BASED INFORMATION SYSTEM

44

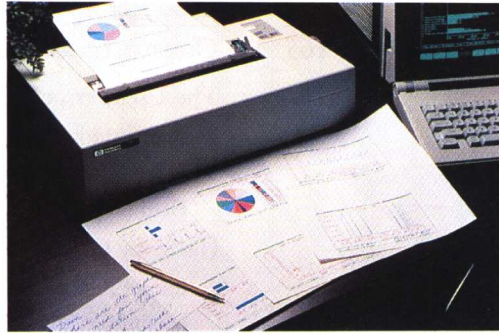
The User Perspective 45

Where Do You, the User, Fit In? 45

What Is a Computer-Based Information
System? 46

Input Phase 47

Processing Phase	48	Distributed Computer Facility: Something for Everyone	62
Output Phase	48	Onward: Applying What You've Learned	63
Storage Phase	51	Summary	64
The Four Phases of Activity at Intouch Office Supplies, Inc.	51	 SPORTING LIFE EPISODE 1:	
Intouch Sales Order Entry: Input Phase	51	<hr/> DO YOU REALLY NEED A COMPUTER?	69
Intouch Sales Order Entry: Processing Phase	54	The Beginning	69
Intouch Sales Order Entry: Output Phase	54	How to Track Inventory	70
Intouch Sales Order Entry: Storage Phase	55	How Kim Handles Finances	72
Methods of Input and Processing: If Not Now, When?	55	Sizing Up the Situation: You Can't Go On Like This!	72
Batch Approach: Do It Later	55	What Do You Think?	73
On-Line Approach: Do It Now	57		
Organizing Computer Facilities	59		
Centralized Computer Facility: One for All	59		
Decentralized Computer Facilities: All for One	61		



PART II

HARDWARE

75

CHAPTER 3

INPUT HARDWARE 76

The User Perspective	77
Categorizing Input Hardware	77
Keyboard Entry	78
Direct Entry	86
<i>Computers and Careers: The Arts, Sports, and Entertainment</i>	95
Input Controls: Preserving Data Integrity	109
Great Expectations	111
Onward: Holding on to What You've Got	112
Summary	112

CHAPTER 4

STORAGE HARDWARE 118

The User Perspective	119
Why Is Storage an Important Concept?	120
What's in Store for You?	120
Storage Fundamentals	121
Primary and Secondary Storage	121
Data Representation: Binary Code	121
Files and Data Hierarchy	125
Types of Files	126

How Is Data Stored?	128
Data Storage and Retrieval Methods	129
Single File: Sequential File Organization	130
Any Order: Direct (Random) or Relative File Organization	131
Indexed File Organization	132
Tape Storage Devices	134
Recording Data on Magnetic Tape	134
The Tape Drive Mechanism	136
Magnetic Tape Processing Characteristics	137
Limitations of Magnetic Tape	138
Direct Access Storage for Microcomputers	139
<i>Computers and Careers: Health and Medicine</i>	140
Diskettes: Easy Access	141
Hard Disks: Taking Giant Bytes	147
Disk Cartridges	151
Cartridge Tape Units: Get Your Backup!	152
Direct Access Storage Devices for Large Computer Systems	152
Removable Disk Packs	152
Fixed Disks	155
Mass Storage Systems and Optical Disks	155
Great Expectations	159
Onward: Processing the Ingredients	160
Summary	160

CHAPTER 5**PROCESSING HARDWARE 165**

The User Perspective	166
The Central Processing Unit	166
Control Unit	167
Arithmetic/Logic Unit (ALU)	168
Registers	168
Bus	169
The Microprocessor: Conducting the Show	170
Main Memory	171
History of Main Memory	171
Function of Main Memory	173
Main Memory (RAM) for Microcomputers	176
Read-Only Memory (ROM)	178
Measuring the Processing Power of a Computer	180
Addressing Scheme	180
<i>Computers and Careers: Crime Fighting</i>	181
Register Size	182
Data Bus Capacity	182
Clock Speed	182
Instruction Set	183
Checklist	183
Great Expectations	184
Onward: Out with It!	186
Summary	186

CHAPTER 6**OUTPUT HARDWARE 192**

The User Perspective	193
Output Fundamentals	193
How Do We Categorize Output?	194
Hardware	196
Hardcopy Output Devices	196
Impact Printers	196
Nonimpact Printers	203
Plotters	209
Computer Output Microfilm/Microfiche (COM) Systems	211
Portable Printers	214
Softcopy Output Devices	214
Cathode-Ray Tube (CRT)	214
<i>Computers and Careers: Food and Beverage Service</i>	221
Flat Screen Technologies	222
Voice Output Systems	225
Output Controls	227
Great Expectations	228
Onward: Software — Taking Care of Business	230
Summary	230

SPORTING LIFE EPISODE 2:**WHAT DO YOU WANT THE COMPUTER TO DO FOR YOU? 237**

The Story Continues . . .	237
Help!	237
Sizing Up the Situation	237
Specific Points for Discussion: What's Your Opinion?	238



PART III



SOFTWARE AND CONNECTIVITY

241

CHAPTER 7

APPLICATIONS SOFTWARE AND SYSTEMS SOFTWARE

242

The User Perspective 243

How Does Software Affect You? 243

What Software Is Available and How Good Is It? 243

Applications Software 245

Types of Popular Applications Software 248

Applications Software Utilities 255

Hypertext and Multimedia 257

User Guidelines for Purchasing Microcomputer Applications Software 258

Systems Software 259

Internal Command Instructions 260

External Command Instructions 261

Language Processors 262

Other Systems Software Capabilities 264

Additional Systems Software Information for Microcomputer Users 268

Computers and Careers: Politics and Government 270

User Guidelines for Purchasing Microcomputer Systems Software 273

Great Expectations 275

Onward: Writing Software 275

Summary 275

Appendix Purchasing and Maintaining a Microcomputer System 285

Purchasing a System: What to Consider 285

What Software and Hardware Will You Need? 285

Microcomputer Clones: A Good Bet? 286

Where to Go 287

Other Practical Considerations 288

Installing Applications Software 289

Maintaining a System 290

Temperature 290

Turning the Computer On/Off 290

Plugging in the System 291

Dust and Pollutants 291

Backing Up Your Microcomputer System 292

Portable Checklist for Buying a Microcomputer System 294

CHAPTER 8

DEVELOPING SOFTWARE

296

The User Perspective 297

What Tools Are Available for Developing Software? 297

Which Tools Are You Most Likely to Use? 299

Generations of Software Development Tools 299