SECOND EDITION

USING COMPUTERS

D.G. DOLOGITE/R.J. MOCKLER

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USING COMPUTERS

Letter to the Student

Dear Student:

This book was written for you. It is designed to help you learn about computers.

As the title suggests, you are especially encouraged to *use* computers. That is the best way to know them well. They are sturdy machines that will let you experiment as long as you like. (If your school has a computer lab, you will probably have restrictions about how long you can use a computer at any one sitting.)

There are so many ways that a computer can help you accomplish current and future tasks. Examples include producing written assignments, like term papers (using word processing), to preparing a company's annual budget (using an electronic spreadsheet).

Be open-minded about exploring the rich storehouse of programs available. Programs are also called "software" or "applications." They make the computer perform useful tasks, such as word processing. There is an endless variety of software available to support school, work, home, and even entertainment purposes.

Hopefully you will be motivated to pursue a study of computers beyond this book. Chapter 1 offers some ideas about how to do this.

If there is any topic concerning this book that you would like to express an opinion about, we would like to hear from you. You can write to us at the following address:

D. G. Dologite
Baruch College—CUNY
Box 513
17 Lexington Avenue
New York, NY 10010

We hope that this book enriches your study of computers.

Best regards,

D. G. Dologite
R. J. Mockler

Letter to the Instructor

Dear Instructor:

This Second Edition of *Using Computers*, and its supplementary package, are designed to provide the support you need for teaching an introduction to computers course.

Features new to this Second Edition of *Using Computers* include:

- A new chapter on desktop publishing is added (Chapter 15).
- Graphics is expanded to a full chapter (Chapter 6).
- New boxed inserts (called "FOCUS ON") are added to chapters. They are like a camera's lens that provides an in-depth focus on a related chapter topic.
- Chapters are updated as appropriate to retain their "state-of-the-art" currency. This continues a tradition established in the First Edition.
- New end-of-chapter case studies are included in four chapters (Chapters 6, 7, 14, 15).
- New exercises are added at the end of each chapter which provide projects for students (many can be done outside of class).

This Second Edition retains the approach that guided the development of the highly successful First Edition. The book continues to speak from the novice computer user's point of view, since that is who will be reading it.

Using Computers, Second Edition, continues to show people learning to use computers. This helps students to realize that their learning experience is a commonly shared one. The book intentionally avoids an approach that threatens the student with a feeling of computer ignorance.

Students like to read about *people* going through experiences with which they can identify. The book is designed to hold student interest by showing how many different types of people—such as a film writer, a real estate agent, a stock broker, a journalist, a lawyer, an accountant, a farmer, a marketing manager, a teacher, a personnel manager, and a part-time worker for a food catering service—learn to use and actually do use their computers in order to become more productive. The approach provides a basis to cover the learning difficulties experienced by all types of computer users.

Consistently throughout the book, new topics begin from a microcomputer perspective, since most students today can easily relate directly to computers at this level. The book then goes on to fully cover mainframe and other types of computers and computer systems in an integrated discussion of every topic important to students at the introductory level.

Where full topic coverage requires it, microcomputer and mainframe discussions are given separate chapters, as in Chapter 2 on "Microcomputer Hardware" and in Chapter 3 on "Mainframe and Other Hardware." At different times, for example in the Chapter 4 coverage of operating systems, the microcomputer and mainframe discussions are integrated within a single chapter. In all cases, problems are analyzed and solutions recommended, whatever the size of computer. Throughout, an effort

is made to avoid detail superfluous to introductory course objectives.

The book concentrates on the application of computers to user tasks. It explores four main application areas:

- Using personal productivity software, such as spreadsheet, word processing and graphic packages (Chapters 5-7)
- Using database software (Chapters 8-9)
- Using computer systems in organizations, such as data processing, management information, accounting and industry-specific systems (Chapters 10-13)
- Using advanced systems, such as communications, desktop publishing, and knowledge-based systems (Chapters 14-16)

The overriding theme, as the title of the book suggests, is to show people actually *using* these applications on their computers, or on terminals connected to a central computer. It provides students with a simulated "hands-on" experience. They are left with a feeling of having used software in all the major application categories. A similar approach is used in the earlier books, *Using Small Business Computers* by D. G. Dologite, and *Using Microcomputers* by D. G. Dologite and R. J. Mockler, which have been adopted by hundreds of schools.

This book is written to be independent of a particular brand of software. The approach allows an instructor to choose among alternative microcomputer lab software offerings.

Woven throughout the text are two major, and numerous minor, cases studies. One major case study concerns a mainframe-oriented company, while the other concerns a microcomputer-oriented company. All case studies are designed to integrate the material in a natural way. They are drawn from real-life examples, including those recast into hypothetical companies or situations.

At the end of the chapters, separate case studies add an entirely new dimension to chapter material, or show a familiar topic from a new perspective. They include questions designed to encourage discussion of case and chapter material. These questions are in addition to the more detailed review questions, which conclude every chapter along with a chapter summary, list of key terms, and exercises.

For courses that include BASIC programming, a chapter is included that can be used as a tutorial. It is organized into three parts of increasing difficulty. Only Part 1 is necessary to learn how to execute simple BASIC programs. Parts 2 and 3 challenge students who have advanced beyond the fundamentals.

Many instructors have a preferred way to teach the introduction to computer courses. This book has been organized so that you can mold it to fit your personal preferences. After the first chapter, you can progress into hardware (Chapter 2), or you may want to prepare students for microcomputer lab work on a spreadsheet (Chapter 5) or a word processing package (Chapter 7). If you prefer, the book's modular

structure enables you to even skip Chapter 1 to begin with a review of the history and social impact of computing (Chapter 17).

Finally, a complete set of supplementary materials has been assembled to support the book. They include:

For purchase by students:

- *Student Study Guide and Workbook*, by D. G. Dologite and R. J. Mockler
- Microcomputer lab software with tutorial guides

For instructors (free to adopters):

- *Instructor's Guide*, by D. G. Dologite and R. J. Mockler
- Computerized test bank on floppy disks or through a toll free hot-line which provides 3-day turnaround service (you identify test question numbers by phone and Prentice-Hall returns a typed test, in about 3 days, ready for duplication)
- A floppy disk of all BASIC programs that appear in Chapter 19 and in the *Student Study Guide and Workbook* (The floppy disk is offered as a convenience to instructors to explore programs without having to key them in. Programs can be used for classroom demonstration purposes.)
- Color transparencies
- EXSYS, a program "shell" that allows users to create their own expert (knowledge-based) system

If you would like to offer comments on this book, supplementary package, or the introductory course they support, please write to:

D. G. Dologite
Baruch College—CUNY
Box 513
17 Lexington Avenue
New York, NY 10010

We would like to hear from you.

Best regards,

D. G. Dologite
R. J. Mockler

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Overview

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