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**Official TCC Course Syllabus**

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| Discipline Prefix: AST | Course Number: 102 | Course Title: Keyboarding II | |
| Course Section: WZ3P |
| Credit Hours: 3 | Lecture Hours: 3 | Clinical Hours: | Lab Hours: |
| Contact Hours: 3 | Studio Hours: | Semester: Spring 2016 | |
| Meeting Days/Time/Location: Saturdays/9:00-11:45 AM/Portsmouth Campus, Building C, Room C-102 | | | |

**Instructor Information**

Name: Dr. Michael E. Bryan

Office Location: C-102

Office Hours: By appointment

Contact Information: [mbryan@tcc.edu](mailto:mbryan@tcc.edu), 757-822-1073

Course Website (optional):

Blackboard site: <http://learn.vccs.edu>

Instructor email address (college or VCCS): [mbryan@tcc.edu](mailto:mbryan@tcc.edu)

# **Course Information**

### **Course Description**

Develops keyboarding and document production skills with emphasis on preparation of specialized business documents. Continues skill-building for speed and accuracy.

### **Prerequisites and/or Co-requisites**

Prequisites - AST 101 or Course Equivalent

Corequisites - None

### **Required Course Texts and Supplementary Materials**

**NO REQUIRED TEXTBOOK OR SOFTWARE**. Both In-Class and Out-of-Class Activities utilize TypingWeb (<http://www.typingweb.com>) which is a FREE, web-based program that offers 31 lessons (from beginner to intermediate and advanced lessons). At the beginning of the course, students will be assigned a username and password to access and login to TypingWeb. To complete typing assignments outside of class, students may use any computer with internet access (e.g., home desktop, TC computer lab, public library). If students consistently exceed 50 WPM on 5-minute timed tests, they will be allowed to use an alternate typing program that allows customized text to practice. One program is free: ([www.keybr.com](http://www.keybr.com)). Another option costs about $10: ([www.edutyping.com](http://www.edutyping.com)). But we can discuss options after the 50 WPM threshold is met.

Lastly, students must have access to MS Word to complete the word processing activities. If students do not have access to MS Office on a home computer, they may use the computers at any of the TCC computer labs. Be aware that EVERY TCC student and professor has access to the full, professional version of Microsoft Office (called Microsoft 365). To access the FREE software, you need to log into Blackboard first, and then follow the links. You can download the software FOR FREE on up to 5 DIFFERENT COMPUTERS! So you can download it on your computer, your phone, your child's computer, your friend's computer, etc. Wherever you want...up to 5 times. And this software is FOR LIFE. There is no time limit. Some student versions of software can only be used for 1-2 years, and then the software is no longer good. BUT this is good for as long as the computer is good.

### **Measurable Learning Outcomes**

1. Type a minimum of 35 gross words per minute for five minutes with no more than five errors on the entire timed writing. (Demonstrate skill in typing the keys with emphasis on correct techniques. This is a +10 WPM increase from the 25 WPM minimum in AST 101.)
2. Key documents in the areas of general, accounting, professional, governmental, and executive correspondence. (Type a letter, memo, report, and informational brochure that include tables, form fields, and tabulations. Demonstrate knowledge of vocabulary, grammar, spelling, punctuation, word division, and simple mathematics in relation to the work being done through production work. This is an advanced application of the formatting knowledge learned in AST 101.)
3. Develop the proper attitude toward the world of work and be able to produce mailable copies. (Producing “mailable copies” is similar to learning outcome #2, “key documents…” but with an added emphasis on quality work. Proper attitude is evidenced, in part, through regular attendance and assignments completed in a timely basis.)

### **Topics Covered in the Course**

Skill Building, Composing and Editing; Document Format Review; Letter, Memo, and Report Mastery; Memo and Letter Templates; Tables and Business Forms Mastery; Unbound and Leftbound Reports; Forms, Envelopes and Labels; Announcements, Newsletters, and News Releases; Mail Merge; and Timed Writings.

**Challenge Test**

Anyone interested in taking a challenge test should call Dean Ambrose’s office so that they can schedule a challenge test with Ms. Perry. The phone number to Dean Amrose's academic division is 757-822-2300. And in case you did not know it, here's the link to the division's website: <http://www.tcc.edu/academics/divisions/bpt/>.

If you are still interested, here is Ms. Perry's contact information to schedule the challenge test:

**Ms. Carla A. Perry,** Adjunct Faculty  
Division of Business, Public Services and Technologies  
Tidewater Community College  
Building C  
120 Campus Drive, 103  
Portsmouth, VA 23701  
**(o):**757-822-2300  
**(f):**757-822-2907  
**(e):**[cperry@tcc.edu](mailto:cperry@tcc.edu)

### **Description of Assignments/Assessments**

The primary goal of this course is to acquire the fundamental knowledge and skills associated with keyboarding, which then become the foundation for continued improvement in keying speed and accuracy. Students demonstrate proficiency with these skills via In-Class Activities and Out-of-Class Activities which then culminate in a performance-based Final Exam.

The **In-Class Activity** involves (1) taking 5-minute timed typing tests, and (2) completing various documents. Practicing typing involves completing lessons available at TypingWeb (<http://www.typingweb.com>). TypingWeb is a FREE, web-based program that offers 31 lessons (9 Beginner, 9 Intermediate, 6 Advanced, and 7 Specialty). The website provides performance statistics to both student AND professor. Some of the available statistics include speed, accuracy, problematic keys, completion status of lessons, time logged in, total time keying, etc.

Because students enrolled in AST 102 have successfully completed the prerequisite course (Keyboarding I), EVERYONE IS EXPECTED TO USE THE PROPOER TOUCH-TYPE TECHNIQUE. That means, NO HUNT-AND-PECK TYPING; NO LOOKING DOWN AT YOUR HANDS OR KEYBOARD. Based on my personal and professional experience, I attempt to eliminate the pressure and stress associated with correlating final course grade with words per minute benchmarks (e.g., A=50+ WPM, B=45-49 WPM, C=40-44 WPM, D=35-39 WPM). It’s been my experience that when the proper touch type technique is emphasized, improvements in speed and accuracy will come naturally. Each in-class meeting will begin with students taking 5-minute timed tests so that I can verify every student is (1) using the proper touch-type technique and (2) is making progress toward the minimum 40 WPM. Students who are LATE TO CLASS will be required to stay after class to complete these timed tests.

The other In-Class Activity will be to create FOUR (4) documents: a letter, a memo, a brochure, and a comprehensive report. **NO LATE WORK OR PARTIAL CREDIT** is awarded so students must attend class.

1. LETTER: This assignment is a cover letter. You select and bring to class a job announcement that interests you, and then type a cover letter in response to that advertisement. You will need to bring to class a job announcement and your resume.
2. MEMO: This assignment simply requires you to change the format of your cover letter to a memo.
3. DESKTOP PUBLISHING: This assignment is an informational flyer. You will be required to create an informational brochure or flyer that advertises you as a typist-for-hire. You will need to include: name, contact information, pricing in a table, text on top of a shape, clipart/photos, text of different styles and colors, page border, and be free from spelling and grammatical errors.
4. REPORT: This assignment is a comprehensive final report on your typing skills and performance levels. This report will include tables and narratives based on information contained in your weekly keyboarding journal. At the beginning of the semester, I will show everyone how to post their weekly journal updates which collect information used in creating this final report. During the middle of the semester, we will meet again as a class and I will show everyone how to create the final report. At the end of the semester, students will submit their completed comprehensive final report.

The **Out-of-Class Activity** requires students to continue practicing typing each week. Check the schedule for exact deadlines. Similar to the In-Class Activity, NO LATE WORK OR PARTIAL CREDIT. This assignment requires every student to practice typing at least 1 hour per week and keep a weekly keyboarding journal of your typing experience.

Students will use the information contained in these weekly journal entries to create a final report at the end of the semester. I will show you how to create tables and other graphic displays of your performance.

To earn the maximum 50 points, students must type out-of-class at least 1 hour per week AND post their weekly update (typing journal) before each and every deadline. For every deadline missed, students drop a letter grade. For every week that a student fails to practice 1 hour and/or fails to submit a complete and thorough update, students drop a letter grade. So if you miss 3 weeks of typing or uploading the update, the best possible grade you can earn in the course would be a C.

Each week, your journal update MUST include:

DESCRIBE THE DAY YOU PRACTICED  
1.Day of the Week:  
2.Date:  
3.Time of day practiced:  
DESCRIBE THE LESSONS YOU PRACTICED THIS DAY  
4.Total minutes practiced this day:  
5.# Lessons practiced this day:  
6.Keys practiced this day:  
7.WPM speed this day:  
8.Accuracy % this day:  
DESCRIBE THE TIMED TESTS YOU COMPLETED THIS DAY  
9.# Timed tests taken this day:  
10.Timed test WPM speed this day:  
11.Timed test accuracy % this day:  
DESCRIBE YOUR OVERALL FEELINGS ABOUT TYPING TODAY  
12.What was easy during practice this day: Why:  
13.What was difficult during practice this day: Why:  
14.If you had to change 1 thing (or focus on) to improve your typing next week, what would it be:

Record your journal in a Word document. Shown below are two options. \*\*\* Name and save your journal to include your name and date (e.g., mikebryan1-1-2016, mbtypingjanuary1, etc.). After every day that you complete your practice, add this information to the document. Keep ONE DOCUMENT. Simply add the new information at the bottom or top of the document and save the file with a new date (e.g., mbtypejan1, mbtypejan3, mbtypefebrurary2, etc…). When done for the week, upload/attach the file in Blackboard. I have a Discussion Board Forum set up for each and every week you are required to practice.

**Daily Entry Form for Weekly Typing Journal**

Week #:

Day of the Week:

Date:

Time of Day Practiced:

Total Minutes Typed:

# Lessons Practiced:

Keys Practiced:

Speed WPM:

Accuracy %:

# Timed Tests Taken:

Timed Test - Speed WPM:

Timed Test - Accuracy %:

Did well; came easy to me:

Struggled with; difficult:

Changes to help improve typing:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Describe Each Day** | | | **Describe Lessons Practiced** | | | | | **Describe Timed Tests** | | | **Reflections** | | |
| **Week #** | **Day/ Date** | **Time of Day** | **Total Minutes** | **# Lessons** | **Keys** | **WPM** | **Accuracy %** | **# Tests** | **WPM** | **Accuracy %** | **Easy** | **Difficult** | **Changes** |
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Below are two samples of what your journal should look like as you complete it.

**Mike’s Daily Entry Form for Weekly Typing Journal**

**Week #**: 1

**Day of the Week**: Wednesday

**Date**: January 13, 2016

**Time of Day Practiced**: 7:00-7:40 PM

**Total Minutes Typed**: 40

**# Lessons Practiced**: 5

**Keys Practiced**: A, S, D, F

**Speed WPM**: 45

**Accuracy %**: 95

**# Timed Tests Taken**: 0

**Timed Test - Speed WPM**: N/A

**Timed Test - Accuracy %**: N/A

**Did well; came easy to me**: I practiced at home, right after dinner, which is the most convenient location and time. I practiced without any disruptions. All keys were easy except for the F key. All the keys had a WPM over 50 but F was 38 which brought down the overall WPM and accuracy. Overall happy with today’s effort and performance.

**Struggled with; difficult**: Had some problem with the F key. F had the lowest WPM and lowest accuracy %. Not sure why it was difficult because F is on Home Row. All keys on the Home Row are easier than all other keys. I just need to take my time and not rush. I can’t blame distractions, lack of focus, pain in my hands, or any other possible cause for my trouble with the F key. I don’t intend to change anything in my practice routine. I think today’s difficulty with the F key was just one of those days I guess.

**Week #**: 1

**Day of the Week**: Saturday

**Date**: January 16, 2016

**Time of Day Practiced**: 6:30-7:00 PM

**Total Minutes Typed**: 30

**# Lessons Practiced**: 7

**Keys Practiced**: J, K, L, ;

**Speed WPM**: 54

**Accuracy %**: 94

**# Timed Tests Taken**: 0

**Timed Test - Speed WPM**: N/A

**Timed Test - Accuracy %**: N/A

**Did well; came easy to me**: This was my second day typing for week #1. I only needed 2 days to type 1 hour. I typed an extra 10 minutes over the minimum required 60 minutes of practice. I was in a groove and in the middle of a lesson so I wanted to continue despite exceeding the minimum time. Although my overall accuracy went down today (from 95% to 94%), my WPM improved from 45 to 54. All the keys were easy because this was a refresher or repeat from last semester. Home Row keys are always the easiest keys for me.

**Struggled with; difficult**: I had no difficulty with any of the 4 keys I practiced today. I wanted to type 40 minutes today but my fingers were sore and I had a headache, but I still was able to type a total of 70 minutes this week, over just two days. I typed at a slow and easy pace so I made very few errors and my overall speed was good. I’m glad I’m done typing this week because I have a bad headache and allergies, and my fingers are very sore. I typed with a headache and sore fingers, so maybe next time I won’t type while I’m not feeling great. It’s just that I needed to complete my 1 hour before Sunday night, I was running out of time. Next time, I’ll start practicing early in the week.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week #** | **Date** | **Time of Day** | **Minutes Typed** | **# Lessons Completed** | **Keys Practiced** | **Speed WPM** | **Accuracy %** | **Did well; came easy to me** | **Struggled with; difficult ; solution** |
| 1 | 1/13 | 7:00-7:40 PM | 40 | 5 | A,S,D,F | 45 | 95 | I practiced at home, right after dinner, which is the most convenient location and time. I practiced without any disruptions. All keys were easy except for the F key. All the keys had a WPM over 50 but F was 38 which brought down the overall WPM and accuracy. Overall happy with today’s effort and performance. | Had some problem with the F key. F had the lowest WPM and lowest accuracy %. Not sure why it was difficult because F is on Home Row. All keys on the Home Row are easier than all other keys. I just need to take my time and not rush. I can’t blame distractions, lack of focus, pain in my hands, or any other possible cause for my trouble with the F key. I don’t intend to change anything in my practice routine. I think today’s difficulty with the F key was just one of those days I guess. |
| 1 | 1/16 | 6:30-7:00 PM | 30 | 7 | J,K,L,; | 54 | 94 | This was my second day typing for week #1. I only needed 2 days to type 1 hour. I typed an extra 10 minutes over the minimum required 60 minutes of practice. I was in a groove and in the middle of a lesson so I wanted to continue despite exceeding the minimum time. Although my overall accuracy went down today (from 95% to 94%), my WPM improved from 45 to 54. All the keys were easy because this was a refresher or repeat from last semester. Home Row keys are always the easiest keys for me. | I had no difficulty with any of the 4 keys I practiced today. I wanted to type 40 minutes today but my fingers were sore and I had a headache, but I still was able to type a total of 70 minutes this week, over just two days. I typed at a slow and easy pace so I made very few errors and my overall speed was good. I’m glad I’m done typing this week because I have a bad headache and allergies, and my fingers are very sore. I typed with a headache and sore fingers, so maybe next time I won’t type while I’m not feeling great. It’s just that I needed to complete my 1 hour before Sunday night, I was running out of time. Next time, I’ll start practicing early in the week. |
| 2 | 1/23 | 7:15-8:35 PM | 80 | 10 | Q,W,E,R | 55 | 96 | … | … |
| 3 | 1/28 | 9:00-9:30 PM | 30 | 7 | T,Y,U | 49 | 97 | … | … |
| 3 | 1/29 | 7:20-7:50 PM | 30 | 5 | Y,U,I,O,P | 59 | 98 | … | … |
| 3 | 1/30 | 8:00-8:30 PM | 30 | 11 | 1,2,3,4,5,6,7,8,9 | 60 | 98 | … | … |
| 4 | 2/6 | 7:30-8:40 PM | 70 | 15 | !,@,#,$,%,^,& | 59 | 94 | … | … |
| 5 | 2/14 | 7:45-8:05 PM | 20 | 5 | Ctrl, Alt, Shift | 65 | 89 | … | … |
| 6 | 2/19 | 5:10-6:10 PM | 60 | 20 | Z,XC,V,B,N,M | 64 | 91 | … | … |
| 6 | 2/20 | 7:00-7:10 PM | 10 | 2 | 2 5-minute timed tests | 58 | 95 | … | … |
| … | … | … | … | … | … | … | … | … | … |

Again, students will use the information contained in these weekly journal entries to create a final report at the end of the semester. I will show you how to create tables and other graphic displays of your performance. Remember, to earn the maximum 50 points, students must type out-of-class at least 1 hour per week AND post their weekly update (typing journal) before each and every deadline. For every deadline missed, students drop a letter grade. For every week that a student fails to practice 1 hour and/or fails to submit a complete and thorough update, students drop a letter grade.

The **Final Exam** consists of two sections which are performance-based: format business documentation and preform a 5-minute timed writing. As explained later in the syllabus, students can earn up to 10 points on the Final Exam (5 points for the business documentation section, and 5 points for the timed writing section). To earn the maximum 5 points on the timed writing, students must type at least 35 words per minute with three or fewer errors. Failure to achieve those two conditions will result in ZERO (0) POINTS on the timed writing section. Earning points on the business documentation section is not “all-or-nothing” as with the timed writing section; partial credit may be awarded at the professor’s discretion.

# **Course Schedule**

**Class Routine**

1. Arrive ON TIME. (You are encouraged to arrive early and/or stay late to network with classmates. Students who are tardy will lose break time and/or stay after class to make-up for lost time. 2 tardies = 1 absence, 2 absences = FAIL COURSE.)
2. Login to TypingWeb using the username and password assigned by the professor.
3. Take TWO 5-minute timed tests. (Focus on technique and NOT on speed! Record your WPM and accuracy %. This information should be included in your weekly journal update. This in an important activity because I use this to verify everyone’s technique.)
4. Take breaks when announced by the professor. (Like learning to play an instrument, keyboarding requires mental focus, developing muscle memory, and using fine motor skills…which require occasional breaks. Because of the extreme difficulty in remaining focused for 2 hours and 45 minutes, I will incorporate an occasional break, as needed.)
5. Prior to dismissal, complete the current lesson or activity. (Completed typing lessons are automatically saved; partially-completed lessons are not. When creating documents, upload them into Blackboard. You may also save the documents onto your personal thumb drive as a backup.)
6. Logout and clean your workspace.

**TypingWeb Lessons**

Students are expected to practice their keyboarding lessons **out-of-class**. TypingWeb is a web-based program and can be accessed ANYTIME, ANYPLACE with internet access. As the old saying goes, “Practice Makes Perfect,” so if all 31 lessons are completed, then repeat the lessons. There is no maximum or minimum number of lessons to be completed. Emphasis is on (1) learning the CORRECT TECHNIQUE, and (2) putting in the time practicing. When you truly master the technique, you gain a very high ceiling regarding words per minute and accuracy. If instead you initially focus on speed and accuracy, then you will have a lower ceiling and your “top speed” will be greatly diminished. In the long run, people who use the touch type technique will type faster than those who “hunt-and-peck.”

***TypingWeb Time-Keeping***: Students often ask about the time keeping by the www.typing.com website because they notice that their “Total Lesson Time” didn't equal the time they were actually typing. I emailed the typing.com tech support and got this response: ***“The time spent typing only calculates the actual time spend typing on a keyboard within the lesson or the time taking a test. It does not include down time or record the time from log in to log out.” So…*** If you, for example, practiced from 1:00 to 2:00, that does not necessarily mean that the typing program will show 60 minutes of typing. That’s because the program counts the time you actually practice the lessons and NOT the time BETWEEN lessons (e.g., such as when you look at the summary page or print out the certificates). The practice time kept by the program is your real time spent; time actually typing. THAT is the time everyone needs to monitor and record…NOT the time you THINK you typed, according to your clock or personal stopwatch.

When students practice each week, I want everyone to type a full hour…that’s 1 hour of actual typing. So if you are taking breaks (which is TOTALLY ok), then you need to make sure you actually type a full hour. That’s another reason why I want everyone to post in their weekly journal their typing time. I wanted everyone to look at the program and see what time the program shows. By doing this, everyone would notice that the program only counts time typed and not time during breaks. But know that you CAN AND SHOULD TAKE BREAKS while practicing out-of-class! For example, you can type 10 minutes a day for 6 days, 15 minutes 4 days a week, or 20 minutes over 3 days, etc. **It’s TOTALLY UP TO YOU how you schedule your practice hour, as long as you complete 1 full hour each week between Monday-Sunday. (Must upload your weekly typing journal update each Sunday night!!!!)**

***TypingWeb Lag Time/Slow Screen Changes***: Another great question I’m usually asked involves the lag or freezing that some students experience when in the middle of typing a lesson. The most likely culprits are the computer’s processor speed/memory (e.g., too many programs open and running while typing), the internet connection, and the TypingWeb server. This is a web-based program so if there is any slow-down with the internet connection, then we’ll likely experience a lag.

I experience this problem when I play my Xbox which is on my home’s Wi-Fi network. All 5 in my family use the Wi-Fi for Xbox, Netflix, web-based games, etc…so we occasionally experience “lagging”. Maybe your home is similar to mine? When I type at work, the lagging goes away because TCC is a much faster network than mine at home. Another possibility for the lag could be the computer processor speed or memory. If you have multiple programs open while also on the website typing, you might experience a lag. One way to know if that is the problem is by rebooting the computer. If after you reboot, the lagging stops, then the problem was the computer processor/memory. If rebooting doesn’t help, then the problem is likely the internet connection.

**Within-Class Breaks**

As mentioned elsewhere in this syllabus, breaks are a necessary part of learning a new skill such as typing. At the professor’s discretion, breaks will take the form of keyboarding games (in TypingWeb) as well as complete breaks away from the computer (to rest eyes and fingers). Typically, I allow 5-10 minute breaks. From time to time, instructional demonstrations and lectures will serve as breaks.

**Schedule Adjustments**

Class will meet (with **mandatory attendance**) during the first several weeks of the semester to ensure students fully understand the course expectations and demonstrate a solid foundation in the proper touch-type technique. We will meet until all the major, graded word processing documents are completed (i.e., cover letter, memo, advertising flyer). After such time, class will meet one more time (mid-semester) to help prepare for the Final Exam. This mid-semester meeting will also involve drafting/updating the comprehensive Final Report (which will be due by the last day of class). **The schedule shown below is TENTATIVE**. The exact dates will be finalized shortly before the start of the semester, and disseminated via email to enrolled students.

**The following course schedule may change due to the progression of the course. The course schedule may change at the discretion of the instructor; however, students will be notified via email when any changes/additions are made to the schedule.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Session** | **Material Covered** | **Graded/Required Assignments Due** |
| **1** | 1/16 | ***Class meets***. Introductions; review syllabus; discuss proper touch-type technique; receive assigned username and password; review free typing website; do a 5-minute timed test; review expectations of weekly keyboarding journal and final report. Practice 1 hour at home before 1/24. |  |
| **1/18 – MLK JR DAY (COLLEGE CLOSED)** | | | |
| **1/19 – LAST DAY TO ADD OR CHANGE FOR A 16-WEEK COURSE** | | | |
| **2** | 1/23 | ***Class meets***. Do two 5-minute timed tests; update weekly typing journal; start letter assignment, memo assignment, and desktop publishing assignment. Practice 1 hour at home. | Bring to class a job announcement and your resume. Email typing update by Sunday 1/24. Email sent after 1/24 = ZERO.\* |
| **3** | 1/30 | ***Class meets***. Do two 5-minute timed tests; complete letter assignment, memo assignment, and desktop publishing assignment. Review and update weekly keyboarding journal and final report. Practice 1 hour at home. | Letter, memo, and desktop publishing assignments each worth up to 10 points (3 assignments combine to total 30 points). Email typing update by Sunday 1/31. Email sent after 1/31 = ZERO.\* |
| **1/27 – LAST DAY TO DROP FOR TUITION REFUND FROM A 16-WEEK COURSE** | | | |
| **4** | 2/6 | No Session. Practice 1 hour at home. | Email typing update by Sunday 2/7. Email sent after 2/7 = ZERO.\* |
| **5** | 2/13 | No Session. Practice 1 hour at home. | Email typing update by Sunday 2/14. Email sent after 2/14 = ZERO.\* |
| **6** | 2/20 | No Session. Practice 1 hour at home. | Email typing update by Sunday 2/21. Email sent after 2/21 = ZERO.\* |
| **7** | 2/27 | No Session. Practice 1 hour at home. | Email typing update by Sunday 2/28. Email sent after 2/28 = ZERO.\* |
| **8** | 3/5 | ***Class meets***. Do a 5-minute timed test; update the final report based on your weekly typing journal. Practice 1 hour at home. | Email typing update by Sunday 3/6. Email sent after 3/6 = ZERO.\* |
| **3/6-3/13 – SPRING BREAK (COLLEGE CLOSED) \*\*\* NO SESSION 3/12 \*\*\*** | | | |
| **9** | 3/19 | No Session. Practice 1 hour at home. | Email typing update by Sunday 3/20. Email sent after 3/20 = ZERO.\* |
| **10** | 3/26 | No Session. Practice 1 hour at home. | Email typing update by Sunday 3/27. Email sent after 3/27 = ZERO.\* |
| **3/23 – LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY FROM A 16-WEEK COURSE** | | | |
| **11** | 4/2 | No Session. Practice 1 hour at home. | Email typing update by Sunday 4/3. Email sent after 4/3 = ZERO.\* |
| **12** | 4/9 | No Session. Practice 1 hour at home. | Email typing update by Sunday 4/10. Email sent after 4/10 = ZERO.\* |
| **13** | 4/16 | No Session. Practice 1 hour at home. | Email typing update by Sunday 4/17. Email sent after 4/17 = ZERO.\* |
| **14** | 4/23 | No Session. Practice 1 hour at home. | Email typing update by Sunday 4/24. Email sent after 4/24 = ZERO.\* |
| **15** | 4/30 | No Session. Practice 1 hour at home. | Email typing update by Sunday 5/1. Email sent after 5/1 = ZERO.\* |
| **16** | 5/7 | ***Class meets***. Take FINAL EXAM. Submit the final report assignment. | Final Exam worth up to 10 points. Final report assignment is worth up to 10 points. |
| **5/9 – LAST DAY** | | | |
| **5/14 – GRADUATION** | | | |

***\* For each LATE or INCOMPLETE update to their weekly typing journal, or failure to practice 1 hour in any given week, students will lose a LETTER GRADE. If students know they will miss a week, they MUST notify the professor as soon as possible, no later than 3 days in advance of the deadline. In those cases, the professor MAY consider allowing students to complete the missed practice time/journal update in the next week’s deadline.***

### **Blackboard and Course Communication**

Students should check their VCCS student email account on a DAILY BASIS, and Blackboard on at least a WEEKLY BASIS. Outside of class time, I am available via email at [mbryan@tcc.edu](mailto:mbryan@tcc.edu). Consistent with standard business practices, students should expect a response to their email within 24-48 hours.

# **Course Policies**

**Attendance Policy**

Attendance is **MANDATORY**. The published college policy is in effect for this class. It is expected that each student will attend **every** class with absence occurring only in emergency situations. If a student is absent TWO OR MORE of the scheduled instructional time, the student is considered to have an unsatisfactory attendance record which will result in administrative withdrawal or a grade of F for the course. Please note in the Grade Policy section of this syllabus that TEN (10) POINTS will be deducted after the first absence (which equates to a LETTER GRADE); course failure (F final course grade) results after a second absence.

As per the *College Catalog*, “All students are expected to be present and on time at all scheduled class meetings. Instructors are not required to admit a student who arrives late to the classroom. A student who adds a class or registers after the first day of classes is counted absent from all class meetings missed. If a student is absent more than 15 percent of scheduled instructional time, attendance may be defined as unsatisfactory. This calculation includes absences occurring during the add/drop period. See also the Withdrawal Policy in this syllabus for more information. Per the college’s attendance policy, faculty has the right to develop a more stringent policy as well. Students who do not attend or participate in class by the deadline to drop for tuition refund may be deleted from the course.”

**Tardy Policy**

TWO (2) tardies (arrival after attendance has been taken) will constitute ONE (1)absence. **In other words, the first 2 tardies will equate to a DROP IN LETTER GRADE.** If attendance has been taken before you arrive, **it becomes your** **responsibility** to see that instructor records the change at a time when she is free to do so. If the change is not reflected in the grade book, it becomes an absence. Students who arrive late may lose some or all of the break time designated by the professor.

**Late Work/Make-up Exam Policy**

No late or make-up work is allowed. For each LATE or INCOMPLETE update to their weekly typing journal, or failure to practice 1 hour in any given week, students will lose a LETTER GRADE. If students know they will miss a week, they MUST notify the professor as soon as possible, no later than 3 days in advance of the deadline. At the professor’s discretion, and IF 3 days’ notice is provided, the professor MAY consider allowing students to complete the missed practice time/journal update in the next week’s deadline. If students are not in attendance on the Final Exam day, they receive ZERO (0) points out of the possible 10 points. This equates to a DROP IN LETTER GRADE. No make-ups are allowed for the Final Exam.

**Statement on Classroom Behavior**

TCC is committed to maintaining a social and physical environment conducive to carrying out its education mission. Therefore, all members of the TCC community are expected to demonstrate standards for civility.

* Be moderate in speaking. Loud, obscene, argumentative, or threatening speech is disruptive to teaching and learning and is offensive to others. It has no place in an academic setting.
* Resolve any disagreements in a positive, non-combative manner. Request the assistance of college authorities if needed.
* Show respect for the comfort of others in an educational setting by observing acceptable standards for personal cleanliness and dress.

**Clean Workspace Policy**

Be aware of your surroundings; leave your work area neat at the end of class (i.e., discard trash; push in chair under the desk; place keyboard, monitor, and mouse to original position).

**Food and Beverage Policy**

NO FOOD OR DRINK ALLOWED IN COMPUTER LABS. This rule is strictly enforced.

**Electronic Devices Policy**: As per the *Student Handbook*: Cell phones, pagers, and other communication devices are prohibited from use in classrooms, laboratories, and libraries, unless authorized by the appropriate faculty or staff. Although soundless communication devices such as cell phones and pagers are permissible in classrooms, college offices, and/or meeting rooms, they must not be answered during class. Phone ringing in class can mean dismissal from class. Any electronic devices visible in class can be taken by the teacher, or the student can be dismissed from class.

**Disposition of Classes for Emergency Shutdown of the College**

In compliance with Policy 2106 (Disposition of Classes for Emergency Shutdown of the College):

In the event of an emergency shutdown of the college, the president and her executive staff may elect to conclude the term in session if eighty-five percent or more of that term has been completed. If the term in session is concluded, faculty shall compute final grades of students based on coursework completed at that point.

### **Grade Policy**

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| --- | --- | --- | --- |
| **ASSESSMENTS** | **POINTS** | **NOTES** | **OUTCOME ALIGNMENT** |
| Practice keyboarding at least 1 hour every week AND email update by deadline. | 50 | Out-of-Class Activity <http://www.typingweb.com> **\*No partial credit** | #1 |
| Letter assignment | 10 | In-Class Activity | #2 and #3 |
| Memo assignment | 10 | In-Class Activity | #2 and #3 |
| Report assignment | 10 | In-Class Activity | #2 and #3 |
| Desktop publishing assignment | 10 | In-Class Activity | #2 and #3 |
| Create business documentation | 5 | Final Exam Section 1 | #2 and #3 |
| Perform a 5-minute timed writing | 5 | Final Exam Section 2 | #1 |
| Total Points | 100 |  |  |

The **In-Class Activity** involves completing two or more 5-minute timed tests (available at TypingWeb <http://www.typingweb.com>) followed by creating several word processing documents. Keep in mind that TEN (10) POINTS will be deducted for each absence, which equates to a DROP IN LETTER GRADE for each absence. A second absence will result in a course failure (F). We will continue to schedule in-class sessions until the letter, memo and desktop publishing assignments are completed. We will meet again in class midway through the semester to update the final report assignment.

The **Out-of-Class Activity** involves completing as many of the lessons available at TypingWeb (<http://www.typingweb.com>). Students are to use the proper touch-type technique while typing at least 1 hour every week. Students earn the maximum 50 points by typing the minimum number of total hours and posting the weekly typing journal updates into the designated forum in Blackboard. Although the professor cannot monitor students’ keyboarding techniques out-of-class, students should focus on technique and NOT speed. The 50 points will be earned regardless of speed or accuracy. The “key” is to continue practicing the proper touch-type technique. If you type the minimum 14 hours out-of-class and type at only 15 WPM, that earns 50 points. If you type the minimum 14 hours and type 150 WPM, you still earn the full 50 points. (Don’t forget that the weekly typing journal update is also required!) The essential point is to practice the correct technique!!!!!! Don’t rush and develop bad habits.

The **Final Exam** consists of two sections: produce business documentation and preform a timed writing. The Final Exam will be scheduled for the last day of class. Students can earn up to 10 points on the Final Exam (maximum 5 points for the formatting documents section, and 5 points for the timed writing section). To earn the maximum 5 points on the timed writing, students must type at least 35 words per minute with three or fewer errors. Failure to achieve those two conditions will result in ZERO (0) POINTS on the timed writing section. Earning points on the formatting section is not “all-or-nothing” as with the timed writing section; partial credit can be awarded.

Also due at the time of the Final Exam is the final report assignment. This report is to be uploaded into Blackboard in the designated forum. The final report is worth up to 10 points toward the final course grade.

Final course grade is based on the following point system.

A = 90-100 Points  
B = 80-89

C = 70-79

D = 60-69

F = 0-59

Final grades are made available to each student within the Student Information System (SIS) now web delivered via MyTCC or SIS. Based on the progression of the course, the grade distribution for each assignment may change. However, if changes are made, I will notify students in a timely manner and in writing.

# **Academic Policies**

Students are responsible for being aware of the policies, procedures, and student responsibilities contained within the current edition of the TCC *Catalog* and *Student Handbook*. Students should familiarize themselves with the college's policies regarding misconduct and inclement weather found in the *Student Handbook*.

### **Withdrawal Policy**

Students who wish to withdraw without academic penalty should contact a counselor to determine the appropriate procedure. Withdrawals through completion of 60 percent of a session will result in a **W** grade. After 60 percent of a session is completed, a withdrawal will result in a grade of **F** in a credit course or a grade of **U** in a developmental course, except under mitigating circumstances that must be documented by the instructor and approved by the academic dean. Dynamic session classes have unique refund and withdrawal dates. Contact a campus Enrollment Services Office for more information, or visit <http://www.tcc.edu/students/calendar/academic/Dynamic.htm>.

A student who drops after the last day to withdraw does not receive a "W." He/she receives an "F," in which case there is both an academic and financial penalty. A student who withdraws by the deadline faces a financial penalty, but not an academic penalty.

Important dates to remember:

|  |  |
| --- | --- |
| August 31, 2015 | Last day to add or change. |
| September 10, 2015 | Deadline to drop for tuition refund. |
| November 2, 2015 | Deadline to withdraw without academic penalty & to receive a grade of **W** for the course. |

### **Academic Integrity**

TCC will expect students to demonstrate personal and academic integrity, to be open to new ideas, and to share in a community where individuals from diverse backgrounds and cultures help one another grow intellectually, socially, and personally. TCC expects students to achieve, not just to get by. And while many caring and talented faculty and staff are here to help, students must take responsibility for their own learning. Students should strive for a high level of academic performance and to be responsible, contributing citizens within the college and in outside communities. Above all, TCC wants students to develop a love of learning that will last a lifetime, along with a life-long interest in maintaining emotional and physical wellness.

Dishonesty (cheating, copying, combining work efforts, etc.), on exams or assignments will NOT be tolerated and will result in a grade of F for the course. **Each student is expected to do his/her own work!**

### **Student Outcomes Assessment Requirement**

Work products submitted by students to fulfill course requirements may be used by the college to evaluate its academic programs and general education requirements.

### **Statement on Plagiarism and Academic Misconduct**

The paragraphs below come from the *Student Handbook* and are TCC’s policy on plagiarism and academic misconduct.

Academic misconduct includes, but is not limited to, the following actions: cheating on an examination or quiz—either giving or receiving information; copying information from another person for graded assignments; using unauthorized materials during tests; collaboration during examinations; buying, selling or stealing examinations; arranging a substitute for oneself during examinations; substituting for another person, or arranging such a substitution; plagiarism—the intentional or accidental presentation of another’s words or ideas; collusion with another person or persons in submitting work for credit in class or lab, unless such collaboration is approved in advance by the instructor.

Faculty members who have reliable evidence of academic misconduct will (1) investigate the matter, and (2) review the facts of the matter and the proposed penalty with the appropriate academic dean. They may then take one or more of the following actions:

* Require the work to be accomplished again
* Give no credit for the test, paper, or exercise
* Assign a grade of **F**, **U**, or **W** for the course
* Refer the matter to the campus Dean for Student Services or designee for possible disciplinary sanction through the college’s disciplinary procedure

If the faculty member chooses to refer the matter to the campus Dean for Student Services or designee for disposition, the Plenary Disciplinary Procedureshall be followed, and the student’s dismissal from the college is a possibility.

### **Educational Accessibility (Formerly Disability Services)**

Students who have documented, diagnosed disabilities, and who need special accommodations for tests, etc., are advised to see the Educational Accessibility Disabilities Services staff in Student Services so that the instructor may be notified of what accommodations are appropriate in each case. Requests for accommodations should be made to the designated campus Educational Accessibility counselor at least 45 days before classes begin. Documentation must be provided to support the need for accommodations. For assistance with disabilities, contact the campus Educational Accessibility Counselor/Provider or the Coordinator of Educational Accessibility Services: call 822-1213, visit Student Services/Development, or visit the Educational Accessibility webpage at <http://www.tcc.edu/students/specialized/disabilityservices/index.htm>

### **Emergency Procedures**

In the event of a bomb threat, tornado, or fire, students and staff may be asked to evacuate the building or move to an internal assembly area location within the building. Evacuation routes are posted in each classroom. The map indicates the route to the internal assembly area as well as the route to the nearest exit and location of the Emergency Assembly Area. Students should review the map to make sure that the exit routes for the building are clearly understood. The information regarding locations of the Emergency Assembly Areas and Internal Assembly Areas for all classrooms or spaces used on the various campuses is available at the following link: <http://www.tcc.edu/emergency/cemp.htm>. If you will require assistance during an evacuation, let your instructor know at the end of the first class. Tidewater Community College uses TCC Alerts to immediately contact and inform faculty, staff and students of a major crisis or emergency. TCC Alerts delivers important emergency alerts, notifications, and updates via:

* Email account (work, home, other)
* Cell phone
* Pager
* Smartphone/PDA (BlackBerry, Treo & other handhelds)

When an incident or emergency occurs, authorized senders will be instantly notified via TCC Alerts. TCC Alerts is a personal connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact, and other important information. New users may also register by sending a text message to **411912** keyword: **TIDEWATER.** To cancel the service, text **TIDEWATER STOP** to **411911**.

# **Student Success Resources**

The following resources are available to TCC students. See the *Student Handbook* or visit <http://www.tcc.edu/forms/handbook/> for more information about student services and locations.

### **Library**

A library is located at each TCC campus and at the Visual Arts Center. These libraries are intended for research and study, and they contain materials in print and digital format to support the courses, curricula, and mission of the college. The research materials include books, newspapers, magazines, journals, DVDs, streaming media and an extensive collection of indexes, abstracts and full-text databases. Faculty members may place materials on reserve in the libraries for their students. Visit this site for more information: [www.tcc.edu/library/](http://www.tcc.edu/library/)

### **Academic Support Services**

Each campus provides various kinds of academic assistance. One-on-one tutoring, math and computer labs, and other forms of individual and group assistance may be available. Students can also find free help for writing, from short questions about commas and comma splices to a comprehensive review of research papers in progress, in the Writing Centers. Services and hours may vary by campus. Consult the academic dean for additional information. List any other academic support services available on campus that will help or enhance student success.]

### **Online Help Desk**

Visit the following eLearning Resources for Students website for information about computer skills, technical support, library services for online students, and much more: [http://www.tcc.edu/HYPERLINK "http://www.tcc.edu/eLearning" eLearning](http://www.tcc.edu/HYPERLINK%20)

### **Important Websites**

* College Website: [www.tcc.edu](http://www.tcc.edu)
* Blackboard and Student E-mail: <https://tcc.my.vccs.edu/jsp/home.jsp>
* Student Handbook: <http://www.tcc.edu/forms/handbook/>
* TCC *Catalog*: <http://www.tcc.edu/forms/catalog/>
* Class Schedule: <http://www.tcc.edu/schedule/> (or log-in to SIS for current course offerings)
* Academic Calendar: <http://www.tcc.edu/students/calendar/academic/index.htm>
* eLearning Resources: [http://www.tcc.edu/HYPERLINK "http://www.tcc.edu/eLearning" eLearning](http://www.tcc.edu/HYPERLINK%20)
* For current financial aid information and assistance, visit <http://www.tcc.edu/students/finaid/> or <http://studentaid.ed.gov/>

Sign and date below to ensure you read and now understand the syllabus. The professor collects the bottom portion of this page from the student.

I have read the syllabus and understand all policies and guidelines explained to me.

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Student Name (type) Student Signature

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Date