DRAGON NATURALLY SPEAKING CURRICULUM

Introduction Teaching Sequence

Student will learn how to open the program NaturallySpeaking from either the desktop or the Start menu.

Create voice file.

Students will learn how to open a new file and exit the program (whether by voice, keyboard or mouse)

Commands learned: Go to Sleep, Wake Up, Microphone Off

Exercise 1
Exercise 2

Handouts: Opening Dragon NaturallySpeaking
               Turning NaturallySpeaking On and Off
               Feedback from NaturallySpeaking
               Creating a New File
               Exiting

Exercise 1

The following is adapted from Dragon NaturallySpeaking QuickTorial[1]

1.   Say **Hello [Period] Welcome to NaturallySpeaking [Period]**. Notice when you speak that the microphone box is green.

2.   Say **[Go to Sleep]**. Notice that your microphone box is gray.

3.   Say **[Wake Up]**. Notice that your microphone box is yellow.

4.   Say **[Microphone Off]**. Notice that your microphone is laying down.

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[1] Baumgarten, J. Alan, Barksdale, Karl, and Rutter, Michael. <u>Dragon NaturallySpeaking QuickTorial</u>. Cincinnati: South-Western Educational Publishing, 2000.

Exercise 2

The following is adapted from Dragon NaturallySpeaking QuickTorial[2]

1.   Say **Writing with your voice is faster than typing [Period]**

2.   Say **Speak clearly without stopping [Period]**

3.   Say **Speak in a relaxed tone of voice [Period]**

4.   Say **Once upon a time. Mary had a little lamb. Jack and Jill went up the hill. [Go to Sleep]**

5.   Say **[Wake Up]**

6.   Say **Los Angeles. New York. Seattle. Chicago. Nashville. Atlanta.
        [Go to Sleep]**

7.   Say 4-5 phrases, sentences, movie titles, or television shows of your choice. Don't worry about errors.

8.   Start to babble, cough, and sneeze. What happens?

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[2] Baumgarten, J. Alan, Barksdale, Karl, and Rutter, Michael. Dragon NaturallySpeaking QuickTorial. Cincinnati: South-Western Educational Publishing, 2000.

New Paragraphs and Punctuation Teaching Sequence

Teach student how to force recognition of commands versus text.

Commands learned: New Line, New Paragraph
Exercise 3

Teach dictation of punctuation
Exercise 4

Handouts: Starting New Lines and Paragraphs

Exercise 3

The following is adapted from Dragon NaturallySpeaking QuickTorial[3]

1.   Say **I have a dream. [New Line]**

2.   Say **The only thing we have to fear is fear itself. [New Line]**

3.   Say **Four score and seven years ago. [New Line]**

4.   Say **Thank goodness it's Friday. [New Line]**

5.   Say **An apple a day keeps the doctor away. [New Line]**

6.   Say **[Go to Sleep]**

7.   Say **[Wake Up]**

8.   Hold down your **Shift** key and say **go to sleep**

9.   Hold down your **Ctrl** key and say **[Go to Sleep]**

10.   Hold down your **Ctrl** key and say **[Wake Up]**

11.   Hold down your **Shift** key and say **wake up**

12.   Say **[New Paragraph]**

13.   Say **Mary had a little lamb [New Line]**
        its fleece was white as snow. [New Paragraph]

        Everywhere that Mary went [New Line]
        the lamb was sure to go. [New Paragraph]

        It followed her to school one day [New Line]
        which was against the rules. [New Paragraph]

        It made the children laugh and play [New Line]
        to see a lamb at school. [New Paragraph]

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[3] Baumgarten, J. Alan, Barksdale, Karl, and Rutter, Michael. Dragon NaturallySpeaking QuickTorial. Cincinnati: South-Western Educational Publishing, 2000.

Exercise 4

The following is adapted from Dragon NaturallySpeaking QuickTorial[4]

1.   Say **Good Morning [Exclamation Point]**

2.   Say **It's good to see you again [Exclamation Point]**

3.   Say **Where have you been hiding [Question Mark]**

4.   Say **Are you still working at the store [Question Mark]**

5.   Say **Do you want to go shopping [Question Mark]**

6.   Say **[New Paragraph]**

7.   Say **I need to go to the following stores [Colon] Wal-Mart, Kmart, and Sears [Period]**

8.   Say **I am looking for some automotive parts [Period]**

9.   Say **I need many things [Colon] a new battery [comma] some oil [comma] spark plugs [comma] and a new CD player for my car [Period]**

10.   Say **[New Paragraph]**

11.   Say **Do you need anything at the store [Question Mark]**

12.   Say **The stores are open late tonight [semi-colon] therefore [comma] we can shop until we drop [Exclamation Point]**

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[4] Baumgarten, J. Alan, Barksdale, Karl, and Rutter, Michael. Dragon NaturallySpeaking QuickTorial. Cincinnati: South-Western Educational Publishing, 2000.

Scratch That and Resume With Teaching Sequence

Commands learned: Scratch That and Resume With
Exercise 5

Handouts: Scratch That
                      Resume With

Exercise 5

The following is adapted from Dragon NaturallySpeaking QuickTorial[5]
NOTE: Remember to dictate punctuation.

1.   Say **The grass is always greener on the other side, but someone still has to mow it.**

2.   Say **[New Paragraph]**

3.   Say **Which side of the fence do you really want to be on?**

4.   Say **[Scratch That]**

5.   Say **And just think about all those smelly cows on the greener side!**

6.   Say **[New Line]**

7.   Say **Where would you really rather be?**

8.   Say **[Scratch That]**

9.   Say **[New Paragraph]**

10.   Say **I would rather be on the other side.**

11.   Say **[Resume with be]**

12.   Say **in a beautiful place.**

13.   Say **[New Line]**

14.   Say **Do you want to go with me?**

15.   Say **[Resume with to]**

16.   Say **be in a beautiful place, too?**

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[5] Baumgarten, J. Alan, Barksdale, Karl, and Rutter, Michael. Dragon NaturallySpeaking QuickTorial. Cincinnati: South-Western Educational Publishing, 2000.

Selecting and Dictating Over Text

Students will learn to select text and dictate over selected text.
Exercise 6
Exercise 7

Handouts: Selecting Text

Exercise 6

The following is adapted from Dragon NaturallySpeaking QuickTorial[6]

1.   Say **My name is George Washington [Period]**

2.   Say **[New Paragraph]**

3.   Say **[Select] George**

4.   Say **[Select] Washington**

5.   Say **[Select] My name**

6.   Say **[Select] George Washington**

7.   Say **[Select] My name is George Washington**

8.   Say **[Select] period**

9.   Say **[Select] Washington period**

10.   Say **[Select] pickle**. What happened? NaturallySpeaking can't find the word to select, so it doesn't select anything.

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[6] Baumgarten, J. Alan, Barksdale, Karl, and Rutter, Michael. Dragon NaturallySpeaking QuickTorial. Cincinnati: South-Western Educational Publishing, 2000.

Exercise 7

The following is adapted from Dragon NaturallySpeaking QuickTorial[7]

1.   Say **George Washington was the first President of the United States. [New Paragraph]**

2.   Say **[Select] George**

3.   Say **Thomas**

4.   Say **[Select] Washington**

5.   Say **Jefferson**

6.   Say **[Select] first**

7.   Say **third**

8.   Say **[Select] Thomas Jefferson**

9.   Say **Abraham Lincoln**

10.   Say **[Select] third**

11.   Say **sixteenth**

12.   Say **[Select] President of the United States**

13.   Say **Governor of Texas**

14.   Say **[Select] Abraham Lincoln**

15.   Say **Samuel Houston**

16.   Say **[Select] sixteenth**

17.   Say **first**

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[7] Baumgarten, J. Alan, Barksdale, Karl, and Rutter, Michael. Dragon NaturallySpeaking QuickTorial. Cincinnati: South-Western Educational Publishing, 2000.

Correcting Text Teaching Sequence

Student will learn how to correct text when NaturallySpeaking doesn't recognizes what was dictated.

Student will learn how to save files to disk (by voice, keyboard, or mouse).

Exercise 8

Students will learn new punctuation – open paren/close paren, hyphen, open bracket/close bracket
Students will learn Capitalization

Exercise 9

Student Handouts: Correcting Text
Saving New Document Files
Saving Changes to Old Document Files
Capitalization

Exercise 8

1. You are going to dictate a quote by Patrick Henry[8]

2. Say **I have but one lamp by which my feet are guided, and that is the lamp of experience.**

3. Did it recognize what you said?
    If yes, go to step 4.
    If no, correct/train the word or words it did not recognize. Then go on to step 4.

4. Say **I know no way of judging of the future but by the past.**

5. Did it recognize what you said?
    If yes, go to step 6.
    If no, correct/train the word or words it did not recognize. Then go on to step 6.

6. Save this file using your handout: **Saving New Document Files**

7. Say **[New Paragraph]**

8. You are going to dictate a quote by Emily Dickenson[9]:

9. Say **A word is dead when it is said, some say.**

10. Did it recognize what you said?
    If yes, go to step 11.
    If no, correct/train the word or words it did not recognize. Then go on to step 11.

11. Say **[New Line]**

12. Say **I say it just begins to live that day.**

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[8] Bartlett, John. Familiar quotations. ON-LINE ED.: Columbia University, Academic Information Systems (AcIS), Bartleby Library (publications@columbia.edu). Transcribed, proofread, and marked-up in HTML, March 1995. Markup, graphics, and added files © copyright 1995-96 by the Trustees of Columbia University in the City of New York.
[9] Alison's Favorite Writing Quotations. http://tranquility.mit.edu/quotes/writing_quotes.html

13.   Did it recognize what you said?
       If yes, go to step 14.
       If no, correct/train the word or words it did not recognize. Then go on
       to step 14.

14.   Save this file using your handout: **Saving Changes to an Old
Document File**

15.   Are you finished working for the day?
       If yes, use your handout: **Exiting**
       If no, use your handout **Creating a New File**, and go on to the next
       lesson

Exercise 9

1.   You are going to dictate: How do you tell what's the right food portion? Since it's the portion (serving size) that determines the number of calories, it's important not to get too much or too little. Low-fat foods add up to high calorie counts when portions are large. Similarly, when the portion is small, it's considered a partial serving; you're not getting the nutrients you need.[10]

2.   Say **How do you tell what's the right food portion?**

3.   Did it recognize what you said?
       If yes, go to step 4.
       If no, correct/train the word or words it did not recognize. Then go on to step 4.

4.   Say **Since it's the portion [open paren] serving size [close paren] that determines the number of calories, it's important not to get too much or too little.**

5.   Did it recognize what you said?
       If yes, go to step 6.
       If no, correct/train the word or words it did not recognize. Then go on to step 6.

6.   Say **Low [hyphen] fat foods add up to high calorie counts when portions are large.**

7.   Did it recognize what you said?
       If yes, go to step 8.
       If no, correct/train the word or words it did not recognize. Then go on to step 8.

8.   Say **Similarly, when the portion is small, it's considered a partial serving; you're not getting the nutrients you need.**

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[10] Torrance Memorial Medical Center. "Appetite for Health". <u>Vim & Vigor</u>. Torrance, CA: Torrance Memorial Medical Center, Summer 1999, 14.

9. Did it recognize what you said?
   If yes, go to step 10.
   If no, correct/train the word or words it did not recognize. Then go on to step 10.

10. Save this file using your handout: **Saving New Document Files**

11. Say **[New Paragraph]**

12. You are going to dictate the second paragraph of this passage: It's important to follow the Food Guide Pyramid with its five food groups, but you should also know what counts as one serving. Your portion will be perfect if you follow [the Food Guide Pyramid].

13. Say **It's important to follow the [Caps On] Food Guide Pyramid [Caps Off] with its five food groups, but you should also know what counts as one serving.**

14. Did it recognize what you said?
    If yes, go to step 15.
    If no, correct/train the word or words it did not recognize. Then go on to step 15.

15. Say **Your portion will be perfect if you follow [Open Bracket] the [Caps On] Food Guide Pyramid [Caps Off] [Close Bracket].**

16. Did it recognize what you said?
    If yes, go to step 17.
    If no, correct/train the word or words it did not recognize. Then go on to step 17.

17. Save this file using your handout: **Saving Changes to an Old Document File**

18. Are you finished working for the day?
    If yes, use your handout: **Exiting**
    If no, use your handout **Creating a New File**, and go on to the next lesson

Editing Teaching Sequence

Students will learn the following commands: Insert Before, Insert After, Delete That

Students will learn to say [Tab-key] to indent paragraphs

Exercise 10

Students will learn the commands: All Caps On, Open Quote, Close Quote
Exercise 11

Student Handouts: Inserting Text
                                    Deleting Text

Exercise 10

1.   Dictate the passage **Of Wrecks and Ruins**. Make any corrections necessary as you dictate.

2.   Show your work to your instructor.

3.   Change the word **junk** to **stuff**.

4.   **<u>Delete</u>** the word **really**.

5.   In the second paragraph, insert the word **best** <u>between</u> archeologists' and friends.

6.   Change the word **ancient** to the word **past**.

7.   **<u>Delete</u>** the word **since**.

8.   Insert parentheses around the words **objects made by humans** so that it looks like the following: (objects made by humans).

9.   Change the word **illustration** to the word **picture**.

10.   **<u>Delete</u>** the words **and every**.

11.   Insert the word **many** <u>between</u> **because** and **artifacts**.

12.   Add your name to the beginning of the document.

13.   Save the file to your disk.

Of Wrecks and Ruins[11]

Who really cares about junk that's old and broken? Who wants things that are half-rotted and falling apart? Who likes to pick through garbage dumps?

Archeologists, that's who. Old wrecks, ruins, and even garbage dumps are archeologists' friends. Archaeology is the study of the material remains of ancient peoples. An archeologist's goal is to learn about people, long since dead, who left things behind.

Finding artifacts objects made by humans is step one. Archeologists must also recover them, preserve them, and unlock their secrets. How and why were the artifacts made? Who used them? Bit by bit, archeologists paint the illustration of human history. It's a picture that changes each and every time new artifacts are found. It's also an unfinished picture, because artifacts are lost for ever and many human activities leave no objects behind. But it's the best picture we have of long-gone people and place.

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[11] Egan, Lorraine Hopping. "Of Wrecks and Ruins." Kids Discover July 1998: 1.

Exercise 11

1.   Dictate the passage **Boys Will Be Boys**

2.   Insert the word **new** <u>between</u> discovering and meaning.

3.   Delete the word **single**.

4.   Change the word **opposite** to the word **different**.

5.   Insert the words **and social** <u>after</u> the word **emotional**.

6.   Replace the words **learning resources** with the words **special-education**.

7.   **Add a paragraph at the end stating what you think about what you've read.**

8.   Add your name to the beginning of the document.

9.   Save the file onto your disk.

Boys Will Be Boys[12]

      Researchers are discovering meaning in lots of things boys have done for ages. In fact, they're dissecting just about every single aspect of the developing male psyche and creating a hot new field of inquiry: the study of boys. They're also producing a slew of books with titles like "Real Boys: Rescuing Our Sons From the Myths of Boyhood" and "Raising Cain: Protecting the Emotional Life of Boys" that will hit the stores in the next few months.

      What some researchers are finding is that boys and girls really are from two opposite planets. But since the two sexes have to live together here on Earth, they should be raised with special consideration for their distinct needs.

      Boys and girls have different "crisis points," experts say, stages in their emotional development where things can go very wrong. Until recently, girls got all the attention. But boys need help, too. They're much more likely than girls to have discipline problems at school and to be diagnosed with attention deficit disorder (ADD). Boys far outnumber girls in learning resource classes. They're also more likely to commit violent crimes and end up in jail.

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[12] Kantrowitz, Barbara and Claudia Kalb. "Boys Will Be Boys." <u>Newsweek</u> 11 May 1998: 54-60.

Dictating Practice

Students will practice dictating, correcting, and saving.

Exercise 12 – The Master Student in You
Exercise 13 – Ways to Change a Habit
Exercise 14 – Commit to Use the New Behavior

The Master Student in You[13]

       The master student is in all of us. By design, human beings are learning machines. We have an innate ability to learn, and all of us have room to grow and improve.

       It also is important to note the distinction between learning and being taught.
 Human beings can resist being taught anything. Carl Rogers goes so far as to say that anything that can be taught to a human being is either inconsequential or just plain harmful. What is important in education, Rogers asserts, is learning. And everyone has the ability to do that.

       Unfortunately, people also learn to hide that ability,. As they experience the pain sometimes associated with learning, they shut down. If a child experiences feeling foolish in front of a group of people, he or she could learn to avoid those situations. In doing so, the child restricts his possibilities.

       Some children "learn" that they are slow learners. If they learn it well enough, their behavior comes to match that label.

       As people grow older, they accumulate a growing list of ideas to defend, a fat catalog of experiences that tell them not to risk learning.

       Still, the master student within survives. To tap that resource you don't need to acquire anything. You already have everything you need. Every day you can rediscover the natural learner within you.

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[13] Ellis, Dave. Becoming a Master Student. Houghton Mifflin Company: New York. 1998. p.33

Ways to Change a Habit[14]..

When people talk about how difficult it is to change a behavior they don't like, they often resort to an explanation: "Well, that's just my nature." Often what's implied by this statement is "And because it's my nature, don't expect me to change."

Perhaps none of us can do much about human nature, especially our individual natures. It could be that we're pretty much stuck with them. Yet the "it's just human nature" school of thought robs us of the opportunity to change. There's another perspective we can take—one that opens up far more possibilities for the quality of our lives.

Instead of talking about human nature, we can talk about habits. We can speak of our ability to control habits. We can change habits by eliminating unwanted ones and adding new ones. People stop smoking, drinking, and overeating. People also start to exercise, fasten seat belts, and develop scores of other effective habits.

Thinking about ourselves as creatures of habits instead of as creatures defined by our nature gives us power. Then we are not faced with the monumental task of changing our very nature. Rather, we can take on the difficult yet doable job of changing our habits.

Success in school and life is largely a matter of cultivating effective habits. At the same time, the new habit that you choose does not have to make headlines. It can be one simple, small change in behavior.

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[14] Ellis, Dave. Becoming a Master Student. Houghton Mifflin Company: New York. 1998. p.22..

Commit to Use the New Behavior[15]

After choosing a new habit, promise to use it and make a plan for when and how. Answer questions such as these: When will you apply the new habit? Where will you be? Who will be with you? What will you be seeing, hearing, touching, saying, or doing? How, exactly, will you think, speak, or act differently?

Take the person who always snacks when she studies. Each time she sits down to read, she positions a bag of potato chips within easy reach. For her, opening a book is a cue to start chewing. Snacking is especially easy given the place she chooses to study: the kitchen. She chooses to change this habit by studying at a desk in her bedroom instead of at the kitchen table. What's more, she plans to store the potato chips in an inconvenient place: a shelf she can't reach without standing on a chair. And every time she feels the urge to bite into a potato chip, she decides to drink from a glass of water instead.

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[15] Ellis, Dave. Becoming a Master Student. Houghton Mifflin Company: New York. 1998. p.22