# HD 21H Generic Curriculum
# Table of Contents

## Introduction Teaching Sequence

-Mouse Tutorial

-Formatting Disks
        Materials: high density 3 1/2 inch diskette

-Copy student files onto each student's diskette.

-Loading word processing program

-Once the program is loaded, let students type a short paragraph.  **Explain word wrap!**  They can write their own text or copy **Jumping In**.

-When the issue of erasing comes up, demonstrate backspace (and delete) keys. At this point focus on erasing keys rather than selection (highlight) method.

-When the issue of inserting text into existing text comes up, explain to students they can simply put their cursor where they want the new text to be and start typing.  Show them how they can use their arrow keys or their mouse (i.e. **POINT AND CLICK)** to move the cursor.  Emphasize the difference in function between the **cursor** (insertion point) and the **pointer**. Show the students how the pointer takes on different identities depending upon its location ( e.g. I-beam when in the text area, pointer when out of the text area.) Refer students to the handout on inserting text. Use exercise **Starter Sentences** as needed to reinforce the skill of inserting.

-When the text is completed, refer students to saving handout and talk them through the process.

-Guide students through the process of opening their files. Refer them to their file management handout.

Name
HD 21H
Date

Jumping In

If you spend enough time around seasoned users of assistive technologies, you will pick up on an important perspective about incorporating technology into your life-it's a process. It is a journey with a definite starting point for every individual, but it's also a journey with a destination that can be vague at times. You may know which direction to head. It could be a short trip or a long one. You have some expectations. And, though you may not be sure exactly where you will end up, you realize that you, yourself, will be the greatest determinant of what happens to you. All that you may be really certain of at this point is that you are ready for a change.

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[1] The Alliance for Technology Access. <u>Computer Resources for People with Disabilities.</u> Alameda, CA: Hunter House, 1994.

# Starter Sentences

The dog ran.

The creature walked.

The car stopped.

The shark attacked.

A boy ran down the street.

The couple ate dinner in the restaurant.

My vacation is over.

The koala bear ate.

The monster moved.

Where is the cat?

File Management Teaching Sequence

Review process of opening the word processing program.

Refer to student handouts on file management**.**

Have students create a few files, save them, close them, and open them.

Guide students through the difference between closing a file and quitting or exiting a program.

Guide students through exploring the difference between just starting a new file and opening an old one.

Writing Tools Teaching Sequence

**Spell Checker and Grammar Checker**
Refer students to handout called **Spell Checker**.

Students will open the document **Sushi** and run a spell check on it.

Ask student to get into the word processing program and type a paragraph filled with challenging words.

Guide students through the use of the spell checker.  Explain that the spell checker is really a spelling comparer.  It compares the words in its dictionary to the words in your document. When it does not find a match, it highlights the word in your document as a suspicious word.

Use your discretion about how much of the Important Terms handout to explain at this point.

Retrieve a few old documents and spell check them.

From now on all documents should be spell checked before they are considered completed.

**Thesaurus**
Refer students to **Thesaurus** handout.

Students will find synonyms for the boldfaced words in **Using the Thesaurus**.
Be sure to make a special note of the following issues and features:
 The right column has synonyms for the word highlighted on the left.

 Inflected words (e.g. words with ending with "s," "ing," etc.) need to be looked up
 without their endings.

## Sushi, Anyone?[2]

When it comes to loworing fat in the blood, <u>a fish diet is better than a vejeterian diet</u>, reports an international research group at a meeting of the American Heart Assosheation.  "Our data provide the first evidins that a stabel fish diet lowers lipoproteen (a), or Lp (a), levels, a blood fat that increases the risk of heart attack," says Dr. Santica M. Marcovina, of the University of washington, Seattle.  Lp (a), consisting of low-density-lipoprotein, the "bad" kolesterol, encreases fat buildup in the artery walls and the risk of blood clots that can provoke a heart attack or stroke.

Two East african Bantu groups were the subjects in the study. One group is composed of farmers who are mainly *vegetarians*. The other group is formd by people who live near a lake and eat fish three to four times daily. "Within each size group, Lp (a) was consistintly lower in those eating the fish diet as compared with the vegtarians," Dr. Marcovina says. The median Lp (a) difrins between the groups was striking:  **40%**.

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[2]This article was printed in the November 27, 1997 edition of *OT Week*.

## Spell Checked Sushi, Anyone?

When it comes to lowering fat in the blood, <u>a fish diet is better than a vegetarian diet</u>, reports an international research group at a meeting of the American Heart Association. "Our data provide the first evidence that a stable fish diet lowers lipoprotein (a), or Lp (a), levels, a blood fat that increases the risk of heart attack," says Dr. Santica M. Marcovina, of the University of Washington, Seattle. Lp (a), consisting of low-density-lipoprotein, the "bad" cholesterol, increases fat buildup in the artery walls and the risk of blood clots that can provoke a heart attack or stroke.

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# USING THE THESAURUS

Using the thesaurus in *Word* or *Bookshelf*, find synonyms for the words in boldface type.

1. It is **possible** that only human beings, of all living species, do not **live entirely** in the present. (Isaac Asimov)

2. Time is a **great** teacher. (Carl Sandberg)

3. Prejudice which sees what it pleases, cannot **see** what is plain. (Aubrey de Vere)

4. It **infuriates** me to be wrong when I know I'm **right**. (Moliere)

5. **Success** generally depends upon knowing how long it takes to succeed. (Montesquieu)

6. Life can only be **understood** backwards; but it must be lived forwards. (Sören Kierkegaard)

7. The time you **enjoy** wasting is not **wasted** time. (Bertrand Russell)

## Proofing

Explain to students the difference between Proofing and Spell Checking. The Spell Checker will find words that are not in the Spell Checker's Dictionary, but it will not find words that are correctly spelled, but should not be there or are used in the wrong context.

## Two Proofing Tools: Screen Reader and the Grammar Checker

### Screen Readers and Selecting Text

Explain to students that to use the screen readers effectively, they will need to be able to select the text they want to hear. To practice their selecting skills, students can complete **Ergonomics**.

Show students how to load an appropriate screen reader (e.g., Text Reader, Jaws, ZTExtra, Monologue), then listen to **Listening Experience** to get used to listening to the computer.

Next students will open the file **Listening to Tree Rings** and listen with the intent of finding grammatical errors and then correcting them.

### Grammar Checker

Show students the basic procedure for grammar checking a document.  Explain that grammar checkers can give incorrect advice and that students should never take the grammar checker's advice if they do not understand the grammar checker's rationale.

Students will open the file **Loch Ness Monster** and run a grammar check.

Have students run a grammar check of some of their files. Emphasize that the grammar checker may skip what is wrong and indicate that what is right is wrong....Life is tough.

Original Ergonomics

# ERGONOMICS

Ergonomics is defined as "an applied science that coordinates the design of devices, systems, and physical working conditions with the capacities and requirements of the worker.[3]"  Ergonomics is <u>very</u> important for intense computer users. Several surveys by colleges and universities have suggested a connection between computer use and increased rates of eyestrain, back pain, neck pain, wrist pain and stress. Some people think nothing will help alleviate this problem.

For good workstation ergonomics, **the workstation should have the following elements**: an adjustable lamp to the side of the monitor, a glare screen, a detachable keyboard, a wrist pad, and an adjustable chair.  However, all of these items are expensive so people never buy them. Office workers should adjust the height of the chair so that his or her feet are flat on the ground and the user's hips should be against the back of the chair.  The user should also sit approximately a foot and a half from the monitor.

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[3]<u>Random House Webster's College Dictionary</u>.  Random House: New York, 1991.

Directions for Ergonomics

1.    Open the file **Ergonomics**.

2.    Select the sentence that reads:  "Some people think nothing will help alleviate this problem." Delete this sentence.

3.    Find the sentence that begins:  "Several surveys by colleges and universities have suggested….". Select the portion that reads:  "colleges and universities" and type "government and private researchers".

4.    Select the sentence that reads:  "However, all of these items are expensive so people never buy them."  Delete this sentence.

5.    Find the sentence that begins:  "Office workers should adjust the height of the chair…". Select the portion that reads: "Office workers" and type "The computer user".

Corrected Ergonomics

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[4]<u>Random House Webster's College Dictionary</u>.  Random House: New York, 1991.

## Some Thoughts about Computers[5], A Listening Experience

Yesterday I fired up all my machines (computer, copier, scanner, etc.). got out my color markers and pencils, and dove joyfully into the sea of ideas and technology. I love my computer so much. Every time I work with it I get the feeling I can do anything, that the potential for learning is limitless. It also gives me the feeling of working in collaboration with someone rather than working on my own. In some ways it takes the edge off having to do everything right the first time. It is truly a machine of the mind. One of the best things it does is store and organize mountains of information. I store my sketchbook notes and drawings and keep coming back to them-editing, translating, twisting, working in color, in black and white, writing, nudging things this way and that. For a mind like mine, which is far too busy and too interested in too many things and is addicted to it all, it is the perfect pal.

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[5] Excerpt from Stine, Richard. *The World of Richard Stine*. New York: Welcome Enterprises, Inc. 1994.

Original Tree Rings

## Tree Rings

Trees have a long, proud history.  Sum were on earth 100 million year before the dinosaurs.  Many people thinks the giant sequoia redwoods in California are over 3,000 years old.  Dr. A.E. Douglass has dated beams in bold Indian pueblos back to the year 1200.  Where did get this figures?  He goat them from tree rings which are the diaries of the tree's life on earth.  Let's look at how Dr. Douglass studies them trees to find out not only the age of the tree, but what the whether was like when the tree were alive.

The dark center of a tree is call the heartwood.  Heartwood holds the tree up straight.  On the outside of is bark, which protects the tree fro insects, disease, and whether.  Between the and the heartwood are tree rings, or sapwood.  Each years of the life of a trees, a knew ring of sapwood is added to the diameters of the tree. In the spring and summer the sapwood grows rapidly; in the fall the growth slows down; in the it stops growing.  Then when the winter is over, a knew tree ring begins to grow.  Thus, you simply count the number of rings to see how cold the tree is.  Dr. Douglass says the width of each wring indicates the kind of weather during that year. The widen the ring, the more reign the tree received and the fast it grew.

As you may have guessed, the amount of would in a single tree is amazing, and also pretty hard of imagine.  But here are sum specific figures.  A giant sequoia, if sawed into lumber, would give enough wood to built thirty-five houses.  A tree a diameter of twenty-four inches would cut into 250 board feet for each usable sixteen-foot log cut from it.  A bored foot is a piece to lumber one foot square and one inches thick.

You have probably seen neatly stacked piles of wood outside many house.  Could you tell if they added up a cord or not?  A cord is a unit used to measured wood.  A cord of wood is stack of four-foot logs which is four feet high and eight feet long.

To put one Sunday edition to the **New York Times,** the publisher uses 800 cords of pulpwood.  It takes eighty acres on forest and to produce that much wood.

Corrected Tree Rings

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## Loch Ness Monster

Tales about the Loch Ness monster is legendary. None of these tales have ever been proven, but a lot of people still maintains that "Nessie" does exist. the "Nessie" experts who say they have actually seen the creature believe that it is an evolved species of the long-neck plesiosaurus they say the features of the two are very similar – a flat head, a wide mouth, a long unusual neck, a real large body and large strange paddle-like feet.

Those who believe in the Loch Ness Monster feels strongly that such a creature can still exist. They point out that their are other survivor's from the dinosaur days like turtle crocodile's and some lizards whose looks have changed very little. They says that the Loch would be an excellent home for such a creatures and that the Monster made it's way into the ancient waters thousand of years ago.

The "Nessie" experts hope to show that the creature does exist but they are very concerned about what will happen to "Nessie" when people know a creature like that really does exists. They are sure the legendary Loch Ness Monster will desperately be in need of our protection.

## Loch Ness Monster Edited

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Moving Around Documents and Manipulating Windows

Reinforce the difference between the mouse pointer and the insertion point (cursor).   Review how the cursor can be moved with the mouse.

Demonstrate the use of the scroll bar (box and arrows), close box, resizing box, and moving windows features.

If student needs to use keyboard commands instead of the mouse, refer handout on Keyboard Shortcuts.

Refer to **Selecting Text** handout.  Explain to students that this is a reference tool and for right now they will focus only on the basic technique of press and drag (hold, drag and let go)  Have students practice deleting text with the selection method and with the delete key(s).

Have students practice creating, spell checking, grammar checking, saving, and closing files.

Test #1.

# Test #1

You may use your handouts while taking this test. In fact, we encourage you to use your handouts. Remember that the goal is productivity, not memorization.

1. Load the Word program. (2)

2. Write a paragraph about a special experience you have had recently. (2)

3. Spell check and grammar check your document. (2)

4.  Be sure your diskette is in the computer.
   Save your document on your disk (2) naming it **test1**.
   (1).

5. Show your instructor your paragraph.

6. Are you ready to stop working for today?
   If you are, quit the Word program.

   If you are going to keep working, close your file and open a new one.
   (1)

Centering and Other Justifications Teaching Sequence

Begin with having students type a paragraph with left and right (full)
justification.  Ask student to save and print this text.

Discuss the other options in format available from the four icons on the ruler.
By selecting the text and choosing a different icon, students can see the
effect of the different types of justification on his text.

Consider having the student print a selection with each type of format.

Refer to **Centering** handout**.**  Discuss the concept of centering and how it is
usually just for titles.

**Exercises**:
• Centering Practice
• Create a document with a left or right justified heading, centered title, and
  left or full justified paragraph.(Extra Practice Only)

Editing Practice Teaching Sequence

## Exercises
- Spelling Quote, Reproducing and Editing
- Disability Quote, Reproducing and Editing

Extra Practice Only
- The Barnacle
- Lizards That Walk on Water
- Sky Diving

Test #2

First Belief

1.    In a new file, create a three line heading with your name, this class (HD 21H), and the date in the upper left corner.

2.    Copy the passage titled **Belief**.

3.    Spell and grammar check your document.

4.    Save the passage onto your diskette.

5.    Show your instructor your work.

6.    Change the title from **Belief** to **First Belief**.

7.    In the second sentence, erase the words **at all** so the sentence reads:
           It does not reside within an individual.

8.    Using the Thesaurus, replace the word **reside** in the second sentence with a synonym.

9.    In the third sentence, erase **Secondly,** and add **Our second belief is that**

10.   In the third sentence, erase the word **change**, and add the word **alter**.

      The changed third sentence reads:
           Our second belief is that electronic technology can alter environments in such a manner as to allow people who have various functional deficits to operate without any disability whatsoever.

11.   At the end of the passage enter the following text:
           Electronic technology includes computers with spelling checkers, voice output, and voice input.

12.   Save the changes you have just made to your document.

Original Belief

Name
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Date

<div align="center">

Belief
A Quote from Richard Read
Center for Computing and Disability
State University of New York, Albany

</div>

Our first belief is that disability is a relational concept. It does not at all reside within an individual. Secondly, electronic technology can change environments in such a manner as to allow people who have various functional deficits to operate without any disability whatsoever.

Edited Belief

Name
HD 21H
Date

First Belief
A Quote from Richard Read
Center for Computing and Disability
State University of New York, Albany

Our first belief is that disability is a relational concept. It does not reside **(synonym)** within an individual. Our second belief is that electronic technology can alter environments in such a manner as to allow people who have various functional deficits to operate without any disability whatsoever. Electronic technology includes computers with spelling checkers, voice output, and voice input.

## Some Thoughts About Spelling

1.    Copy the passage **Some Thoughts About Spelling**.

2.    Spell check your document.

3.    Save this file to your diskette.

4.    Show your instructor your work.

5.    Delete the word **absolutely** from the first sentence.

6.    Erase the word **Anticipating** from the beginning of the second sentence and add the words **To expect**.

7.    Add the words **and unkind** after the word **unrealistic** in the second sentence.

8.    Use the thesaurus to replace the word **aim** in the last sentence with a synonym for aim.

9.    Add this sentence to the end of the paragraph. **This is a quote from Eileen Sterling, an educator at St. David's College in England.**

10.   Add a heading to the top of your document. Include your name, this class and today's date.

11.   Save this document with the changes. You will be replacing the old version with the new edited version.

Original **Some Thoughts About Spelling**


## Some Thoughts About Spelling

It should be made absolutely clear from the outset that accuracy cannot always be achieved. Anticipating perfection is unrealistic. However, logic in spelling is an attainable goal, and moreover, it makes written communication possible and successful. The aim of writing is not correct spelling but to communicate messages, thoughts, or ideas as meaningfully as possible.

Edited **Some Thoughts About Spelling**

Name
Class
Date

## Some Thoughts About Spelling

It should be made clear from the outset that accuracy cannot always be achieved. To expect perfection is unrealistic and unkind. However, logic in spelling is an attainable goal, and moreover, it makes written communication possible and successful. The aim (**synonym**) of writing is not correct spelling but to communicate messages, thoughts, or ideas as meaningfully as possible. This is a quote from Eileen Sterling, an educator at St. David's College in England.

## The Barnacle

Most individuals have heard of barnacles.  Barnacles live on ship bottoms and must be scraped off every once in a while because too many of them slow down the ship.  Beyond this however, most people do not know much about the barnacle.

Some individuals might say the barnacle looks like a clam or a strange sort of snail, but this is not an accurate description .  Although the barnacle is quite difficult to describe, a biologist came very close to the truth when he said that the barnacle is a shrimp that lives in a shell, lies on its back and eats with its feet.

## Barnacle Changes

1. Change the title from "The Barnacle" to "The Animal that almost Defies Description."

2. Change the word "individuals" that appears once in both paragraphs to the word "people."

3. Between the first and second sentence of paragraph one, insert this sentence:
   > Sometimes they live on wharves, pilings, or rocks along the ocean coast, where they form a thick bed with their hard crusty shells.

4. In the second paragraph, erase the clause:
   Although the barnacle is quite difficult to describe

   Make any necessary capitalization or punctuation changes.

5. Show your work to your instructor.

6. Save your work with the changes.

Original Lizards

## Lizards That Walk on Water

Would you believe that some lizards can really walk on water ? The basilisk lizards of Mexico and Central America are able to do this very well.  These lizards have large feet, a light body, and a very long tail. Their hind legs are much stronger than their front ones. They run on these and keep most of their body above the water. The basilisk moves across the water in a way that allows it to push itself forward with as much force as possible. It can take one leg from the water and then bring it forward into a new step with incredible speed. Scientists say that there are two explanations for the basilisk's ability to keep its body above the water like this. The reasons are its large feet and the incredible speed of its steps. As long as the basilisk is able to keep running across the water, it will not sink.

Instructions for Changing Lizards

1.    Type the paragraph titled **Lizards That Walk on Water**.

2.    Save this file as **Lizards**.

3.    Show your instructor your work.

4.    In the first sentence, delete the word **really** so the sentence reads:
         Would you believe that some lizards can walk on water?

5.    At the end of the second sentence, insert the words **because they are unique animals**.

6.    In the fifth sentence, delete the word **these** and insert the words **their hind legs** so the sentence reads:
         They run on their hind legs and keep most of their body above the water.

7.    At the beginning of the last sentence, insert the words **Because of their unique bodies** so that the sentence reads:
         Because of their unique bodies, as long as the basilisk is able to keep running across the water, it will not sink.

8.    Proofread your document to check for any spelling, capitalization, or punctuation errors.

9.    Save this document.  You will replacing the first version of Lizards with this new version.

Lizards with Changes

## Lizards That Walk on Water

Would you believe that some lizards can walk on water? The basilisk lizards of Mexico and Central America are able to do this very well because they are unique animals. These lizards have large feet, a light body, and a very long tail. Their hind legs are much stronger than their front ones. They run on their hind legs and keep most of their body above the water. The basilisk moves across the water in a way that allows it to push itself forward with as much force as possible.It can take one leg from the water and then bring it forward into a new step with incredible speed. Scientists say that there are two explanations for the basilisk's ability to keep its body above the water like this. The reasons are its large feet and the incredible speed of its steps. Because of their unique bodies, as long as the basilisk is able to keep running across the water, it will not sink.

Sky Diving

1.      Type the document called **Sky Diving**.

2.      Save this document naming it **diving**.

3.      Show your instructor your work.

4.      In the first sentence, insert the word **great** before the word **fun** so the
        sentence is this:
                Sky diving is great fun.

5.      In the second sentence change the word **most** to the word **many** so
        the sentence is this:
                Parachute jumpers say that many people have the wrong idea
                about sky diving.

6.      Erase **They say that** from the third sentence so the sentence is this:
                Jumping from an airplane is not as frightening as you might
                think.

7.      Find the sentence:  The jump makes you feel as if you are floating.

        Right after this sentence, insert this new sentence:
                There is no other feeling like this in the world.

8.      Save this document.  You will be replacing the first version of **diving**
        with this new version.

9.      Show your instructor your work.

Original Sky Diving

## Sky Diving

Sky diving is fun.  Parachute jumpers say that most people have the wrong idea about sky diving.  They say that jumping from an airplane is not as frightening as you might think.  The feeling that you get when you are sky diving is not anything like the feeling that you get when you are going down in an elevator or when you are falling.  Once the parachute has opened and its lines are clear, you suddenly find that you feel great.  The jump makes you feel as if you are floating.  Your body feels weightless and wonderful.

Diving with Changes

## Sky Diving

Sky diving is great fun. Parachute jumpers say that many people have the wrong idea about sky diving. Jumping from an airplane is not as frightening as you might think. The feeling that you get when you are sky diving is not anything like the feeling that you get when you are going down in an elevator or when you are falling. Once the parachute has opened and its lines are clear, you suddenly find that you feel great. The jump make you feel as if you are floating. There is no other feeling like this in the world. Your body feels weightless and wonderful.

## Test #2

1.    Load the word processing program. (1)

2.    Type the document called **The Americans with Disabilities Act**.

3.    Spell and grammar check this document. (2)

4.    Save this document naming it **ADA**. (1)

5.    Show your instructor your work.

6.    In the second sentence of the first paragraph, insert the word **landmark** before the word **bill**. (1)

7.    Using your thesaurus, replace the word **allow** in the second sentence of the first paragraph with a synonym. (1)

8.    In the first sentence of the second paragraph, erase the words **will not be** and add the words **has not been** (1)

9.    At the end of the second paragraph, add these sentences: Santa Monica College's ADA Compliance Officer is Sandi Burnett. She is available to assist all faculty, staff, and students with any questions concerning this legislation. (1)

10.   Save this file, replacing the old version with the new version. (1)

11.   Close this file, but do not quit the program. (1)

Name
HD 21H
Date

<div align="center">The Americans with Disabilities Act[6]</div>

The Americans with Disabilities Act (ADA) gives people with disabilities the same rights as women and minorities have had since 1964. The bill does not allow discrimination in employment, public services, public accommodations, transportation, and telecommunications.

Since July 1992, discrimination against people with disabilities will not be permitted by organizations with 25 or more people.  By 1994, organizations with 15 or more people were covered. The ADA makes it illegal for employers and supervisors to discriminate against a qualified person with a disability in hiring, firing, salary, training and promotion.

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[6]Brown, Dale. "The Americans with Disabilities Act: Civil Rights for Persons      with Disabilities and Their Families.". Perspectives on Dyslexia, Fall 1990,          Vol. 16, No.4.

Edited ADA

Name
HD 21H
Date

<div align="center">The Americans with Disabilities Act</div>

The Americans with Disabilities Act (ADA) gives people with disabilities the same rights as women and minorities have had since 1964. The landmark bill does not allow **(synonym)** discrimination in employment, public services, public accommodations, transportation, and telecommunications.

Since July 1992, discrimination against people with disabilities has not been permitted by organizations with 25 or more people.  By 1994, organizations with 15 or more people were covered. The ADA makes it illegal for employers and supervisors to discriminate against a qualified person with a disability in hiring, firing, salary, training and promotion. Santa Monica College's ADA Compliance Officer is Sandi Burnett. She is available to assist all faculty, staff, and students with any questions concerning this legislation.

## Undo and Help Teaching Sequence

Show students the Undo option in menu and on the toolbar.  Explain what it is for and have students experiment with using it. Refer them to their undo handout. Have them do the **Undo** exercise.

Discuss the **Help** feature with students. Encourage them to look up some topics from the Help menu. Have them do the **Help** exercise.

Have students use the Help feature to find out how to use **the Always on Top** option. This option keeps the Help window open as you follow the help advice.

# Undo Exercise

1.      Open up the file entitled **ADA** from your disk.

2.      Highlight all the text.

3.      Hit the enter key.

4.      OOPS! What happened? Did the text disappear?

5.      Use the **Undo** command to undo what you just did.

# Help Exercise

1.    Use your Office Assistant to find information on the Undo feature.

2.    Print this information.

Setting Line Spacing with the Spacing Icons Teaching Sequence

Show students the spacing icons on the ruler line.  Explain that they represent single, one-and-one-half and double spacing respectively. As appropriate, per the student's handout, show student how to change line spacing through the menu also.

**Please Note the following**
Line spacing in Word is a paragraph level feature.  When you change spacing, ALL the text that you have selected AND all the text up to the previous hard return will be affected.  For example, if you have a four sentence paragraph and select the last two sentences to be double spaced, the first two sentences will also be affected by the double spacing. The space above the first line of text with the new spacing will also be affected.

Using their line spacing handout, students will complete these assignments.
•Duplicate **What Causes the Holes in Swiss Cheese**
•Have students create a document with a left or right justified heading, centered titled, and an indented, double spaced paragraph.

## What Causes the Holes in Swiss Cheese[7]

The cheese industry prefers to call these openings eyes rather than

holes. The eyes are created by expanding gases that are emitted by a

bacterium known as the eye former. (double)

The eye former is introduced during the early stages of Swiss cheese
production. The bacterium forms the holes, helps ripen the cheese, and lends
Swiss cheese its distinctive flavor. (single)

The eyes, then, are not there for cosmetic reasons. Some cheese

makers add holes artificially to give cheese the appearance of real Swiss

cheese. This cheese does not have the flavor of genuine Swiss cheese. (one

and a half)

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[7]adapted from Feldman, David. Imponderables. William Morrow: New York,        1987, p.192.

## Fonts, Sizes and Formats Teaching Sequence

Refer to handout.

Open an old document and add special fonts, sizes and formats.

Have students who need extra practice duplicate **A Silken Trap**.

Proceed to Test #3, Writing a Review.

Silken Trap

name (12 point font)
HD 21H
date

# A Silken Trap
(24 point font)

(18 point font) The <u>silken</u> traps made by spiders give them a clear advantage over their prey. They are a strange wonder of straight lines, angles, and never ending attachments. A small insect who happens to blunder into the spider's snare finds it **impossible** to escape. The minute it enters the trap, the spider's delicate touch receptors pick up the vibrations and the spider rushes onto the web.

(14 point font) The spider is **<u>very careful</u>** not to get caught in its own trap. It uses only the outer frame and spokes of the web. These are made up of a safe, dry fiber. If the spider should run across the inner connecting lines between the spokes of the web, it would become trapped in the same way that its prey does. These *inner lines* are like an *adhesive* and stick to anything that touches them. The clever spider seems very aware of the difference. It skims quickly and confidently across the dry fibers to its prey.

# Writing a Review, Test #3

Write a review (e.g. restaurant, movie, book, television program) and save it on your diskette. (1)

Include the following features in your review.

- Centered title (1)
- Indented paragraphs (1)
- Double spaced text (2)
- Bold (1)
- Underline (1)
- At least 2 text sizes (2)
- Heading with your name, class, and today's date (1)

Review Unit (as needed)

**Assignments**
Beaver
Biggest Bird

Name
HD 21H
Instructor's Name
Date

<u>The Beaver</u>

The beaver has lived on the earth a long time.  Skeletons of beavers who lived more than 15,000 years ago have been dug up.  These were as large as bear's skeletons

The beaver belongs to the rodent family.  The mouse is one of its smaller relatives.  Some of its other relatives are the rat, gopher, and squirrel.  All of these animals **gnaw**.  The beaver gnaws trees and plants to get food and to get material with which to build houses.

Directions:

1.　　　Copy this text.  Pay careful attention to the special features.

2.　　　Spell check your document.

3.　　　Using your thesaurus, find synonyms for these words:
　　　　　　long
　　　　　　family

　　　Think about which meaning subgroup from which you should choose each synonym.

4.　　　Change the title from Underlined to Bolded.

5.　　　Change the line spacing to 1 1/2.

6.　　　Save this file.

## THE BIGGEST BIRD

The biggest bird of all is the ostrich. It can weigh 300 pounds or more. It grows eight feet tall.

The ostrich is incapable of flying. Scientists think that the ancestors of the ostrich were smaller and flew like other birds, but they had no enemies so they had <u>no need to fly</u>. Over millions of years, ostriches grew bigger and heavier, and their wings became weaker.

The ostrich, which roams the African plains, does have hungry enemies such as lions and cheetahs. But the ostrich can run **fifty** miles an hour, faster than many of its enemies.

The ostrich lays the biggest egg in the world today. Its egg measures six to nine inches long and weighs about three pounds. If it were empty, it could hold the insides of about eighteen chicken eggs.

<u>Directions</u>

1.     Copy this text including all special features.

2.     Add a heading with your name and the date.

3.     Find the sentence: But the ostrich can run **fifty** miles an hour, faster than many of its enemies. After this sentence, add:
>       Besides, the ostrich is so tall and has such acute eyesight that it can see danger from far off.

4.     Using your thesaurus, find synonyms for these words.
>       hungry
>       danger

>       Think about the meaning subgroup from which you should choose each synonym. You may need to change the endings of some words to make them grammatically correct.

5.     Bold the title.

6.     Change the line spacing to double.

7.     Save this file.

Save As Teaching Sequence

Explain the purpose of the Save As command.
Refer students to the handout on the Save As command.
Students will use a memo as practice material to have the opportunity to create a memo and use default tabs to set up the heading.
Consider using a memo template as an option.
Assignment
> Copy Memo Version 1, saving it as Memo Version 1 (memo1 for Windows 3.11).
> Transform this document into Memo Version 2 saving it as Memo Version 2 (memo2 for Windows 3.11).

Assignments for Extra Practice Only
> Quarter Horse (two versions)
> Baker's Dozen (two versions)
> Ergonomics (formerly Test #4)

Memo Version 1

1.  Copy this memo.
2.  **Save** this memo **as** Memo Version 1 or memo1.

## MEMO

TO:          English Department

FROM:        Robert Simon, Chair

DATE:        September 8, 2000

SUBJECT:  Intracampus Correspondence

When you send correspondence to someone within the College, you use the memo form.

The address, salutation, complimentary close, and signature are omitted.

Be sure to double space between headings. Use single spacing for the paragraphs, but leave a line of space between each paragraph.

If you have any specific questions about typing a memo, consult a good reference manual.

ejs

copy:        Roberta Lampert, Dean
             Academic Affairs

Memo Version 2

1.  Transform your document memo 1 so that it looks just like this version.

The text changes are in bold to make them obvious; however, the bold
should not be included in the final version.

Be sure to include all the changes to the text as well as the formatting. The
new font is Arial, 12 point.

## 2. **Save** the new version **as Memo Version 2 or memo2**.

MEMO

**TO**:              English Department

**FROM**:          Robert Simon, Chair

**DATE**:          September 8, 2000

**SUBJECT**:  **Interdepartmental** Correspondence

When you send correspondence to someone within the College*,* **I would
appreciate your using** the memo form.

The address, salutation, complimentary close, and signature are omitted.

Be sure to double space between headings. Use single spacing for the paragraphs,
but leave a line of space between each paragraph.

*If you have any specific questions about typing a memo, consult a good reference
manual.*

ejs

copy:   Roberta Lampert, Dean
                    Academic Affairs

# The Quarter Horse I

A Quarter Horse is not one-fourth of a horse.  Quarter horse is the name of a special breed of riding horse.  Thoroughbred is another breed.

The Quarter Horse gets its name because Quarter Horses are the **fastest** horses in the quarter mile race.  The breed was first developed in the United States over 200 years ago.  In those days race tracks were rarely longer than a quarter mile because they usually had to be cut from dense forests.  Quarter Horses were bred to run the quarter-mile distance faster than any other horse.

*Today ranchers in the West use Quarter Horses for work that requires quick starts and fast turns.*

# The Quarter Horse II

A Quarter Horse is not *one-fourth of a horse*.  Quarter horse is the name of a special breed of riding horse. Thoroughbred is another breed.

The Quarter Horse gets its name because Quarter Horses are the fastest horses in the quarter mile race.  The breed was first developed in the United States over **200** years ago.  In those days race tracks were rarely longer than a quarter mile because they usually had to be cut from dense forests.  Quarter Horses were bred to run the quarter-mile distance faster than any other horse.  Today ranchers in the West use Quarter Horses for work that requires quick starts and fast turns.

# A Baker's Dozen I

**Bread** is such an important food that many countries have laws to make sure people can buy good bread at a fair price.

In the old days a law in England said that if a baker sold rolls by the dozen, the twelve rolls had to weigh a certain amount. Wise bakers did not want to be accused of cheating their customers. They often threw in an extra roll with every dozen, just to make sure the buyer got the weight she was paying for. After a while, thirteen of anything was called "a baker's dozen."

# A Baker's Dozen II

Bread is such an important food that many countries have laws to make sure people can buy good bread at a fair price.

In the old days a law in **England** said that if a baker sold rolls by the dozen, the twelve rolls had to weigh a certain amount.  Wise bakers did not want to be accused of cheating their customers.  They often threw in an extra roll with every dozen, just to make sure the buyer got the weight she was paying for.  After a while, thirteen of anything was called a *baker's dozen*.

## Save As Ergonomics Part I

1.      Copy this document.
2.      Save this document, and name it **Ergo1.**

<div align="right">

Name
HD 21H
Instructor's Name
Date

</div>

<div align="center">

ERGONOMICS I

</div>

Ergonomics is defined as "an applied science that coordinates the design of devices, systems, and physical working conditions with the capacities and requirements of the worker.[8]"  Ergonomics is <u>very</u> important for intense computer users.  Several surveys by government and private researchers have suggested a connection between computer use and increased rates of eyestrain, back pain, neck pain, wrist pain and stress.

For good workstation ergonomics, **the workstation should have the following elements**: an adjustable lamp to the side of the monitor, a glare screen, a detachable keyboard, a wrist pad, and an adjustable chair.  The computer user should adjust the height of the chair so that his or her feet are flat on the ground and the user's hips should be against the back of the chair.  The user should also sit approximately a foot and a half from the monitor.

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[8]<u>Random House Webster's College Dictionary</u>.  Random House: New York, 1991.

## Save As Ergonomics Part II

1.    Transform Ergo1 into the following document.
2.    Using your thesaurus, find a synonym for the word **important** in the second sentence of the first paragraph.
3.    **Save** this transformed document **as Ergo2**.

Name
HD 21H
Instructor's Name
Date

# ERGONOMICS II

Ergonomics is defined as "an applied science that coordinates the design of devices, systems, and physical working conditions with the capacities and requirements of the worker." Ergonomics is very **important (synonym)** for intense computer users.  Several surveys by government and private researchers have suggested a connection between computer use and increased rates of eyestrain, back pain, neck pain, wrist pain and stress.

For good workstation ergonomics, the workstation should have the following elements: **an adjustable lamp to the side of the monitor, a glare screen, a detachable keyboard, a wrist pad, and an adjustable chair**. The computer user should adjust the height of the chair so that his or her feet are flat on the ground and the user's hips should be against the back of the chair.  The user should also sit approximately *a foot and a half* from the monitor.

Copying, Cutting, and Pasting Text Teaching Sequence

Discuss the reasons you may want to cut or copy text.

Explain the concept of the clipboard: a storage facility in the computer's working memory.

Refer students to the handout **Copying, Cutting, and Pasting Text**. Have students retrieve an old file and practice cutting, copying, and pasting text.

Special Note: Each time you use the Copy or Cut command to place text on the Clipboard, the text that was previously on the clipboard is replaced with the new text.

Exercises
Misplaced Modifiers
Tea Ceremony

> Students will open the file **Tea** from the student files folder. Have students use the cut and paste commands (and/or **drag and drop feature**) to rearrange the paragraphs to look like the correct model for Tea Ceremony. Have students save the corrected version **as** Tea2.

**Extra Practice**
Jumbled Florence (filename: fixflo)
Clouds and Thunderstorms (filename: clouds)
Jumbled Red (filename: red)

Test #5 Rosa Parks
Procedure is the same as for Tea Ceremony. Test also includes using the Thesaurus and adjusting special features.

# MISPLACED OR DANGLING MODIFIERS

## DEFINITION
A misplaced modifier is a misplaced phrase modifying the wrong word(s).

## TYPES
1.     A word (often a pronoun) has been left out, so that the introductory phrase does not complement what follows.
   **Example**: Running across the street, the bus left.
2.     A phrase or word in a sentence is too far from the idea that it modifies.
   **Example***:* We sat watching the planes land on her terrace.

## DIRECTIONS
Using cut and paste, move the misplaced modifiers in the following sentences to a correct position in each sentence. The misplaced modifiers are underlined.

**Hint:** It may also be necessary to change punctuation and add words to correct the following sentences.

1. We sat watching the planes land <u>on her terrace</u>.

2. The employee was given a gift in a box <u>who is going to retire</u>.

3. The man sat down in an easy chair to tell his children about his childhood <u>after dinner</u>.

4. <u>Just</u> the swimmer missed her chance to compete in the race.

5. Joe found a twenty-dollar bill <u>walking home</u>.

6. This morning I asked Mrs. Harris to approve this <u>twice</u>.

7. For sale, antique teapot by an original owner <u>with copper bottom</u>.

8. I saw a house on fire <u>running down the street</u>.

9. I write a letter to my cousin who lives in Florida <u>every week</u>.

10. The blaze was extinguished before any damage was done <u>by the local fire department</u>.

11. Repeat what you have read <u>with your books closed</u>.

Jumbled Tea Ceremony

## Tea Ceremony

The tea ceremony was originated in China by Buddhist monks who believed that tea had medicinal qualities. It was brought to Japan in the 13th century, but it was not until the 16th century that Zen monks had mastered, codified, and ennobled the drinking of tea. Once practiced only in Zen monasteries, the tea ceremony is now popular among the general public.

The traditional ceremony, as practiced today, takes place in a tea room, or cha-shitsu, situated in a garden or a special room within a house. The simply constructed room is small, accommodating a host and five guests, and the floors are covered with straw (tatami) mats.

The Japanese tea ceremony, or cha-no-yu, is the ancient practice of serving tea according to a strict ritual that defines the manner in which tea is prepared and served. Rooted in Zen Buddhism, the art of the tea ceremony symbolizes aesthetic simplicity through the elimination of the unnecessary.

The most formal ceremony takes four hours, and two types of green tea are served. A gong is sounded to signal the beginning of the ceremony. Following a prescribed pattern, the host prepared the tea with the utmost exactness. The principal guest is served first, after which the ritual is repeated. The accurate and delicate performance of each act is thought to represent the fundamental Zen principles of harmony, respect, purity, and tranquillity.

Edited Tea Ceremony

## Tea Ceremony[9]

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[9]Groiler's Electronic Encyclopedia, 1993

## The Flood at Florence

There was not time to move books and printings.  Works of art were coated with mud and oil.  Walls and statues were in danger of crumbling.  News of the flood spread throughout the world.

People from around the world had often gone to Florence to enjoy its treasures.   When Florence needed help, they came to work.

The city of Florence, Italy, has been a center of art and learning since the Middle Ages.  The scientist Galileo once walked its streets and studied the heavens through its new telescope.  Authors and artists worked there.  Its churches and museums hold valuable  art pieces.  Its library is the largest in Italy.

As the water went down, an army of helpers moved into Florence.  Some of them were trained workers who knew how to treat the damaged pictures and books.  Most of them were young people from more than a dozen countries.  Dressed in blue work clothes, they went to work with brooms and shovels.  They carried books and paintings to safe places.  They worked hour after hour without pay.

In November 1966, the treasures of Florence were almost destroyed.  Nineteen inches of rain came down in two days.  The rising Arno River roared over its banks and rushed through the streets.  Over 500,000 tons of mud swept into the city.

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People from around the world had often gone to Florence to enjoy its treasures.   When Florence needed help, they came to work.

## Clouds and Thunderstorms

1.    Open the file **Clouds** from the student files folder that was copied to your diskette.

2.    Rearrange the paragraphs so that they are in the same order as the paragraphs in handout with the correct version.

3.    Change the special features and format in your document so they match the special features in the handout.

4.    Using the thesaurus feature, find a synonym for the following words:
         **believe** in paragraph 1
         **stop** in paragraph 5

Clouds and Thunderstorms

After it has rained for some time, the rain cools the air and the air stops rising.  No more water vapor comes to the clouds and they stop growing.  Then the storm ends.

Although it may be hard to believe, the sun makes it rain.   Water must be absorbed by the air before it can come down.  It is warmth from the sun that lifts water up.

Air often rises on a warm day.   As it rises, it cools.  Its water vapor turns into droplets and small clouds form.  As more air rises and cools, the clouds grow.  The drops of water in the clouds grow  bigger.  When the drops are too big to float in the air, rain comes down.

As the sun shines on oceans, lakes, and rivers, water vapor forms and spreads through the air.  Warm air holds a great deal of water vapor, but cold air does not hold much.  When warm moist air cools, some of its water vapor turns  into liquid.  Droplets  form and make clouds.  If the clouds are chilled, then rain may fall.

A  thunderstorm can make many different kinds of clouds, lightning and thunder, very heavy rain showers, hail, and sometimes even tornados.  Thunderstorms often occur with clouds which are called cumulonimbus.  These are very large cumulus clouds.  The clouds in this  family have flat bottoms and an unward movement.

Name
Class
Date

# Clouds and Thunderstorms

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A  thunderstorm can make many different kinds of clouds, lightning and thunder, very heavy rain showers, hail, and sometimes even tornados. Thunderstorms often occur with clouds which are called cumulonimbus. These are very large **cumulus** clouds.  The clouds in this family have flat bottoms and an upward movement.

After it has rained for some time, the rain cools the air and the air stops rising.  No more water vapor comes to the clouds and they stop growing. Then the storm ends.

Jumbled Red

## Red Hot Chili Peppers[10]

There are five types of capsaicin, with differing effects on the mouth. Capsaicin causes the watery eyes and runny nose, the sweating and burning, and the thirst you experience when eating the hot food. The chemical stimulates pain receptors all along the digestive tract. But capsaicin not only stimulates pain
receptors, it also appears to block transmission of some pain signals. This might explain, in part, why people get accustomed to hot foods and can tolerate increasingly hotter dishes. Why do some like it hot? Nobody knows-some experts think it's our sense of adventure. Others suspect masochism. But few cuisines pass up hot peppers entirely. For one thing, hot peppers have an antibacterial effect, thus, preserving food.

The fruits of the genus *Capsicum* include sweet bell peppers as well as hot chili peppers. (Black pepper belongs to another family.) All contain capsaicin, the chemical that provides the "heat", but bell peppers contain little. As many as one-fourth of all people around the world eat hot peppers daily.   Chilies may be the
oldest known spice of all; they've turned up in archeological sites in Mexico dating to 7000 B.C., as well as in ancient Peru and Iraq. Native Americans burned hot peppers and used the smoke to ward off invading Europeans, according to a recent review article by Geoffrey Cordell in *The Annals of Pharmacotherapy.* Deterrent use of hot pepper continues today in anti-dog and anti-mugger sprays.

Chilies are rich in vitamin C: nine times more than in tomatoes, by weight. But you would have to munch half a chili pepper a day to get a significant amount. One health bonus: chilies help make up for the absence of fat and salt in food.

As you swallow a mouthful of three-alarm chili, you may wonder if food that scorches your mucous membranes could possibly be good for you or your stomach lining. Why do you sometimes get heartburn after a spicy meal? Does very spicy food-as has been rumored-cause ulcers or cancer? Or as has also been claimed, does it help you lose weight, reduce blood cholesterol, thin the blood, warm you up in winter, and cool you off in summer?

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[10]University of California at Berkeley Wellness Letter. Florida: Health Letter Associates, March, 1995.

Corrected Red

Name
Date

### Red Hot Chili Peppers[11]

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[11]University of California at Berkeley Wellness Letter. Florida: Health Letter Associates, March, 1995.

## Test #4

1. Open the file **Parks** from the student files folder that was copied to your diskette. (1)

2. Rearrange the paragraphs so that they are in the same order as the paragraphs in the handout with the correct version. (3)

   Be sure each paragraph is indented by using your tab key and that there are no empty lines between paragraphs. (1)

3. Add a left justified heading with your name, class and date. (1)

4. Adjust the title so it is centered and bold. (1)

5. Change the line spacing of the paragraphs to 1.5. (1)

6. **Save** the file **as Parks2**. (2)

Jumbled Rosa Parks

Rosa Parks

After the successful Montgomery bus boycott, Parks was denied employment and moved to Detroit in 1957, where she worked as a seamstress and assisted the Southern Christian Leadership Conference. From 1965 to her retirement in 1988, she served as staff assistant to U.S. Representative John Conyers. She remains active in civil right causes, making numerous public appearances each year.

As secretary of the Montgomery chapter of the NAACP, Parks also worked closely with the black community's Montgomery Improvement Association, whose president was the Reverend Martin Luther King, Jr. The preceding summer, she had attended workshops on civil disobedience at the Monteagle, Tennessee, Highlander Folk School. Parks and others had considered expanding an earlier bus boycott to defy the discriminatory law.

In December 1955, returning home from her assistant tailor job in Montgomery, Parks refused a bus driver's order to surrender her seat to a white man. She was jailed and fined $14. Although she later said she was too tired to move that day, her action was part of a plan to create a court test case.

Parks' mother, a rural school teacher, separated from her father in 1915, and raised her daughter alone. When her mother fell ill, Parks dropped out of high school to provide care. In 1932, she married Raymond Parks, a black barber and civil rights activist.

Often called "the mother of the civil rights movement," Rosa Louise McCauley Parks, born in Tuskegee, Alabama, February 4, 1913, sparked the 381-day Montgomery bus boycott that led to a 1956 Supreme Court order outlawing discriminatory practices on Montgomery buses.

Edited Rosa Parks

Name
Class
Date

## Rosa Parks[12]

       Often called "the mother of the civil rights movement," Rosa Louise McCauley Parks, born in Tuskegee, Alabama, February 4, 1913, sparked the 381-day Montgomery bus boycott that led to a 1956 Supreme Court order outlawing discriminatory practices on Montgomery buses.

       In December 1955, returning home from her assistant tailor job in Montgomery, Parks refused a bus driver's order to surrender her seat to a white man. She was jailed and fined $14. Although she later said she was too tired to move that day, her action was part of a plan to create a court test case.

       As secretary of the Montgomery chapter of the NAACP, Parks also worked closely with the black community's Montgomery Improvement Association, whose president was the Reverend Martin Luther King, Jr. The preceding summer, she had attended workshops on civil disobedience at the Monteagle, Tennessee, Highlander Folk School. Parks and others had considered expanding an earlier bus boycott to defy the discriminatory law.

       Parks' mother, a rural school teacher, separated from her father in 1915, and raised her daughter alone. When her mother fell ill, Parks dropped out of high school to provide care. In 1932, she married Raymond Parks, a black barber and civil rights activist.

       After the successful Montgomery bus boycott, Parks was denied employment and moved to Detroit in 1957, where she worked as a seamstress and assisted the Southern Christian Leadership Conference. From 1965 to her retirement in 1988, she served as staff assistant to U.S. Representative John Conyers. She remains active in civil right causes, making numerous public appearances each year.

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[12]ibid. 6

Finding and Replacing Text Teaching Sequence

Refer to Handout:  **Finding and Replacing Text**

1.      Explain rationale for the Find command

2.      Have students open old document and practice using the Find command.

3.      Explain rationale for Replace.

4.      Have students open **Jumtech** and practice using the Find & Replace command.

# Instructions for Jumbled Tech

1.    Open the file entitled **Jumtech** from the student files for Word folder that was copied to your diskette..

2.    Using the **Replace** feature: Find all instances of the word **science** and Replace with the word **technology.**

3.    Using the **Replace** feature: Find all instances of the word **alternative** and Replace with the word **assistive.**

Jumbled Tech

## Alternative Science

Alternative science is the use of any device that will enable persons with disabilities to function to their maximum potential educationally, vocationally, socially and in daily living activities. This includes both low and high science applications. Low or "lite" science refers to any apparatus that is either non-electronically-based or simple battery operated items (e.g., toys, tape recorders). High science involves the use of sophisticated systems that are electronically-based (e.g., power wheelchairs and environmental control systems). Implementations of this science concerns the entire individual and should include an analysis of the person's goals, needs, abilities and potential capabilities. Through a comprehensive evaluation, the most appropriate science can be selected and matched to the individual. It still remains, however, only a tool. Effective use is only achieved when the individual can independently and successfully implement the use of the science. This can involve custom modifications, extensive training and ongoing assessment by a team of individuals who may include, but are not limited to, the person with a disability, family members, teachers, the employer, occupational therapist, physical therapist, speech/language pathologist, psychologist, rehabilitation engineer, and/or physician.[13]

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[13]Diane Bristow and Gail Pickering. How to Keep Abreast of Technology. Northridge, CA: California State University, Northridge: 1992.

Corrected Tech

## Assistive Technology

Assistive technology is the use of any device that will enable persons with disabilities to function to their maximum potential educationally, vocationally, socially and in daily living activities. This includes both low and high technology applications. Low or "lite" technology refers to any apparatus that is either non-electronically-based or simple battery operated items (e.g., toys, tape recorders). High technology involves the use of sophisticated systems that are electronically-based (e.g., power wheelchairs and environmental control systems). Implementations of this technology concerns the entire individual and should include an analysis of the person's goals, needs, abilities and potential capabilities. Through a comprehensive evaluation, the most appropriate technology can be selected and matched to the individual. It still remains, however, only a tool. Effective use is only achieved when the individual can independently and successfully implement the use of the technology. This can involve custom modifications, extensive training and ongoing assessment by a team of individuals who may include, but are not limited to, the person with a disability, family members, teachers, the employer, occupational therapist, physical therapist, speech/language pathologist, psychologist, rehabilitation engineer, and/or physician.[14]

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[14]Diane Bristow and Gail Pickering. How to Keep Abreast of Technology. Northridge, CA: California State University, Northridge: 1992.

Outlining Teaching Sequence

Discuss with students the value of an outline for ordering information.

With the help of the their outlining handout, students will complete these assignments.

1.  <u>Introduction to Creating an Outline</u>
    Copy the outline **How to Take Lecture Notes.**

2.  <u>Outline Editing</u>
    Organize items from Rainforest outline (in student files folder on each student's diskette).

Extra Practice:    **Smoke** from the student files folder.
                             **Meeting Outline**
                             **Conventional Technology**
                             **Computer Items Outline**

Outlining Skills Demonstration: Test #5

How to Take Lecture Notes

I.      Seven characteristics of good lecture notes
        A.      Written on 8 1/2 by 11 inch notebook paper. (Try to get legal ruled paper)
        B.      Heading includes name or number of course, teacher's name, date and lecture topic
        C.      Major points stand out clearly
        D.      Details are neatly listed under major points
        E.      Include things written on the board
        F.      Include examples teacher gives
        G.      Don't try to repeat teacher's words exactly
II.     How to improve listening
        A.      Eliminate environmental distractions. (e.g. Don't sit near window or near annoying classmates.)
        B.      Eliminate physical distractions
                1.  Dress so you're not too warm or cold
                2.  Eat first so you won't be hungry
                3.  Visit rest room before class
        C.      Eliminate internal distractions (e.g. Don't think about what you will do after class.)
III.    Speaker's clues to major points in lectures
        A.      May pause before or after a major point
        B.      May repeat a major point
        C.      May raise or lower voice for major point
        D.      May state major point and number of details (e.g., "Seven characteristics of good notes")
        E.      May write important points on board to be copied

# Organizing Information into an Outline

Students retrieve this in outline format from student files folder on their diskettes. File Name: Rainfrst

## Organize the following items into an outline.[15]

Broad-leafed evergreen woodlands that receive at least 100 inches of rain annually

Rainforests cleared for cattle ranching

Description of a rainforest

Rainforests burned to provide land for agricultural products

Home to 1/2 of the earth's life forms

Results of rainforest destruction

Global warming from increased carbon dioxide in the air

Disappearing at the rate of 100 acres per minute

Trees destroyed for lumber

Why rainforests are being destroyed

Flooding and erosion

Rainforest flooded as part of hydroelectric project to provide energy

Rainforest exploited to pay off debts of developing countries

Destruction of habitat for millions of plant and animal species

---

[15]Adapted from Earth Day 1990 Fact Sheet **Tropical Rainforests**

## Model for Organized Outline on Rainforests

Name

Class

Date

Rainforests

I.      Description of the rainforest

     A.      Broad-leafed evergreen woodlands that receive at least 100 inches of rain annually

     B.      Home to 1/2 of the earth's life forms

     C.      Disappearing at a rate of 110 acres per minute

II.     Why rainforests are being destroyed

     A.      Rainforests cleared for cattle ranching

     B.      Trees destroyed for lumber

     C.      Rainforests burned to provide land for agricultural products

     D.      Rainforest flooded as part of hydroelectric project to                provide energy

     E.      Rainforests exploited to pay off debts of developing countries

III.    Results of rainforest destruction

     A.      Global warming from increased carbon dioxide in the air

     B.      Flooding and erosion

     C.      Destruction of habitat for millions of plant and animal species.

## Computer Items Outline

1.      View your document as an outline.

2.      Copy these items.
              computer applications
              Microsoft Word
              computer system components
              CD ROM drive
              WordPerfect
              database
              word processing brands
              microprocessor
              game
              erasing text
              keyboard
              modem
              some word processing features
              monitor
              mouse
              inserting text
              word processing
              Internet browser
              aligning text

3.      Rearrange these items so they form a logical outline.

Jumbled Smoke Outline

Third leading preventable cause of death
Visually disgusting
Sensory turnoff
Stinks
Distorts taste of food
Dingy curtains, carpets, and walls
Dirty ashtrays
Contributes to causing lung cancer
Increases fetus' carbon monoxide
Worsens lung problems like bronchitis and emphysema
43 of cigarette smoke's 4,700 compounds are carcinogens
Infringes on civil rights
Negatively affects fetal growth and development
Priority must be given to protecting rights of those who are not harming others
Increases risk of heart disease
Decreases fetus' oxygen
Passive smoke statistics
Secondary smoke bad for your health
Right to enjoy a meal in a non-polluted environment
Kills as many as 50,000 Americans yearly

Corrected Smoke Outline

I.      Sensory turnoff
        A.      Visually disgusting
                1.      Dirty ashtrays
                2.      Dingy curtains, carpets, and walls
        B.      Stinks
        C.      Distorts taste of food
II.     Secondary smoke bad for your health
        A.      Contributes to causing lung cancer
                1.  43 of cigarette smoke's 4,700 compounds are carcinogens
        B.      Worsens lung problems like bronchitis and emphysema
        C.      Negatively affects fetal growth and development
                1.      Increases fetus' carbon monoxide
                2.      Decreases fetus' oxygen
        D.      Increases risk of heart disease
        E.      Passive smoke statistics
                1.      Kills as many as 50,000 Americans yearly
                2.      Third leading preventable cause of death
III.    Infringes on civil rights
        A.      Right to enjoy a meal in a non-polluted environment
        B.      Priority must be given to protecting rights of those who are not harming others.

Meeting Outline

I.    Housekeeping
      A.    General
            1.    Office
            2.    Maintenance
                  a.    Hardware
                  b.    Equipment
            3.    Supplies
                  a.    Accommodation
                  b.    Software
                  c.    Other
      B.    Scheduling
            1.    Staff
            2.    Volunteers
II.   Program Updates
      A.    Status
      B.    Needs
III.  Upcoming Events
      A.    Workshops
      B.    Roundtable discussions
IV.   Staff Report
      A.    Consultations
            1.    Last week report
            2.    Upcoming week
                  a.    Staff needs
      B.    Internships
      C.    Questions, Answers, Suggestions & Concerns
            1.    Open discussion
            2.    Follow-up
V.    Pending
      A.    Updates
            1.    Brochures
            2.    Safety & Evacuation Plan
            3.    Annual Goals
            4.    Newsletter
      B.    Miscellaneous

# Outlining, Test #5

## Part I

1.     Open up a new document.

2.     View your document as an outline. (1)

3.     Number the outline. (1)

4.     Copy the following items exactly as you see them on this page.

United States
Louvre Museum
New York City
Smithsonian Museum
France
Chrysler Building
Madrid
Lincoln Memorial
Spain
Washington D.C.
Paris
Empire State Building
Eiffel Tower
Prado Museum

5.     Using your outline features, rearrange the items into an organized
       outline. (3)

## Part II

Create an outline of at least 10 items on any topic including at least three main topics and at least three different levels.

Number your outline with the standard outline numbering (e.g. I., A., 1. etc.)

I Level, Three main topics (1)
A Level (1)
1 Level (1)
Numbering Outline (1)
Outline Logic/Editing (1)

## Example:

I.
      A.
           1.
II.
      A.
      B.
           1.
           2.
III.
      A.
      B.
      C.

Changing Margins Teaching Sequence

Refer to **Changing Margins** handout:

1.      Be sure students understand the definition of margin.

2.      Discuss the default margins.  Help students observe the relationship between the width of the text and the inches on the editing screen ruler line and the width of the paper (8 1/2 inches).

3.      Have students retrieve an old document and practice changing the left and right as well as top and bottom margins.  Be sure they use Print Preview to check out how the text area relative to the margins.

Some students will benefit from trying out all methods of changing the margins and then choosing which one they prefer.

For others, consider introducing one method. Using the ruler is the most confusing method because of the difference between the page scale and regular ruler.  Students who like to see and touch what is happening might enjoy changing the margins with the method that starts with the Print Preview Command (Mac only).  The most straight forward method is typing new margins.

For Extra Practice
**Why are There Right Angles but No Left Angles?**

Why Are There Right Angles but No Left Angles

Name
HD 21H
Date

## WHY ARE THERE RIGHT ANGLES
## BUT NO LEFT ANGLES?

When you talk about your right hand, right means the opposite of left. But it has a different meaning when you say "**The answer is right.**" In that case right is not the opposite of left. And the same is true of the right in a right angle. That's why <u>there are no left angles</u>.

Long ago, one of the meanings for right was straight up and down. If the walls for a house were straight up and down, they were right, and they made a right angle with the floor.

A right angle came to be any angle with sides that were perpendicular to each other. If one side was perfectly flat, like a floor, the other would point straight up and down. A right angle is a ninety degree angle. If you tip it sideways, it is still a right angle, even though its sides no longer point up and down.

<u>Directions</u>

1.  Type the above text.  Pay attention to special features.

2.  Spell check the document.

3.  Bold the title.

4.  Use the thesaurus to find a word to replace "different" in the second sentence of the first paragraph.

5.  Change the paragraphs to double spacing.

6.  Change the margins to the following:
    L = 2 inches
    R = 2 inches
    Top = 1.5 inches

7.  Delete the underlining in the last sentence of the first paragraph.

Creating a Header for an Academic Paper Teaching Sequence

Refer to the **Creating a Header** handout:

1.    Define headers (and footers) and show students some examples.

2.    Show them an example of a research paper with an MLA style header
      that includes last name and page number right justified.

3.    Have students open a few files and use their handout to practice
      creating a header for an academic paper.

4.    Assignment: **Who Defines What the Ideal Human Is?**

5.    Extra Practice: **Rings**

The following paragraphs are excerpted from an article by a University of California, Irvine student who is deaf.

Who Defines What the Ideal Human Is?

There are people who think we shouldn't have to build ramps to make everything accessible for everyone. **That sort of attitude is what makes a disability a handicap**. If you have a wheelchair and there are ramps, you can work, you can go to the supermarket, you can function in society. You have the technology that makes you capable of functioning in society. <u>But you cannot do that unless the social environment which you are in is accessible to you</u>.

Your handicap is defined by the restrictions social organizations put on your life. I'm not handicapped as long as people are willing to speak up, as long as I have hearing aids, as long as I have an FM loop, I can do everything I want to do.

DIRECTIONS
1.  Type the above text. Pay attention to the special features.
2.  Spell check and grammar check the document.
3.  Use the thesaurus to find synonym for the word "think" in the first sentence of the first paragraph. Be sure to think about the meaning of "think" in this sentence.
4.  Bold the title.
5.  Change the line spacing for the whole document to double spacing.
6.  Change the left and right margins to two inches.
7.  Change both the top and bottom margins to three inches.
8.  Observe the effect of your margins changes with the Print Preview command. (If you are using WordPerfect, go to View, Two Page).
9.  Show your instructor your work.
10. Delete the underlining in the last sentence of the first paragraph.
11. Add a head**ing** to the top of your document. Include your name, your class, your instructor, and today's date.
12. Add a right justified head**er** with your last name and page number to this file.

Vertical Centering and Adding a Title page Teaching Sequence

1.    Demonstrate (illustrate) the difference between horizontal and vertical
      centering.  Remind students they already know how to center
      horizontally using the justification icon on the ruler line.  They know
      how to set up horizontal centering either before or after the text to be
      centered is typed.

2.    Students will duplicate the title page **The Spirituality and Science of
      Yoga** using their vertical centering handout. As an option, students can
      use this document as a model and create their own title page.

3.    Students will add a title page to the beginning of an existing document
      using the handouts **Adding a Title Page to the Beginning of a
      Document** and **Inserting a Page Break**.
      In the process they will learn how to create a section break that creates
      a new page and how to suppress a header for the first page of a
      document.

Extra Practice:  **Song from Pippa Passes**

**The Spirituality and Science of Yoga**
by
Julia Waldman

English 24
Mrs. Cates

September 8, 2000

Song from Pippa Passes

The year's in the spring
And day's in the morn;
Morning's at seven;
The hillside's dew-pearled

The lark's on the wing;
The snail's on the thorn;
God's in his heaven-
All's right with the world!

## Test #6
## Directions for Tree Rings

1.   Open the document **Rings** from the student files folder that was copied to your diskette. (1/2)

2.   Use cutting and pasting to put the paragraphs in the correct order. (3)

3.   Eliminate the line of empty space between each paragraph. (1/2)

4.   Add a four line head**ing** in the upper left including your name, class, teacher's name and date. (1/2)

5.   Double space the entire document including the heading. (1/2)

6.   Add a head**er** with your last name and page number right justified. (3)

7.   Change the margins to one inch all around. (1)

8.   Replace every instance of the word *would* with *wood*. (1)

9.   Use the thesaurus to find a word to replace *giant* in the first paragraph. (1)

10.  Save the document as Rings2. (1)

11.  Using vertical and horizontal centering, create a title page for this document. Position the title page at the beginning of the document. (3) Please use your handouts **Adding a Title Page to the Beginning of a Document**.

# Jumbled Tree Rings
## Tree Rings

You have probably seen neatly stacked piles of would outside many houses.  Could you tell if they added up to a cord or not?  A cord is a unit used to measure would.  A cord of would is stack of four-foot logs which is four feet high and eight feet long.

To put out one Sunday edition of the **New York Times,** the publisher uses 800 cords of pulpwould.  It takes eighty acres of forest land to produce that much would.

Trees have a long, proud history.  Some were on earth 100 million years before the dinosaurs.  Many people think the giant sequoia redwoulds in California are over 3,000 years old.  Dr. A.E. Douglass has dated beams in old Indian pueblos back to the year 1200.  Where did he get these figures?  He got them from tree rings which are the diaries of the tree's life on earth.  Let's look at how Dr. Douglass studies them to find out not only the age of the tree, but what the weather was like when the tree was alive.

As you may have guessed, the amount of would in a single tree is amazing, and also pretty hard to imagine.  But here are some specific figures.  A giant sequoia, if sawed into lumber, would give enough would to built thirty-five houses.  A tree with a diameter of twenty-four inches would cut into 250 board feet for each usable sixteen-foot log cut from it.  A board foot is a piece of lumber one foot square and one inch thick.

The dark center of a tree is call the heartwould.  Heartwould holds the tree up straight.  On the outside is bark, which protects the tree from insects, disease, and weather.  Between the bark and the heartwould are tree rings, or sapwould.  Each year in the life of a tree, a new ring of sapwould is added to the diameter of the tree.  In the spring and summer the sapwould grows rapidly; in the fall the growth slows down; in the winter it stops growing.  Then when the winter is over, a new tree ring begins to grow.  Thus, you simply count the number of rings to see how old the tree is.  Dr. Douglass says the width of each ring indicates the kind of weather during that year.  The wider the ring, the more rain the tree received and the faster it grew.

## Tree Rings

Tree Rings

Trees have a long, proud history.  Some were on earth 100 million years before the dinosaurs.  Many people think the giant sequoia redwoods in California are over 3,000 years old.  Dr. A.E. Douglass has dated beams in old Indian pueblos back to the year 1200.  Where did he get these figures?  He got them from tree rings which are the diaries of the tree's life on earth.  Let's look at how Dr. Douglass studies them to find out not only the age of the tree, but what the weather was like when the tree was alive.

The dark center of a tree is call the heartwood.  Heartwood holds the tree up straight.  On the outside is bark, which protects the tree from insects, disease, and weather.  Between the bark and the heartwood are tree rings, or sapwood.  Each year in the life of a tree, a new ring of sapwood is added to the diameter of the tree.  In the spring and summer the sapwood grows rapidly; in the fall the growth slows down; in the winter it stops growing.  Then when the winter is over, a new tree ring begins to grow.  Thus, you simply count the number of rings to see how old the tree is.  Dr. Douglass says the width of each ring indicates the kind of weather during that year.  The wider the ring, the more rain the tree received and the faster it grew.

As you may have guessed, the amount of wood in a single tree is amazing, and also pretty hard to imagine.  But here are some specific figures.  A giant sequoia, if sawed into lumber, would give enough wood to built thirty-five houses.  A tree with a diameter of twenty-four inches would cut into 250 board feet for each usable sixteen-foot log cut from it.  A board foot is a piece of lumber one foot square and one inch thick.

You have probably seen neatly stacked piles of wood outside many houses.  Could you tell if they added up to a cord or not?  A cord is a unit used to measure wood.  A cord of wood is stack of four-foot logs which is four feet high and eight feet long.

To put out one Sunday edition of the **New York Times,** the publisher uses 800 cords of pulpwood.  It takes eighty acres of forest land to produce that much wood.

Indent Feature Teaching Sequence

1.    Demonstrate to students how long quotes are indented in research papers.
2.    Students will experience why the indent feature (vs. tabs) is needed by completing the assignment: **Why Not Use the Tab Key?**.
3.    Students will use their indent handouts (**Indenting with Word, Using a Hanging Indent for Works Cited, Inserting the Copyright Symbol**) to complete the exercise: **Creating and Referencing Quotes**. This exercise will include adding a page break and creating a works cited list. For the works cited list, students need to use a hanging indent to ensure that the second and subsequent lines of each citation are indented.

Extra Practice: **Practice with Indenting**

## Why Not Use the Tab Key?

1.    Type the following paragraph. Create the one inch left indented quote by pressing enter at the end of each line and by pressing the tab key twice at the beginning of each line of the quote.

     For hundreds of years people have been consuming chocolate in many different ways. As Rosso and Lukins explain:

2 tabs   Drinking chocolate began with the Aztecs. Montezuma <Enter>

2 tabs   reportedly drank up to fifty cups a day, believing it to be an <Enter>

2 tabs   aphrodisiac. Then, again, maybe he liked the taste. In Vienna <Enter>

2 tabs   they dollop the drink with whipped cream. In Russia <Enter>

2 tabs   and Brazil they add coffee, and in modern Mexico they stir in <Enter>

2 tabs   cinnamon, cherry, and even orange zest. (Rosso and Lukins <Enter>

2 tabs   662)

2.    Add the following sentence after the third sentence (ending in "taste").

     In France chocolate is melted into milk and cream.

What happened to the formatting of your paragraph?

### Works Cited

Rosso, Julie and Shiela Lukins. (1989). *The New Basics Cookbook*. New York: Workman
     Publishing. p. 662.

## CREATING and REFERENCING QUOTES

1. Type the document called **Writing**.

2. Use a one inch left indent for the long quotes.

3. Insert a page break.

4. Create a works cited page using a .5 inch hanging indent to ensure that your citations are

   properly formatted.

**Writing**

Some people avoid writing because they find it difficult and believe that good writing should, somehow, come naturally. "Writing is a process like any other. It is hard; it has to be learned; it can be frustrating, and it can be extremely exciting and rewarding" (Wanderman, *Tips*). Wanderman's observation is consistent with that of American writer, F. Scott Fitzgerald, who said, "All good writing is swimming under water and holding your breath" (Columbia Dictionary of Quotations).

Although writing is a lonely, painful process, computers can help. Wanderman summarizes how computers can facilitate the writing process:

> Computers make it easier to get ideas recorded outside of your head. Computers make it easier to edit, change, and work with ideas. Computers make it easier to publish or share ideas (Wanderman, *How Computers Change*).

Computers cannot do it alone, though. It takes a person willing to work through the process.

> The success of technology has more to do with people than machines. All the right parts and pieces won't work miracles by themselves. It is people who make technology powerful by creatively using it to fulfill their dreams (Alliance for Technology Access, *Computer Resources for People with Disabilities*).

Writing can become easier if you use technology to help you. It takes some time to learn the technology, but it can make a world of difference.

## Works Cited

The Alliance for Technology Access. *Computer Resources for People with Disabilities*. 2nd ed. Alameda, CA:  Hunter House Publishers, 1996.

Fitzgerald, F. Scott. "Writing." *Columbia Dictionary of Quotations.* Microsoft Bookshelf CD-ROM © 1987-1995. Redmond: Microsoft Corporation, 1995

Wanderman, Richard. *How Computers Change the Writing Process for People with Learning Disabilities*. 21 March 1998 <http://ldresources.com/writingchange.html>.

---. *Tips on Writing for People with Learning Disabilities*. 5 June 1999 <http://www.ldresources.com/>.

# Practice with Indenting

1.      Duplicate the following text. The quotation has a left indent at one
        inch.

The last line of A. A. Milne's <u>The House at Pooh Corner</u> ends with the
following observation:

> So they went off together.  But wherever they go, and whatever
> happens to them on the way, in that enchanted place on the top
> of the Forest, a little boy and his Bear will always be playing.

2.      Duplicate the following text. The quotation has a left indent at one inch
        and a right indent at five inches.  Remember to include the work cited.
        *Note:*  <u>I</u>nsert a Page <u>B</u>reak before your work cited.

> The opportunity to make a decision is not a problem or a
> headache; it is a chance to exercise some control over your life
> (Davis and Strasser 1977).

<u>Work Cited</u>
Davis, G. And Strasser B. (1977). *Teaching Strategies for Values*

*Awareness and Decision-Making in Health Education*. Thorofare,

N.J.: Charles B. Slack.

Keys Review Exercise
Directions for Keys

1.    Open the file **Keys** from the student files folder that was copied to
      your diskette.

2.    Rearrange the paragraphs so they are in the correct order.

3.    Add a head**ing** with your name, class, and date to the top, upper left
      of your document.

4.    Add a head**er** with your last name and the page number right justified.

5.    Change the title from bold to underlined.

6.    Double space the entire file.

7.    Use the default margins.

8.    Use 14 point text for the paragraphs and 18 point text for the title.

9.    Using the thesaurus, find a synonym for the word **fast** in paragraph
      two.

10.   Using the Replace feature, replace all instances of the word **radios**
      with **typewriters**.

11.   Spell check this document.

12.   Save this document **as** Keys2.

Jumbled Why are Typewriter Keys in Their Current Position

## Why are Typewriter Keys in Their Current Configuration[16]

Christopher Latham Sholes, the American inventor responsible for the first production typewriter in 1873, found that the alphabetical arrangement of the keys led to jamming when the type writer bars of fast typists were on the upstrike. Sholes consulted his brother, a teacher, who developed the idea that the bars of letters used frequently in combination should come from opposite directions.

With the advent of sophisticated radios, word processors, and computers that work without the traditional bars, the need for the QWERTY configuration is gone. Many theorists have proposed more efficient letter arrangements. The Dvorak keyboard has gained rabid adherents. However, the question remains whether a century of QWERTY keyboard use can be overcome by such a mild force as logic.

The early developers of type writers were obsessed with similarities between their keyboards and piano keyboards. Most radios, therefore, had eight to ten rows, since separate keys were needed for capital letters before the invention of the shift key. Most of these pioneer keyboards were arranged in strictly alphabetical order.

Sholes, aware of consumer resistance toward new configurations of previously standardized products, sold his customers on the "scientific arrangement" of his new keyboard. Sholes claimed that the QWERTY keyboard required the least possible movement of the hands while typing. The exact opposite was the truth. Sholes' QWERTY arrangement necessitates a finger trek of great movement around the keyboard to form the most basic English words. Yet Sholes' misleading advertising is still believed by most typists.

The brother Sholes created the "QWERTY" keyboard we have today. The real purpose of this configuration was to avoid key jamming. At the time Sholes introduced the QWERTY keyboard, even the most proficient typists used two fingers--it was thought impossible to learn how to touch-type, even though the letters were arranged in alphabetical order!

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[16]ibid. 3, p. 127-8

Edited Version of Why are Typewriter Keys in Their Current Configuration

Name

Class

Date

# Why are Typewriter Keys in Their Current Configuration[17]

The early developers of type writers were obsessed with similarities between their keyboards and piano keyboards. Most typewriters, therefore, had eight to ten rows, since separate keys were needed for capital letters before the invention of the shift key. Most of these pioneer (**synonym**) keyboards were arranged in strictly alphabetical order.

Christopher Latham Sholes, the American inventor responsible for the first production typewriter in 1873, found that the alphabetical arrangement of the keys led to jamming when the type writer bars of fast typists were on the upstrike. Sholes consulted his brother, a teacher, who developed the idea that the bars of letters used frequently in combination should come from opposite directions.

The brother Sholes created the "QWERTY" keyboard we have today. The real purpose of this configuration was to avoid key jamming. At the time Sholes introduced the QWERTY keyboard, even the most proficient typists used two fingers--it was thought impossible to learn how to touch-type, even though the letters were arranged in alphabetical order!

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With the advent of sophisticated typewriters, word processors, and computers that work without the traditional bars, the need for the QWERTY configuration is gone. Many theorists have proposed more efficient letter arrangements. The Dvorak keyboard has gained rabid adherents. However, the question remains whether a century of QWERTY keyboard use can be overcome by such a mild force as logic.

Gun Control Instructions

1.      Open the file **Gun Control** from the 21H Student Files Folder that is on your disk.

2.      Add a head**ing** with your name, class, and date to the top of your document.

3.      Create a **right aligned header**.  The header must include your last name and page number.

4.      **Double-space** the entire document.

5.      **Change the margins** to 1" on the right and left, top and bottom.

6.      **Create a title page** as follows:
        a.      The title should be: **Gun Control Does Not Work**
        b.      Press the enter key twice after the title and type your name, the name of the course, the instructor's name, and the date.  **These should each be on a separate line and single-spaced**.
        c.      <u>Do not</u> include a header on the title page.
        d.      Start the page number of the body of the essay at 1.

7.      After the second paragraph, create (type) the following once inch left indented quote:

        The thousands of gun-control laws in the United States are of two general types. The older kind sought to regulate how, where, and by whom firearms could be carried. More recent laws have sought to make it more costly to buy, sell, or use firearms (or certain classes of firearms, such as assault rifles, Saturday-night specials, and so on) by imposing fees, special taxes, or surtaxes on them (Polsby 4).

10.     Find the following quoted paragraph and indent it **one inch from the left margin:**

        [P]ractically everything people do to protect themselves against crime provides only the illusion of security in that any such measure can be defeated by a sufficiently clever and motivated criminal. Dogs can be diverted or poisoned, burglar bars can be breached, home alarm systems can be subverted, chains and deadbolt locks can be cut and picked. That sales of all these items have skyrocketed in recent years is further proof – as if further proof were needed – that the fear of crime is real (Wright 65).

11.　　Find the following quoted paragraph and indent it **one inch from the left margin:**

> You also have to wonder how many habitual criminals are stupid enough to buy their guns over the counter in a state known for its strict waiting period and background check, when they have a number of alternatives:  they can ask (or pay) someone without a criminal record to buy a gun for them, they can steal a gun, they can borrow one, or they can buy one in the grey or black market (Sullum 49).

12.　　Using the **FIND** feature, find the first occurrence of the word **violent**.

13.　　Using the **Thesaurus**, look up a synonym for the word **violent** and replace it with a synonym that fits well in the sentence.

14.　　Using the **Find and Replace** feature, FIND the word **protection** and REPLACE it with **self-defense**.

15.　　At the end of the body of the paper, **write a paragraph** stating your thoughts and opinions about what you have read. You can include what you think about gun control, whether or not you agree, etc.

16.　　Get a list of quotes from your instructor. Find a quote that supports your opinion and include it in your paragraph. Be sure to reference the source (author and title) of the quote within the essay.

17.　　At the end of the document, create a **Works Cited page**, including the citation for the quote you found. Use your student handout **Creating a Works Cited Page**, AND the handout your instructor gives you.

18.　　Save the file **as** Gun Control 2.

Gun Control File Version

Gun control laws will not work because the majority of people who own guns do not commit crimes with their guns.  They use their guns for other purposes. Another reason gun control laws will not work is because guns can be purchased or obtained by means other than retail stores.  Lastly, laws controlling guns will not work because the guns do not shoot by themselves; they are operated by people, and the behaviors of people cannot be controlled.

Gun control means that the government would enact laws that limit the numbers and types of guns that are owned by the people of the United States. By doing so, the government hopes to decrease the number of **violent** crimes.

According to Wright, half of the households in the country already own guns, this percentage has remained constant for four decades, and new guns are usually purchased by people who already own guns (63-64). Therefore, gun control laws limiting purchases would not deter crime, because many people already possess guns.

Most people who already own guns do not use them for criminal intent. A majority of the guns are used for sports and recreational purposes, or for protection. Advocates of gun control say use of guns for sport is barbaric or silly, but that is a way of life for some people and not an issue to be judged on how one spends his or her time. Just as one would not hear comments about golf or tennis or any other sport as senseless recreation, recreational gun use cannot be ridiculed. According to Wright, "Most…guns are owned for socially innocuous sport and recreational purposes" and guns are the "most commonly owned piece of sporting equipment in the United States, with the exception of sneakers" (64). Wright points out that just as golf doesn't kill 35,000 people each year, recreational use of guns doesn't kill either.

> It is the violent or criminal *abuse* of guns that should concern us, and the vast majority of guns now in circulation will never be used for anything more violent or abusive than killing the furry creatures of the woods and fields (Wright 65).

Besides using a gun for sport, owning a gun is just one method people use to gain a sense of personal safety. "Many guns are also owned for protection against crime, and some are indeed used for that purpose; whether they are actually safer or not, many people certainly seem to feel safer when they have a gun" (Wright 65).  While proponents of gun control may say that owning a gun to feel safe is deceptive, it seems that anything a person may try to do to deter crime can be overcome by a determined lawbreaker.

[P]ractically everything people do to protect themselves against crime provides only the illusion of security in that any such measure can be defeated by a sufficiently clever and motivated criminal. Dogs can be diverted or poisoned, burglar bars can be breached, home alarm systems can be subverted, chains and deadbolt locks can be cut and picked. That sales of all these items have skyrocketed in recent years is further proof – as if further proof were needed – that the fear of crime is real (Wright 65).

So some people choose to protect themselves with a gun.  "[P]eople who are armed make comparatively unattractive victims" (Polsby 5).

There are gun control laws that require checking a person's background before he or she can buy a gun. In addition, there are waiting periods in which people have to wait until they can take ownership of the gun. While there are background check requirements and waiting

periods, these methods are not going to be effective in controlling gun purchases when there are other ways to obtain guns. Guns are not always bought in retail stores. There are a variety of non-traditional ways to obtain a gun.

> Research on both adult and juvenile felons and offenders has made it obvious that the illicit firearms market is dominated, overwhelmingly, by informal swaps, trades, and purchases among family members, friends, acquaintances, and street and black-market sources. It is a rare criminal…who attempts to acquire a gun through a conventional over-the-counter transaction with a normal retail outlet (Wright 65-66).

In addition, Sullum states:

> A background check can stop a crazy gunman only if he has already done something to distinguish himself. Unfortunately, mass murderers and assassins commonly stay out of both serious trouble and mental hospitals for many years before they commit the crimes that make them famous (48).

Knowing that retail outlets will require a background check and/or waiting period, savvy criminals would not risk going through that process.

You also have to wonder how many habitual criminals are stupid enough to buy their guns over the counter in a state known for its strict waiting period and background check, when they have a number of alternatives:  they can ask (or pay) someone without a criminal record to buy a gun for them, they can steal a gun, they can borrow one, or they can buy one in the grey or black market (Sullum 49).

Gun control laws only work if everyone follows the rules. However, most criminals have no respect for laws; they are already breaking several other laws. Obeying a gun control law would be the least of their concerns. If someone wants a gun badly enough, he or she will find a way to get it. It is a simple application of the supply and demand theory. If enough people demand a product, there will be a supply readily available to them. "If we intend to control gun violence by reducing the availability of firearms…, then we have to find some workable means to confront or control the vast arsenal of guns already circulating through private hands" (Wright 64). "But planning to slow it down in such a way as to drive down crime and violence, or to prevent motivated purchasers from finding ample supplies of guns and ammunition, is an escape from reality" (Polsby 8). We cannot control people purchasing guns if they do not go through the normal channels to obtain one.

Controlling the behavior of people is almost an impossible task. To try to tell people what they can and cannot do is limited at best. In addition, trying to control the behaviors of everyone is not targeting the people who are going to break the law.

> [To] attempt to control crime or violence by controlling the general ownership or use of guns among the public at large is to attempt to control the behaviors of a very small fraction of the population (the criminally or violently inclined fraction) by controlling the behaviors and activities of roughly half of the U.S. population (Wright 64).

Most people do not commit crimes, or have any intention of doing so. Most people obey laws. If we are not able to stop criminals from committing other crimes, what makes us think we can stop them from buying guns? Advocates of gun control state that "the mere presence of guns

causes people to do nutty and violent things that they would otherwise never even consider" (Wright 64). If that were true, we would see "more nuttiness 'out there' than we actually observe" (Wright 64). There are really only a small percentage of people who are criminally bent. The others are just living their lives, and happen to enjoy gun ownership. Every person is different, with different opinions and ideas.

> But firearms are nowhere near the root of the problem of violence. As long as people come in unlike sizes, shapes, ages, and temperaments, as long as they diverge in their taste for risk and their willingness and capacity to prey on other people or to defend themselves from predation, and above all as long as some people have little or nothing to lose by spending their lives in crime, dispositions to violence will persist (Polsby 11).

We cannot control the personalities of people. It is unrealistic to assume that gun control laws have the power to do so.

Gun control laws do not work. There is a small percentage of people who actually use guns for criminal purposes. The rest of the people who own guns use them for recreation or safety, and they obey laws. Trying to get lawbreakers to obey gun control laws is futile because they do not obey other laws, such as those prohibiting murder and robbery. In addition, most of the time they obtain their guns through illegal channels; therefore, they circumvent the background check and waiting period requirements. As long as criminals do not behave like the rest of society and obey the same rules of conduct, gun control laws will have no effect on preventing crimes.

Works Cited

Polsby, Daniel D. "The False Promise:  Gun Control and Crime." <u>Current</u> June 1994: 4-11.

Sullum, Jacob. "Wait a Minute." <u>National Review</u> 7 Feb. 1994: 48-50.

Wright, James D. "Ten Essential Observations on Guns in America." <u>Society</u> Mar-Apr. 1995:

      63-68.

## Against Gun Control

(1) ACLU

Even though gun control is a desirable social objective, and it would be nice to find a civil liberties rationale for affirmative ACLU support of gun control legislation, the Committee noted that the ACLU has never supported particular remedies for particular crimes, and as such, we cannot support gun control legislation.

http://www.eff.org/pub/CAF/civil-liberty/gun-control.aclu

(2) NRA Institute for Legislative Action

Gun control through litigation, in the end, will produce only more crime. As the costs of guns increases and their supply diminishes, the consumers who are most responsive to these economic factors, law-abiding citizens and law enforcement agencies, will become less able to combat crime. Meanwhile, criminals, whose demand for firearms is nearly inelastic, will become more powerful adversaries and their black market for firearms will become even more profitable. The proponents of this litigation ignore the substantial evidence that laws allowing concealment of firearms by law-abiding citizens actually reduce crime.
http://www.nraila.org/

(3) Citizens Committee for the Right to Keep and Bear Arms

The anti-gun media elite just don't get it. The problem isn't repeating rifles. The problem is repeating criminals. Passing another gun-control or gun-ban law will not stop future [criminals] from committing violent hateful acts. But it will prevent people…from protecting themselves.

http://www.ccrkba.org/pub/rkba/news/081399USATodayGott.html

## In Favor of Gun Control

(1) Handgun Control

While Handgun Control and the NRA are frequently on the opposite sides of the debate on guns, we do agree on one issue: we should vigorously enforce the gun laws already on the books and punish criminals who use guns. The NRA supports Project Exile, a program pioneered in Richmond that increases federal prosecution of gun crime. Guess what? So does Handgun Control - and so do most gun control advocates, who see no contradiction between tough prevention and tough punishment. Unfortunately, the NRA offers punishment INSTEAD of prevention as their only argument. We believe that the fight against gun violence requires a comprehensive approach that includes getting tough on criminals who use guns, strictly enforcing existing gun laws AND enacting new laws to prevent first-time gun crimes and violence.

http://www.handguncontrol.org/facts/ib/prevent.asp

(2) Handgun Control

**DOES A GUN IN THE HOME MAKE YOU SAFER?** No. Despite claims by the National Rifle Association (NRA) that you need a gun in your home to protect you and your family from possible home invasion, public health research demonstrates that the most person likely to shoot you or a family member with a gun already has the keys to your house. Simply put: guns kept in the home for self-protection are more oftentimes used to kill somebody you know than to kill in self-defense; 22 times more likely, according to a 1998 study by the New England Journal of Medicine.

http://www.handguncontrol.org/facts/ib/gunhome.asp

(3) Violence Policy Center

Licensing has an impact primarily on criminal gun use—aiding police investigations through tracing. It can help to identify and weed out criminals who are trying to purchase firearms through legal channels, and the application process itself may discourage casual buyers. Registration of firearms could speed the tracing of firearms used in crimes. Registration would also aid police in identifying the types of firearms to which an individual may have access.

http://www.vpc.org/fact_sht/licreg.htm

**Gun Control Does Not Work**

**Your Name**
**HD 21H**
**Instructor's Name**
**Date**

Gun Control Edited

Name

HD 21H

Date

<div align="center">Gun Control</div>

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**Paragraph stating student's thoughts, including a quote.**

Works Cited

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**Student's citation**

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Texts  Home Outlines Essays Presidents Biographies

# Frederick Law Olmsted

Title of the site

A journey in the Seaboard States (1856)

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4/10  *Recreation and Luxury among the Slaves*

Saturday, Dec. 25. From Christmas to New-Year's Day, most of the slaves, except house servants, enjoy a freedom from labor; and Christmas is especially holiday, or Saturnalia, with them. The young ones began last night firing crackers, and I do not observe that they are engaged in any other amusement to-day; the older ones are generally getting drunk, and making business for the police. I have seen large gangs coming in from the country, and these con- trast much in their general appearance with the town negroes. The latter are dressed expensively, and frequently more elegantly than the whites. They seem to be spending money freely, and I observe that they, and even the slaves that wait upon me at the hotel, often have watches, and other articles of value.

The slaves have a good many ways of obtaining "spending money," which, though in law belonging to their owner, as the property of a son under age does to his father, they are never dispossessed of, and use for their own gratification, with even less restraint than a wholesome regard for their health and moral condition may be thought to require. A Richmond paper, complaining of the liberty allowed to slaves in this respect, as calculated to foster an insubordinate spirit, speaks of their "champagne suppers." The police broke into a gambling cellar a few nights since, and found about twenty negroes at "high play," with all the usual accessories of a first-class "Hell." It is mentioned that, among the number taken to the watch-house, and treated with lashes the next morning, there were some who had previously enjoyed a high reputation for piety, and others of a very elegant or foppish appearance. Passing two negroes in the street, I heard the following:
"- Workin' in a tobacco factory all de year roun', an' come Christmas, only twenty dollars! Workin' mighty hard, too-up to 12 o'clock o' night very often - an' then to hab a nigger oberseah!" "A nigger!"
"Yes - dat's it, yer see. Wouldn't care if 'twarnt for dat. Nothin' but a dirty nigger! orderin' 'round, jes' as if he was a wite man!"

It is the custom of tobacco manufacturers to hire slaves and free negroes at a certain rate of wages per year. A task of 45 lbs. per day is given them to work up, and all that they choose to do more than this they are paid for - payment being made once a fortnight; and invariably this over-wages is used by the slave

http://odur.let.rug.nl/~usa/D/1851-1875/olmsted/jour04.htm  URL of site  8/15/00

USA: Olmsted, A journey 3            Page 2 of 2

for himself, and is usually spent in drinking, licentiousness and gambling. The man was grumbling that he had saved but $20 to spend at the holidays. One of the manufacturers offered to show me, by his books, that nearly all gained by overwork $5 a month, many $20, and some as much as $28.

Index     Previous     Next

Texts           Home   Outlines   Essays   Presidents   Biographies

Text prepared by Jacqueline Engel and Linda Peuscher for *The American Revolution - an .HTML project.*
( 06/11/1997 03:37:17 )
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Creators of site

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Final Test #7
21H Final Part I
Directions for Final Part I

1.   Open the file **Writing** from the student files folder that was copied to your diskette. (1/2)

2.   Rearrange the paragraphs so they are in the correct order. (3)

     **Special Note**: Paragraph one begins with **By definition** and ends with **relevant content**. You will add the indented section later.

3.   Add a head**ing** with your name, class, professor, and date to the top, upper left of the first page of the essay document. (1/2)

4.   Add a head**er** with your last name and the page number right justified. (2)

5.   Remove the bold from the title. (1/2)

6.   Double space the essay. (1/2)

7.   Change the margins of this document to Word's default margins. You are encouraged to use your **Margins** handout (1/2).

8.   Use 14 point Times New Roman text for the paragraphs and 16 point Arial text for the title. (1)

9.   Using the thesaurus, find a synonym for the word **great** in paragraph one. (1)

10.  In paragraph one, between sentence one and sentence two insert the following phrase:
     Specifically, learning disabilities are described as follows: (1)

11.     On the following line after this new phrase, insert the following quote with a one inch left indent. Use the Indent feature, not tabs. (2)

        Learning disabilities are learning differences which selectively interfere with the ability to understand, remember and/or use information. The effects are quite individual, but it is generally accepted that these learning difficulties create a gap between a person's true capacity and his or her day-to-day productivity and performance (Maddox).

12.     Using the Replace feature, all instances of **differences** with **disabilities**. (1)

13.     At the end of the essay, insert a page break. (2)

14.     On this new page, add this centered title: Works Cited. (1)

15.     Add this reference, formatting it as a hanging indent.
        Using a hanging indent will ensure that the second line and every subsequent line of each reference is indented using a .5 inch hanging indent, not tabs. (2)

Maddox, Ann et al. *Santa Monica College Learning Disabilities Program.*

        Brochure. 1994.

16.     Spell check this document. (1/2)

17.     Save this document **as writing2**. (1)

Jumbled This Seems Too Hard

### This Seems Too Hard

Organization problems may be accompanied by problems with spelling. Some of the underlying learning issues are poor visual and auditory memory, association and discrimination. People may spell poorly because they do not hear the sounds in the correct order or remember the visual sequence of the letters. In addition, people may not remember what sounds are associated with what letters, or their retrieval of these associations may be too slow to be practical. Some people not only have difficulty generating correct spelling, they cannot easily recognize correct vs. incorrect spelling. This is because they cannot automatically and efficiently perceive visual details.

Having a learning disability can increase the challenge of producing good written organization, accurate spelling and relevant content. Fortunately, understanding the relationship between the learning deficit and the resulting writing issue can aid in the development of compensatory writing strategies. People must take responsibility to understand their unique learning issues and develop strategies to meet their writing goals.

The primary deficit relating to organization is not being able to fit pieces together into a whole. This means difficulty seeing relationships among ideas, difficulty seeing what are the main ideas and what are the supporting ideas. The result is having unfocused ideas that are not organized into a hierarchy of thought related to a main idea. There may be many interesting ideas; however, some may not relate to the main topic. Even the relevant ideas may be hard to follow because they are not organized into major supporting points or details. Frequently transitions between ideas are missing.    By definition people with learning differences have average to above average intelligence. Yet many people with learning differences have great difficulty writing. This is because specific learning differences may impact many aspects of writing. Three aspects many people struggle with are organization, spelling, and relevant content.

A third aspect of writing with which many people struggle is relevant and developed content. People may produce writing whose content does not accurately reflect their professors' assignments. Issues related to attention, memory and/or language may result in missing subtle cues in questions. For example, a student may write a brilliant essay describing an experience when the professor is asking for an essay comparing and contrasting two experiences.

Edited This Seems Too Hard

Name
Class
Professor
Date

## This Seems Too Hard

By definition people with learning disabilities have average to above average intelligence. Specifically, learning disabilities can be defined as follows:

> Learning disabilities are learning differences which selectively interfere with the ability to understand, remember and/or use information. The effects are quite individual, but it is generally accepted that these learning difficulties create a gap between a person's true capacity and his or her day-to-day productivity and performance. (Maddox)

Yet many people with learning disabilities have **great** (synonym) difficulty writing. This is because specific learning disabilities may impact many aspects of writing. Three aspects many people struggle with are organization, spelling, and relevant content.

The primary deficit relating to organization is not being able to fit pieces together into a whole. This means difficulty seeing relationships

among ideas, difficulty seeing what are the main ideas and what are the supporting ideas. The result is having unfocused ideas that are not organized into a hierarchy of thought related to a main idea. There may be many interesting ideas; however, some may not relate to the main topic. Even the relevant ideas may be hard to follow because they are not organized into major supporting points or details. Frequently transitions between ideas are missing.

Organization problems may be accompanies by problems with spelling. Some of the underlying learning issues are poor visual and auditory memory, association and discrimination. People may spell poorly because they do not hear the sounds in the correct order or remember the visual sequence of the letters. In addition, people may not remember what sounds are associated with what letters, or their retrieval of these associations may be too slow to be practical. Some people not only have difficulty generating correct spelling, they cannot easily recognize correct vs. incorrect spelling. This is because they cannot automatically and efficiently perceive visual details.

A third aspect of writing with which many people struggle is relevant and developed content. People may produce writing whose content does not accurately reflect their professors' assignments. Issues related to attention,

memory and/or language may result in missing subtle cues in questions. For

example, a student may write a brilliant essay describing an experience when

the professor is asking for an essay comparing and contrasting two

experiences.

Having a learning disability can increase the challenge of producing

good written organization, accurate spelling and relevant content. Fortunately,

understanding the relationship between the learning deficit and the resulting

writing issue can aid in the development of compensatory writing strategies.

People must take responsibility to understand their unique learning issues and

develop strategies to meet their writing goals.

Works Cited

Maddox, Ann et al. *Santa Monica College Learning Disabilities Program.*

Brochure. 1994.

## 21H Final Part II
## Organized Outline

1. Open the document **woutline** from the student files folder on your

   diskette. (1)

2. View the document as an outline. (1)

3. Number the outline, NOT including the title. (1)

4. Organize the items into the following outline. (2)


Some Ways that Learning Disabilities can Impact Writing

I.    Organizational Issues
      A.    Writing has many ideas that do not go with the main idea.
      B.    Difficulty seeing what are the main ideas and what are the
            supporting ideas.
II.   Spelling Issues
      A.    Do not hear sounds in the right order.
      B.    Do not remember which sounds go with which letters.
III.  Content Issues
      A.    May produce good writing on the wrong topic.

LD Outline Items Scrambled

Some Ways that Learning Disabilities Impact Writing (This is the title and not part of the outline)
Organizational Issues
May produce good writing on the wrong topic
Do not remember which sounds go with which letters
Difficulty seeing what are the main ideas and what are the supporting ideas
Content Issues
Writing has many ideas that do not go with the main idea.
Do not hear sounds in the right order
Spelling Issues

<div align="center">21H Final Part III Writing an Original Document</div>

1. Write an original document with the following features:
   a. at least one page long; (4)
   b. centered title (no bold or underline); (1)
   c. left justified four line head**ing** with your name, instructor's name, class, and date; (1)
   d. use of Times New Roman 12 or 14 point for the body of the essay and Arial 14 point for the title; (1)
   e. double spacing for the whole document(1)
   f. right justified head**er** including your last name and page number (1)
   g. quote (3) Please feel free to talk with your instructor regarding sources of quotes.
      In addition to the quote itself, you will need to include the following features.
      - Reference to the source (author and title) of the quote within the essay.
      - If the quote is four or more lines, give the quote a one-inch indent.
      - If the quote is three or fewer lines, surround the quote in quotation marks.
      - Works cited page including the source of the quote formatted according to the Modern Language Association (MLA) guidelines. Please ask your instructor for an MLA guide.
   h. Create a title page for your document. You may create the title page as a separate document, or add a title page to your existing document. (2) If you choose to add the title page to your existing document, use your handouts *Adding a Title Page to the Beginning of a Document* and *Inserting a Page Break.*

2. Complete a full document spell check. (1/2)

3. Save your document. (1/2)

## AutoText Teaching Sequence

This can be considered a supplementary unit.

Guide students through creating an autotext entry.

Have students experience using a glossary/autotext entry, editing an entry, and deleting an entry.

## Business Letter Teaching Sequence

1. Students will copy a short business letter in the full block style.

2. Students will open a business letter template and copy the same letter to experience the difference.

3. Students will write their own letter using either the General, Blank Document template or a business letter template. Encourage students to write a letter explaining reasonable work or school accommodations they need.

# Writing a Business Letter

- Using the full or modified block style, write a letter to a potential employer.  Describe reasonable workplace accommodations you feel you would need to perform your desired job successfully.

- Spell check your letter.

Short Business Letter with Full Block Style

<div align="center">

Business Communications
255 State Street
Chicago, IL 60606

</div>

Date

William Gates
Microsoft Corporation
One Microsoft Way
Redmond, WA 98052

Dear Mr. Gates:

The block style business letter has a simple, elegant format. The date, address, saluation, and closing all begin on the left. Paragraphs also begin on the left with no indent.

Thank you for your inquiry regarding business letters. Do not hesitate to notify me if you have any future questions.

Sincerely,

(3 empty lines total)

Maria Logan
President

esc

copy: Walter Yee, Public Relations

Sample Letter with Block Style

<div align="center">

(Letterhead)
Business Writing Incorporated
Communications Consultants
2203 Cedar Drive
Hicksville, NY 11804
(212) 928-4928

</div>

February 12, 1992
*1 Empty Line*
Miss Margaret Lamson (Address of Person to Whom You are Writing)
9371 Beacon Hill Road
Waterbury, CT 02640
*1 Empty Line*
Dear Miss Lamson:
*1 Empty Line*
Thank you for your letter of February 5 requesting a copy of our Letter Writing Manual. I regret that this manual is not yet in printed form. The copies currently available are restricted to use in our office.
*1 Empty Line between Each Paragraph*
We have adopted the block form illustrated in this letter. You will observe that spacing adjustments are simpler, resulting in a saving of much time by the word processor. The date, address, salutation, and closing lines all begin at the left margin. Paragraphs are blocked also. The form is used in many business offices.
*1 Empty Line between Each Paragraph*
You should get a copy of our Letter Writing Manual in a few weeks. There is no charge for the manual. We hope you will find it useful. Please write me again if I can send you any additional information.
*1 Empty Line*
Sincerely yours,
*3 Empty Lines*
S. James Whitmore
President

rsk

Creating Tables Teaching Sequence

1. Explain how the tables feature can help organize information on a page quickly and efficiently

2. Students will complete the exercise **Practice with Creating and Editing a Table** using their tables handout.

3. Create a vocabulary table using Word and Bookshelf. Show students how to move among open applications.

4. Students will create a table based on TIC TOC.

<u>Practice with Creating and Editing a Table</u>

1.      Duplicate the following table.

Be sure to use the tab key to move from one cell to another and to move from the end of one row to the beginning of the next.  What happens if you use the Return key?  That's okay.  Just tap Backspace and the space will be eliminated.

| Candy | Calories | Fat (gm) |
|---|---|---|
| Chocolate Fudge | 120 | 3.7 |
| M&M Plain - 1 pkg. | 207 | 9 |
| Reese's Pieces - 1 oz. | 134 | 5.7 |

2.      Add another row TO THE END of the table.  Add the following information: 3 Musketeers, 100, 2.9

3.      Add a second line of information in each cell in the candy column. This time you will need to use your Return key.

        At this point, the table will look like the table below.

| Candy | Calories | Fat (gm) |
|---|---|---|
| Chocolate Fudge<br>1 1/2 cubic in. 30 gm | 120 | 3.7 |
| M&M Plain - 1 pkg.<br>42 gm | 207 | 9 |
| Reese's Pieces - 1 oz.<br>28.4 gm | 134 | 5.7 |
| 3 Musketeers<br>23 gm | 100 | 2.9 |

4.      Put your insertion point (cursor) at the end of the second line about chocolate fudge.  Type the following: Add eight more calories for walnuts.  What happened as your text became too long for the cell? Not bad...You have discovered that cells automatically expand to accommodate text.

5.    Center the column labels [Candy, Calories, Fat (gm)] in each cell in row one.

6.    Narrow columns two and three to a width of one inch.

7.    Add a new column between the second and third columns so that your table looks like the table below.

| Candy | Calories | Protein | Fat (gm) |
|---|---|---|---|
| Chocolate Fudge 1 1/2 cubic in. 30 gm Add eight more calories for walnuts. | 120 | .3 | 3.7 |
| M&M Plain - 1 pkg. 42 gm | 207 | 2.7 | 9 |
| Reese's Pieces - 1 oz. 28.4 gm | 134 | 3.8 | 5.7 |
| 3 Musketeers 23 gm | 100 | .8 | 2.9 |

8.    Add a special border to the outside of your table.

The completed table will look similar to the table below.

| Candy | Calories | Protein | Fat (gm) |
|---|---|---|---|
| Chocolate Fudge 1 1/2 cubic in. 30 gm Add eight more calories for walnuts. | 120 | .3 | 3.7 |
| M&M Plain - 1 pkg. 42 gm | 207 | 2.7 | 9 |
| Reese's Pieces - oz. 28.4 gm | 134 | 3.8 | 5.7 |
| 3 Musketeers 23 gm | 100 | .8 | 2.9 |

## Vocabulary Table

1.     Create a table with two columns and 5 rows.

|  |  |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

2.     In the first cell (row 1, column 1) type **fatuous**.

3.     Look up **fatuous** in the dictionary on your computer.

4.     Copy the definition into the computer's clipboard.

5.     Paste the definition into the row 1, column 2 cell.

6.     Complete your vocabulary table by adding four more words and their definitions.

# Tic Toc Table Exercise

1. Create the following table. Add your own situations and TIC TOCS for rows 2 and 3.

2. Make the table outside border different from the inside grid lines.

3. Add a more prominent border separating the first row from the other rows.

| Situation | Task Interfering Cognition (TIC) | Task Orienting Cognition (TOC) |
|---|---|---|
| Starting to write English essay | I can't write. This is overwhelming. | All I have to do now is the first step. I will brainstorm on my topic for five minutes. |
| | | |
| | | |

## Creating a Table (Formerly Final II)

1. Create the following two column, five row table. (2)

2. In the Strategy column, add at least one strategy that you have found or think would be useful. (6)

3. Add borders. (2)

| Task | Strategy |
|------|----------|
| Taking notes | |
| Learning information from a text book | |
| Memorizing information for a test | |
| Writing an essay | |