

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Objective 2.4.0.A1 Keyboard Mastery – Part I**

To complete this objective, you will need the following:

**Gregg College Keyboarding & Document Processing text, 11e (Lessons 1-20)**

**Turn in this objective when Lessons 1 through 5 have been completed AND all sections have been signed by an Instructor.**

One important item to remember in typing is to follow all directions given on the objective sheets. Each objective sheet contains your goal, the learning activities, and the assignment. If the directions in the typing book/handout are different than on the objective sheet, follow the directions on the objective sheet. Your objective sheet is your guide; keep it with you as you type.

#### **Typing by Touch**

Practice with a purpose. Do not type just to be typing; type to master the alphabet keys by touch—without looking at the keys. Your speed will improve with practice.

#### **Getting Started**

Find an available computer in the B&OT Computer Lab and log on to the network. Open a Web browser and go to [avtec.gdp11.com](http://avtec.gdp11.com). To log in to the Gregg College Keyboarding Web site, use your AVTEC User ID and use your Student ID as your password.

#### **GOAL**

Your goal in this objective is to:

- Type by "touch"—without looking at the keys—using proper technique.
- Complete Lessons 1 through 5
- Complete a 1-minute timing with a minimum speed of 14 words per minute (wpm) with no more than three errors (14 wpm/1'3e).
- Determine how to count errors and determine typing speed.
- Demonstrate proper typing technique.

## MEASURING STRAIGHT-COPY SKILL

Straight-copy skill is measured in wpm (words per minute). All timings are the exact length needed to meet the speed goal for the lesson. If you finish a timing before time is up, you have automatically reached your speed goal for the lesson.

**Counting Errors.** Specific criteria are used for counting errors. Count an error when:

1. Any stroke is incorrect.
2. Any punctuation after a word is incorrect or omitted. Count the word before the punctuation as incorrect.
3. The spacing after a word or after its punctuation is incorrect. Count the word as incorrect.
4. A letter or word is omitted.
5. A letter or word is repeated.
6. A direction about spacing, indenting, and so on, is violated.
7. Words are transposed.

(**Note:** Only one error is counted for each word, no matter how many errors it may contain.)

**Determining Speed.** Typing speed is measured in words per minute (wpm). To compute wpm, count every 5 strokes, including spaces, as 1 “word.” Horizontal word scales below an activity divide lines into 5-stroke words. Vertical word scales beside an activity show the number of words in each line cumulatively totaled. For example, in the illustration shown, if you complete a line, you have typed 8 words. If you complete 2 lines, you have typed 16 words. Use the bottom word scale to determine the word count of a partial line. Add that number to the cumulative total for the last complete line.

23	Ada lost her letter; Dee lost her card.	8
24	Dave sold some of the food to a market.	16
25	Alva asked Walt for three more matches.	24
26	Dale asked Seth to watch the last show.	32
	1   2   3   4   5   6   7   8	

## CORRECTING ERRORS

As you learn to type, you will probably make some errors. To correct an error, press **BACKSPACE** (shown as ← on some keyboards) to delete the incorrect character. Then type the correct character.

If you notice an error on a different line, use the up, down, left, or right arrows to move the insertion point immediately to the left or right of the error. Press **BACKSPACE** to delete a character to the left of the insertion point or **DELETE** to delete a character to the right of the insertion point.

## TYPING TECHNIQUE

Correct position at the keyboard enables you to type with greater speed and accuracy and with less fatigue. When typing for a long period, rest your eyes occasionally by looking away from the screen. Change position, walk around, or stretch when your muscles feel tired. Making such movements and adjustments may help prevent your body from becoming too tired. Additionally, long-term bodily damage, such as carpal tunnel syndrome, can be prevented.

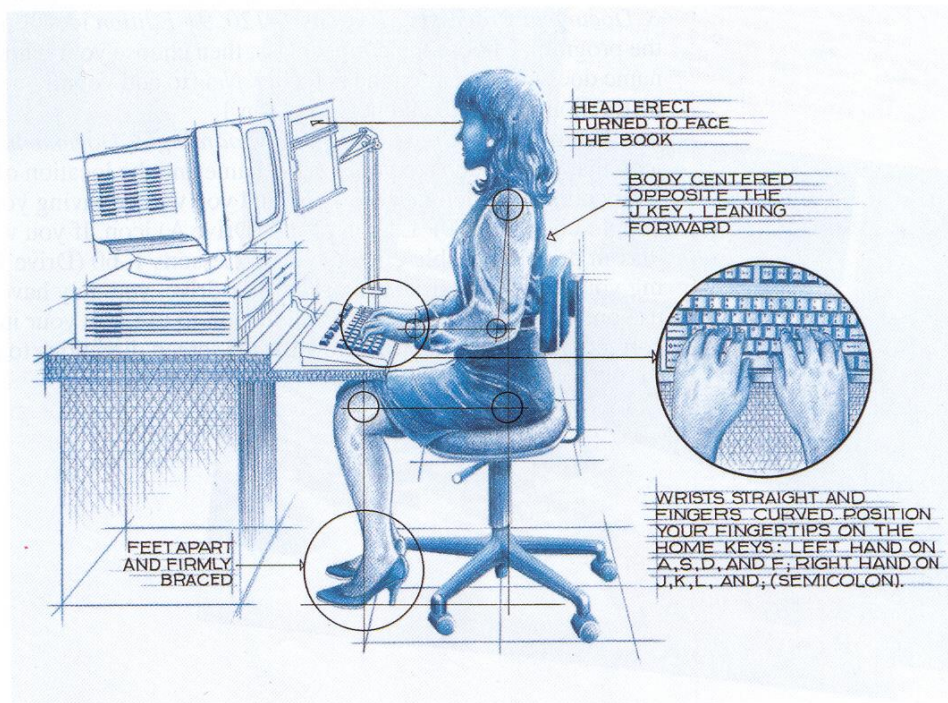
If possible, adjust your workstation as follows:

**Chair.** Adjust the height so that your upper and lower legs form a 90-degree angle and your lower back is supported by the back of the chair.

**Keyboard.** Center your body opposite the J key, and lean forward slightly. Keep your forearms horizontal to the keyboard.

**Screen.** Position the monitor so that the top of the screen is just below eye level and about 18 to 26 inches away.

**Text.** Position your textbook or other copy on either side of the monitor as close to it as vertically and horizontally possible to minimize head and eye movement and to avoid neck strain.



**LEARNING ACTIVITIES**

Complete the following Lessons and Exercises listed below. If at any time you have questions, see an Instructor.

**Make sure any required sections needing an Instructor's signature have been signed, and that the Assignment section of this objective is successfully completed.**

**Required Lessons and Exercises for Objective 2.4.0.A1**

<b>Lesson 1</b>	Complete exercises A, B, C, D, E, F, G, H, I, J
Pages 3 – 5	Enrichment Lesson 1 exercises are optional on page 6.
	<b>STOP</b> after completing Exercise J and have an Instructor initial your work.
	<b>Instructor's Initials &amp; Date</b> _____ <i>All Exercises have been completed</i>
<b>Lesson 2</b>	Complete exercises A, B, C, D, E, F, G, H, I
Pages 7 – 9	Enrichment Lesson 2 exercises are optional on page 10.
<b>Lesson 3</b>	Complete exercises A, B, C, D, E, F, G, H
Pages 11 - 12	Enrichment Lesson 3 exercises are optional on page 13.
<b>Lesson 4</b>	Complete exercises A, B, C, D, E, F, G, H
Pages 14 - 16	Enrichment Lesson 4 exercises are optional on page 17.
<b>Lesson 5</b>	Complete exercises A, B, C, D, E, F, G
Pages 18 - 19	Enrichment Lesson 5 exercises are optional on page 20.
	<b>STOP after completing Exercise G</b> and have an Instructor initial your work.
	<b>Instructor's Initials &amp; Date</b> _____ <i>All Exercises have been completed</i>

**ASSIGNMENT – Exercise H (1-Minute Timing, 14 wpm/1'3e)**

Your goal is **14 wpm/1'3e** or 14 words per minute (wpm) during a 1-minute timing with 3 errors or less. The 1-Minute Timing is found on page 19, Exercise H.

**COMPLETE ONLY THREE** one-minute timings, then stop and determine your speed and the number of errors. Have an Instructor check your work after your second timing.

**Instructor's Initials and Date** \_\_\_\_\_  
**14 wpm/1'3e Goal – Actual Speed** \_\_\_\_\_ **Errors** \_\_\_\_\_

### **Attach a Progress Sheet**

Attach a Progress Sheet to this objective and turn your work into the Instructor's top tray located in the Computer Lab. An Instructor will evaluate and rate your work and then return it to your mailbox.

- Before proceeding, check to see that you have **all the required Instructor signatures**.
- A Progress Sheet is attached to the top of this objective.

**After you have turned in this objective, go on to the next objective, Objective 2.4.0.A2.** The 2.4.0.A2 Objective Sheet can be found in the top Typing file drawer located in the Computer Lab.