

TYPEWRITING SYLLABUS

(Note: The Keyboarding Core Syllabus is incorporated within this syllabus).

1. Aims

The aims of the Typewriting syllabus are:

- To enable students to operate the keyboard by touch, using correct technique
- To enable students explain and demonstrate keyboarding skills with assurance and confidence
- To develop in students the desire for self-improvement
- To develop students' ability to measure, evaluate and assess performances at production tasks and foster pride in work well done
- To develop in students ability to understand written instructions, to analyse and solve problems in tasks assigned
- To increase students' ability to integrate related learnings with notetaking skills in production typewriting
- To enable students advance to higher levels in the skill acquisition process.

2. Objectives

Students who have completed a course in typewriting will be able to:

- establish correct posture and fingering at the keyboard and to improve keyboard memorisation

- learn to control and manipulate all aspects of the keyboard, including letters, figures, symbols, and all special manipulative parts
- develop good touch stroking techniques, quick responses in reading, steady and rhythmic motions with continuity at the keyboard to ensure a steady flow of work
- develop skill of listening to and following directions, stated and implied, written and oral
- develop good proofreading abilities, detect all errors, and acquire a critical attitude towards spelling, punctuation, syllabification, and syntax
- develop appreciation of the keyboard as a tool of literacy
- develop competencies in straight copying with rapidity and accuracy in order to attain standards set for straight copy material
- form good work habits
- set up an attractive letter from printed text or manuscript*, making corrections required; prepare same for signature, and address envelopes or labels for same
- apply the rules for word division
- set up a manuscript* copy
- draft copies for creative writing for later editing and copying
- prepare usable copy by making neat erasures, crowd and spread letters etc.
- arrange material attractively:
 - a) centre material vertically and horizontally
 - b) display-type material to gain attention
 - c) type tabulation correctly and attractively
 - d) type from rough draft and skeleton information supplied*
 - e) prepare and display an assignment such as a one-page programme, application form, notice and agenda, memo, manu, advertisement, or other such related matter

type from straight copy rapidly and accurately using all machine controls for a defined period of time at an acceptable level of accuracy

* For Higher Level only

- further develop speed and accuracy, improve proofreading, and continue to refine techniques to contribute to better problem-solving activities in production work
- apply copy-arrangement principles, and efficient work methods
- perform skills over an extended period of time and apply those skills with minimal directions
- plan, arrange, proofread, and correct within a time framework
- type a tabular statement in acceptable form, which may or may not require ruling
- care for the machine and use it with efficiency: evaluate and report on its maintenance

3. Syllabus structure

The time offered for the course may vary from school to school, according to circumstances, but an average of 100 to 150 hours over three years would generally be expected. The central activity in the course is the acquisition of typewriting skill and the approach will vary with the student's development and skill acquirement from time to time. Each activity will require input of knowledge and skills and the integration of the two is the essence of the typewriting activity. Tasks given to students should integrate the practical skills of literacy and numeracy with the business and commercial environment of the office workplace. At the production-typewriting stage, emphasis will be placed on further speed acquisition, development and accuracy consolidation, but the primary objective will be on application of the skills to satisfactory completion of assignments under a time framework. Students will be expected to apply knowledge and skills in performing the assignments, utilising cognitive and psychomotor skills in the activities. The several styles and strategies utilised in achieving the objectives charted will be vested in the individual teachers, with no restrictions placed on motivational styles and strategies deployed in the classroom.

4. Content of typewriting course

4.1 Knowledge and Understanding

The students should have:

- a thorough working knowledge of the keyboard and its various alphabetic, numeric and special symbol keys
- a sound understanding of the techniques of performance and understanding of the purpose of the various drills and skill building devices
- full recognition of errors, their cause and prevention
- an understanding of how the keyboard functions so as to identify faults in mechanism
- an appreciation of what constitutes a well-keyed piece of work, copy free from double or fuzzy impressions, good character placement, alignment and display
- a good understanding of alternative styles of letter placement to produce good attractive pieces of work
- a good working understanding of pitch, print styles and document formatting
- a good proofreading ability, to be able to spot errors and know how to make corrections with effective use of dictionary
- correct knowledge of erasing techniques, realigning, 'squeezing' and 'spreading' of letters
- a usable knowledge of assessment methods, such as Gross Words per Minute (GWPM), Nett Words per Minute (NWPM)
an understanding of the purpose of various drills and skill building devices

In addition the following specifics should be an integral part of the syllabus:

- Correspondence - students should know how to layout letters attractively, utilising different styles, from printed text and manuscript* form; they should be familiar with designation/signature preparation

- Tabulation - students should know how to create tabular statements
- Ruling students should know how to utilise alternative ruling strategies, both in and out of the machine if required
- Addressing students should know how to properly address envelopes/labels, using compatible styles for letters; they should know how to fold letters for envelopes
- Display students should know how to display documents such as one-page programme, application forms, notices and agendas, memo, menus or other related matter, through applying knowledge of alternative pitch and print styles
- Creative Work* students should know how to print answers to assignments and produce documents from skeleton information supplied

4.2 Skills

The student should be able to:

- type practice work, timed writing, and simple job tasks with good manipulative techniques, including correct posture at the machine
- operate letter, figure, symbol, and specific functional and service keys by touch and without hesitation

* For Higher Level only

type straight copy paragraph material of average difficulty for 10 minutes at 25 words per minute for Ordinary Level, and at a rate of 30 words per minute for Higher Level

proofread and detect errors

calculate gross and nett words per minute and calculate mark awards applicable to time tests

reach the same degree of skill on a different machine in one week

decide on and utilise time saving strategies in application of the skill

follow instructions, finish work efficiently, and deploy good organisational skills

type problems, such as letters from manuscript* and printed form of mailable quality, arrange tabulated material with or without ruling to an acceptable level of accuracy

Demonstrate basic techniques (stroking, reading-typing response patterns, efficient manipulation of the service keys) to a standard acceptable to the teacher

use dictionary and other English guides for word-division, spelling and capitalisation while maintaining or increasing typing rates on technical materials

detect and correct errors; drill on error correction for greater productivity

diagnose one's own technique faults, select practice materials to correct the faults, and practice until faults are eliminated

drill on non-typing activities, such as proofreading, error-correction, reference materials, until substantial gains are made

use personal initiative and resourcefulness through practice in typing problems without specific instructions

maintain typewriter/machine in working condition

keep work stations clean and orderly

type answers to assignments, including preparation of documents from skeleton information*

* For Higher Level only

4.3 Attitudinal development

As a result of this typewriting course students will develop:

- positive attitudes towards work and pride in work well done
- positive character traits such as self confidence, neatness, concentration, and perseverance
a sense of responsibility
- a desire for self improvement and a critical attitude in judging their work
- positive attitudes towards technological developments.

5. Differentiation between levels

Performance at differing levels will be differentiated by the complexity of the tasks, the degree of skill and accuracy of performance, knowledge and understanding and composing abilities.

At Higher Level more emphasis will be placed on application, analysis, synthesis and evaluation of information through problem solving and decision making activities. Typing answers to assignments, including preparation of document from skeleton information supplied, will be offered for assessment at the Higher Level only.

6. Modes and techniques of examination

6.1 General

Modes of assessment should complement course objectives.

Length of examinations will be 2 hours for both Higher and Ordinary levels of assessment.

Tests will be graded according to existing practice for certificate examinations and held once yearly as for other subjects in Junior Certificate.

A reading time will be allowed (as is customary for Typewriting examinations).

Candidates should have access to a dictionary (Invigilator's at least) during the period of the examinations.

6.2 Specific

Assignments set for examination will reflect the environment of business and commercial life.

The examination will consist of the following elements:

- (i) time/copy test for 10 minutes (with a carbon copy for Typewriters) at a rate of 25 wpm for lower level, and 30 wpm for higher level
- (ii) typing of a letter from printed text (for Ordinary Level); from printed text or manuscript or a combination of both (for Higher Level). There should be no errors in spelling, punctuation, grammar etc. in the test given for examination at Ordinary Level, but at Higher Level it is envisaged that some such errors can be expected, and that students would be rewarded for identifying and correcting these
- (iii) preparation of a tabular statement from printed form for Ordinary Level candidates, and from manuscript or a mixture of both printed and manuscript for Higher Level candidates
- (iv) preparation of a display document from printed form for Ordinary Level and from manuscript or a mixture of forms for Higher Level
- (v) type answers to assignments, inclusive of document preparation from skeleton form - this section to be offered at Higher Level only.

There will be two separate examination papers on offer.

The marks allocations will be according to the following table:

	Higher Level	Lower Level
Question 1	25 marks	25 marks
Question 2	20 marks	25 marks
Question 3	25 marks	30 marks
Question 4	15 marks	20 marks
Question 5	15 marks	---
Totals	100%	100%

Assessment in Typewriting will be on the basis of an external examination. Schools may apply to the Department of Education (Examinations Branch) or its agent for test papers.