**Cambridge International Diploma in Office Administration
Advanced Level**

Scheme of Work

5241
Text Processing
Core Module

Introduction

Text Processing is about creating documents – inputting data from handwritten and typewritten text, proofreading and editing and dealing with specific problems related to the use of word processors and typewriters.

What is assessed in this module?

1) Typing from typewritten text at a speed of at least 50 wpm in a five minute speed test using a word processor or typewriter.

2) Typing a memorandum (memo) from manuscript draft including:

- to, from and reference details
- enclosure(s)

3) Typing a multi-page report from marked-up typescript and handwritten draft including:

- changing left and right margins
- emphasis of text
- use of different linespacing
- use of different styles of headings
- insetting a paragraph or section of text from the left margin
- underlining of text
- amendments to text
- typographical errors

4) Typing a business letter from manuscript including:

- reference
- special mark
- subject heading
- enclosure(s)
- producing a top copy plus two extra copies
- routing of copies

5) Creating a table and typing data from manuscript (word processor operators only) including:

- creating three columns, one of which will be subdivided vertically
- inserting column headings

6) Typing details onto a pre-printed form from manuscript (typists only) including:

- typing on a mixture of lines and within a boxed section
- carrying out a deletion

The memo, report and letter may also include:

- errors of agreement of subject and verb or quantity and noun
- apostrophe errors which may be misplaced, superfluous or omitted
- spelling errors, only words listed in the syllabus (page 16) will be included
- abbreviations to be typed in full, only words listed in the syllabus (page 16) will be included

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Tutor Preparation Required to Deliver this Module

You will need:

- access to a range of documents including various blank typewritten/printed forms to be completed by students using typewriters
- a range of stationery, e.g. plain A4 paper, letterheaded paper, etc.
- a variety of office equipment, e.g. word processors, typewriters, printers, photocopiers, etc.
- a collection of textbooks and tutor-prepared tasks
- instruction sheets for students undertaking tasks
- a range of reference books, e.g. dictionaries, thesauruses, etc.

Underpinning Knowledge

- a high level of keyboarding skill
- a good standard of English
- an ability to display business documents
- an ability to type printed text at a minimum speed of 35 wpm over a five minute period
- a Pass or Distinction at Standard Level Text Processing, preferred but not obligatory

General Principles and Procedures

Students at this Advanced Level are likely to possess either intermediate word processing or typing skills. During their studies at this high level, students will explore and more fully understand the capabilities and restrictions of the use of both word processors and typewriters during their studies.

At the beginning of their studies at this level, it is likely that students will have different levels of ability and mastery. Tutors may wish to consider whole class teaching for the introduction of new knowledge and for discussion purposes. Group and individual teaching will also be appropriate for practice purposes, the development of skills and for tutorial activities.

Variety of activity is very important indeed. Each teaching session should, where possible, include a number of different competence criteria, skills and knowledge, as well as a variety of material, with as many topics as possible. Material for students to type can be obtained from many sources including newspapers, magazines, catalogues, brochures from businesses such as travel, finance, human resources, property, sports, printing, employment and numerous locally-based organisations.

Some students will be employed and will have opportunities to put their studies into practice. For those who are not employed, however, the ability to experience 'real' work is very important and the setting-up of a training office for these students can be very valuable. Where training offices have been set-up, it is not only the students themselves who have benefited but other students who may wish to take advantage of the services offered, as well as members of staff.

Students should be familiar with safe working practices and, as advanced students, may be asked to advise on all kinds of workplace situations. Tutors may find it useful to combine Text Processing and Office Procedures classes for some aspects and students can greatly benefit from combined studies of some topics.

Continuous assessment of students' work by the tutor will be essential to ensure understanding of teaching, to facilitate revision sessions when appropriate and to give positive feedback to students.

Advanced word processing functions can also be used, e.g. editing of text, widows and orphans, etc. Students will benefit greatly from their ability to use more advanced facilities.

The use of regular drills is recommended, even at this high level, so that **accurate** keyboarding is always promoted. Remedial drills are often of limited effect at this level but some short sessions of speed drills, which pay particular attention to concentrated keyboarding, may be useful.

Suggested Introductory Activity

Students will need an introduction to the module, with an explanation of new knowledge to be acquired and what is required for success at this Advanced Level.

The use of OHTs of sample assessment tasks so that students can see what is required can be helpful.

Students are often keen to start typing and a short introductory exercise can be very enjoyable and can stimulate their interest and motivation.

New at the Advanced Level is the changing of left and right margins of a report. The tutor could give a short exercise of three or four paragraphs of printed text for students to type, using left and right margins of, say, 35 mm (assuming this is not the default setting for margins). The tutor could firstly demonstrate how to change the left and right margins on a word processor, or typewriter, whichever is appropriate. Students can then try this for themselves. While students are typing the exercise, the tutor could be walking among the students, offering help where appropriate and assessing students' mastery of skills, looking for such things as accuracy, style of typing, lightness of touch, etc. The tutor would also be watching students' posture, etc., giving immediate advice and practical support where appropriate.

Students should, of course, be proofreading their work, on screen and/or printed copies (word processor operators) or before paper is removed (typists). Tutors can help with the correction of errors in order to ensure that students make corrections which are always inconspicuous. At this level typists should also be able to correct errors after the paper has been removed from the typewriter.

The tutor could then use a suitable exercise in a textbook of about 375 characters (75 words) for students to type in exactly two minutes. On completion, the students' work can be taken in for assessment by the tutor and, at the next session, given back to students with feedback, e.g., errors (how many and the type of errors made), frequently occurring errors (such as 'from'/'form'), etc.

Students could then be given exercises of three or four short paragraphs (manuscript and typewritten) to type with further practice of changing the left and right margins.

Many typewriting and text processing textbooks contain specially designed exercises to help with the development of speed and accuracy. Students will benefit from some **daily** practice but this need not be prolonged, just a few minutes to start with, building up to five and a half or six minutes before students attempt their practical assessment.

There are many activities which can be given to raise the speed of students. An example is:

- ask the students to type a passage of about 100 words, they should avoid making mistakes and type at a comfortable speed
- proofread what they have typed
- ask them to type it again, this time as fast as possible, giving no consideration to errors
- proofread again
- ask them to type it again, this time concentrating on accuracy
- each student should keep a notebook to record these 'tests'

After regular daily practice, the speeds of each student should significantly improve and accuracy should not have been sacrificed.

Example Scheme of Work

Competence Criteria	Classroom Ideas	Resources	Notes
Session One			

2.1,2.2,3.1,3.3 3.2
 	
2.3
2.1,2.2,3.1,3.2, 3.3
1.1
	• introduction to the module
	• changing left and right margins
	• proofreading and making inconspicuous corrections
	• speed drill
	• further exercise; changing margins
	• viewing mastery of typing skills and posture of students
		• word processors or typewriters
		• exercise of three or four paragraphs of printed text
		• exercise of 350 characters (70 words)
		• exercise of three or four paragraphs of manuscript text
		• instruction leaflet with details for saving documents
		• floppy disks
		• document wallets/lever arch files etc. for filing of documents produced
			• classes of either word processor operators **or** typists
			• many textbooks are available with suitable exercises but each student needs to have his/her own copy
			• it may be necessary to use tutor-generated/photocopied exercises
			• tutors may wish to consider more advanced methods of correcting errors:
			  - word processor operators; overstriking, use of search and replace and also, for users of Word 2000, advanced use of the clipboard
			  - typists; half-space correcting, making corrections both before and after paper has been removed from typewriter; always ensuring that corrections are inconspicuous

Session Two			
2.1,2.2,3.1,3.2, 3.3 2.3 1.2 2.1,2.2,3.1,3.2, 3.3	• feedback session of margins exercise • an exercise with a mixture of styles of headings, short paragraphs, emphasis of text, changing left/right margins • speed drill, two minutes • whole class discussion on dangers of using electricity within an office • revision exercise of about 500 words to include emphasis, margins, headings	• exercise in typescript and manuscript with handwritten instructions. • OHTs, slides or videos of a variety of office equipment	• emphasis can be underlining, **emboldening**, CAPITALS, *change of font style*, or change of font size etc • styles of heading include ALL CAPITALS and Initial Capitals and Underlining • final exercise of session to consolidate and as a further opportunity for tutor to 'test' students and check that students have understood and carried out exercises correctly
Session Three			
2.1,2.2,3.1,3.2, 3.3 2.3 1.3 2.1,2.2,3.1,3.3	• feedback on review exercise from previous session, tutor to see each student individually while students are typing • exercise of about 750 words to include all skills and knowledge covered so far and also double/ single linespacing and page numbering plus four to five amendments to text, see page 17 of syllabus • speed drill, two minutes • discussion on health and safety issues of using VDUs • revision exercise of about 700 words to include all topics covered so far	• consider students re-typing revision exercise if appropriate • exercise of marked-up typescript and manuscript with handwritten instructions • a number of Health and Safety leaflets etc. to generate ideas • flipcharts	• first session, use as individual tutorials with each student, particularly on review of revision exercise • any style of page numbering is acceptable • all continuation sheets must be numbered and page one may also be numbered if desired • group discussion: groups of five to six students, reporter relates to whole class the findings of each group's discussion

Session Four			
2.1,2.2,3.1,3.2, 3.3	• feedback on revision exercise from previous session. Vary by using OHTs of 'worked example' of exercise to use for question and answer session • exercise of about 850 words to include skills and knowledge of previous session and to include amendments to text in syllabus not already included in previous session	• exercise of 850 words in marked-up typescript and manuscript • speed drill extended to two and a half minutes • use flipchart to record responses, one student can be nominated to do the recording or tutor can do it, whichever is preferred	• constant review and feedback to students is vital for success. Use a variety of methods for this to keep students' interest • brainstorming very useful for this type of exercise. Tutor may need to 'prompt' to ensure all possible sources are included
2.3 2.5	• speed drill of two and a half minutes • brainstorming session, name reference books and helpful sources		
2.1,2.2,3.1,3.2, 3.3	• revision exercise covering all skills and knowledge included so far. Tutor takes in and marks		
Session Five			

2.1,2.2,3.1,3.2, 3.3	• review of revision exercise
	• typewritten exercise containing typographical errors, see page 17 of syllabus, and include insetting from left margin and underlining of five or six words
		• OHT of exercise (which must be typewritten), giving two examples of each typographical error	• insetting, **exact** measurement is required
			• underlining must be done accurately so that underlining is not too short or too long
			• typographical errors should include:
			  - extra letter, e.g.. 'bettter'
			  - omitted letter, e.g. 'resturant'
			  - superfluous symbol, e.g. 'comp;lete'
			  - transposed letter, e.g. 'brillaint'

2.3 2.1,2.2,3.1,3.2, 3.3	• speed drill of two and a half minutes • revision exercise of 850 words to include all topics covered so far, for assessment by tutor		

Session Six			

2.1,2.2,3.1,3.2, 3.3
 	
2.3
1,1,1.2,1.3
 	
2.1,2.2,3.1,3.2, 3.3
	• review revision exercise, use as opportunity for individual tutorial
	• typing of memos: revision plus introduction of single and multiple enclosures
	• speed drill of three minutes
	• discussion of technical aids available locally to help with posture, comfortable seating and desks
	• revision exercise, typing from manuscript a memo of 150 words to be assessed by tutor
		• tutor produces two or three memos showing the correct display for students to keep for reference speed drill extended to three minutes
		• tutor may wish to obtain furniture catalogues, brochures etc. or possibly a video film
			• memos may be typed on pre-printed forms, by use of templates or students typing headings
			• today's date must be inserted on all memos
			• any method of indicating enclosures is acceptable but single enclosure should be differentiated from multiple enclosures, e.g. 'Enc' or 'Encs'
			• many technical aids are available:
			  - footrests
			  - wrist bars
			  - ergonomic keyboards
			  - adjustable typists' chairs
			  - different types and sizes of office desks
			  - any other locally available aids

Session Seven			
2.1,2.2,3.1,3.2 3.3 2.3 2.1,2.2,3.1,3.2 3.3	• feedback to students on revision exercise • typing of letters; to include reference, special mark, subject heading etc and production of two extra copies and routing of copies • speed drill of three minutes • revision exercise testing layout of letters, extra copies, routing etc.	• OHT of several examples showing routing details, etc. • several short letters for students to show understanding and routing of extra copies	• letters may be typed on pre-printed letterheads or by use of templates • remind students: 'Our ref' must appear as well as reference details and that today's date must be included • special mark and subject heading must be typed in style shown, e.g. URGENT For the attention of etc. • routing details to appear on both copies (blind copies) • touting details may appear on all copies • name of person to receive extra copy **must** be included • 'File' may be included but not essential • if 'File' is included – routing must be shown on the second copy • routing may be any method of highlighting destination name
Session Eight			
3.1 2.3 2.1,2.2,3.1,3.2 3.3	• feedback on revision exercise • errors of agreement, using OHP for question and answer session to elicit errors from students and how they should be corrected • speed drill of three and a half minutes • revision exercise with a variety of skills and knowledge covered so far but especially errors of agreement	• OHTs showing variety of errors of agreement • exercises (typewritten and manuscript) giving students plenty of practice of detecting and correcting errors • speed drill extended to three and a half minutes	• individual tutorials • subject/verb and quantity/noun, some straightforward and some less obvious. See page 15 of syllabus

Session Nine			
3.1	• feedback on revision exercise • group activity; discuss within groups errors which will be included in the practical assessment, apostrophes, spelling and punctuation errors. Each group to select a 'reporter' who will report back to whole class	• all groups use the same tutor-generated typewritten exercise which will include several examples of each type of error. Each group to discuss what is incorrect, why and what is correct	• apostrophe errors, spelling errors, punctuation errors – see pages 15 and 16 of syllabus
2.1,2.2,3.1,3.3	• exercise of about 900 words to include all previous topics as well as errors from this session and also revision of double linespacing and page numbering	• marked-up typescript exercise of about 900 words to include as much of the skills and knowledge acquired so far as possible	
2.3 2.1,2.2,3.1,3.2 3.3	• speed drill of three and half minutes • revision exercise		
Session Ten			

3.1
 	
3.1
 	
2.3
2.1,2.2,3.1,3.2
3.3
	• feedback on revision exercise
	• revision of abbreviations from Standard Level
	• introduce new abbreviations for Advanced Level
	• speed drill of four minutes
	• revision exercise
		• manuscript exercise to 'test' abbreviations included at Standard Level
		• photocopied sheet of 'old' and 'new' abbreviations for students to learn and to keep for reference purposes (page 16 of Syllabus)
		• speed drill extended to four minutes
			• test those abbreviations previously learned before introducing new ones
			• new abbreviations at Advanced Level
			  - a/c(s)
			  - misc
			  - sig(s)
			  - temp
			  - yr(s)
			  - Gdns
			  - Sq

Session Eleven			
3.3 3.3 2.3 2.1,2.2,2.3,3.13. 2,3.3	• feedback on revision exercise • word processor operators; introduction of simple tabulation, ruled tables may be used if the software enables this (for ease) gradually increasing degree of difficulty until three columns with one column vertically divided **or** • typists; introduction of typing on pre-printed forms • demonstration of platen release to ensure typing not too high above continuous lines or cutting through lines • speed drill of four and a half minutes • revision exercise(s)	• word processor operators; tutor-produced examples of tables (ruled if appropriate) and demonstrate how to create a table • manuscript exercises of tables from simple ones to more complex • typists; photocopies of pre-printed forms so that each student has a variety of forms and exercises to type • forms with continuous lines and boxed sections • speed drill extended to four and a half minutes	• word processor operators; start with simple table, two columns and two rows with ruling if software makes this easier to do (important to include consistent alignment of data) • next exercise, add main heading • then include column headings • then three columns and two rows • three columns, two rows and headings • three columns, one subdivided vertically • three columns, one subdivided vertically with main heading, column headings
Session Twelve			
2.1,2.2,2.3,3.1 3.2,3.3 2.3	• feedback on revision exercise • consolidation exercises • speed drill of five minutes	• tutor-produced exercises to include a manuscript memo (approx 170 words), manuscript letter (approx 200 words), a marked-up typescript and manuscript report (approx 570 words) and a table (WP operators) or typing details on a form (typists) (approximately 60 words each) • speed drill extended to five minutes	• giving students the opportunity to practice the full range of skills and knowledge required • tutor takes in for marking and review at next session

Session Thirteen			
2.1,2.2,2.3,3.1,3.2,3.3	• review of work in previous session • specimen paper	• a photocopy of specimen paper for each student	• review work from previous session • one hour, 35 minutes to be used for the specimen paper, to include the five minute speed test, in formal test conditions • for marking and assessment by tutor
Session Fourteen			
2.1,2.2,3.1,3.2,3.3 2.3	• feedback on previous session • 'remedial' exercises – individual ones to meet different needs of each student • speed drill of five and a half minutes	• tutor-prepared OHTs of worked examples of each task in specimen paper • tutor to prepare individual tasks for students in light of assessment • speed drill extended to five and a half minutes	• this session should be used for individual tasks, to give students an opportunity to ask questions so that students know exactly what to expect and can feel properly prepared
Session Fifteen			
4.1,4.2	• practical assessment in Text Processing at Advanced Level		

List of Resources

Books

Title	Author(s)	Publisher	ISBN/Date
Applied Typing and Information Processing	Coles-Mogford, Drummond	Nelson Thornes	0 7480 71897 4
Collins English Dictionary			
Effective English for the Office – Cassette Tape	Phillips	Macmillan Education	1996
Effective English for the Office; Book 2	Phillips	Macmillan Education	1996
English for Office Professionals	Moon	Prentice Hall	1987
English for Secretarial and Office Work	Scott	Gill & Macmillan	1996
English for the Office	Little	Financial Times Prentice Hall	1976
English for the Office	Moore	Macmillan Education	1979
English for the Office: Cassette Tape	Moore	Macmillan Education	1981
English in the Office: Book for Clerk-typists and Transcribers	Stanwell, Swift	Hodder & Stoughton	1975
Examination Typewriting	Bailey	Thomson Learning	1992
First Aid in the Workplace – What To Do In The First Five Minutes	Gould	Brady/Prentice Hall	0 835 9510 9X
Fowlers English Usage			
Merriam-Webster's Secretarial Handbook	Huth	Merriam-Webster	1994
Office Practice	Norman	Longman	1982
Office Procedures	Harrison	Longman	1996
Office Skills	Foster	Nelson Thornes	1994
Professional Text Production and Keyboarding	Cashin, Jones, Dulmage	Longman Higher Education	0 583 6933 9
Roget's Thesaurus			
Secretarial Duties	Harrison	Longman	1996
Test Your Business English: Secretarial: Intermediate	Pohl	Penguin	1997
Text Processing	Spencer	Heinemann	0 435 45391 2
The Chambers English Dictionary			
The Professional Secretary	Spencer, Pruss	Continuum International Publishing Group	2000
Typing	Ambler	Thomson Learning	1993
Using WordPerfect 6.1 for Windows	Stewart	Computer Step	1 874 02911 3
Word 2000 for Windows – Advancing Word 2000	McKenzie, Bryden	Heinemann	0 435 45433 1