

**CURRICULUM GUIDE AND A
MS WORD FOR WINDOWS 3.1 MANUAL FOR JTPA-QUALIFIED STUDENTS IN
THE JOBS FOR GRADUATES PROGRAM IN DAYTON**

MASTER'S PROJECT

**Submitted to the Department of Teacher Education,
University of Dayton, in Partial Fulfillment
Of the Requirements for the Degree
Master of Science in Education**

by

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May 23, 1997**

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CHAPTER I

INTRODUCTION

Justification of the Problem

Jobs for Graduates was given money by JTPA to teach JTPA-qualified students computer skills. Jobs for Graduates believes that if students have some knowledge of the computer, they will be able to have more career options. Jobs For Graduates asked the writer of this project to teach these computer classes and create materials to fit this particular problem.

At this point it can be fairly argued that a concentration on industrial work is misplaced. The number of workers in manufacturing enterprises has steadily declined in relative (although not absolute) terms. Less than thirty percent of the labor force currently is employed in the manufacturing sector. Work on the assembly line, often considered the epitome of industrial work, in reality occupies only 1 out of 150 workers. Due to fundamental changes in the economy, the typical worker no longer toils on some factory floor. (Volti 1992)

As the number of manufacturing jobs relative to the total work force has declined, more and more people are now found in white-collar occupations. More workers perform clerical work than any other type of occupation; today, the typical workplace is not the factory but the office. Some analysts have seen this as an indication that the general occupational level has been improved. Moreover, it has been argued that technological change has in many cases increased skill requirements and allowed clerical workers to take on broader responsibilities. In particular, the introduction of the computer is said to be making clerical work a more skilled activity than ever before. (Volti 1992)

Why do some occupations grow more rapidly than others? Employment opportunities change with three major forces: (1) ups and downs in the economy; (2) technological innovations that create new jobs while rendering other occupations obsolete; and (3) changes in the total size, age composition, and geographic distribution of a nation's population. (Kennedy 1989)

An area heavily driven by aerospace, technology and research and development, the Miami Valley is facing many of the same dynamics as other defense communities--a rapidly changing technological workforce requiring an enormous number of skilled entry-level workers. Yet everyday, large and small companies alike tell us much of our young workforce is woefully unprepared, mostly because of poor entry-level skills. (Powell 1996)

Jobs for Graduates, Inc. of the Miami Valley, for the last 10 years, has met the challenge of bringing together a working collaborative of business, schools, and the community. We realize that America's economic and social future literally depends upon our nation's ability to reduce youth unemployment and build economic capacity through the preparation and promotion of our young people into productive citizens. (Powell 1996)

By giving the JTPA-qualified students this Word Manual and instruction, we are providing these students with more career options.

Problem Statement

The purpose of this project was to develop a curriculum guide and a MS Word manual in order to implement knowledge to JTPA-qualified students in the Jobs for Graduates program in Dayton.

CHAPTER II

REVIEW OF THE LITERATURE

Word Manuals

1. Sherry Kinkoph's book Show me Word for Windows 6 would not be suitable to use with the JTPA-qualified students, because there are no applications for the students to apply their knowledge. The book is hard to follow if you have never used Word for Windows. The menu screen pictures are distracting from the questions and answers on the page. The book has important tips, but the tips are not listed in one location. The tips are found throughout the book. (Kinkoph 1994)
2. Michelle Robinson did not have the JTPA-qualified students in mind when she wrote CompUSA's Microsoft Word 6.0 for Windows Fundamentals. The reading level is too advanced for the target students to understand. The manual does not contain any computer literacy or windows information. The menu commands are not listed often enough. The prerequisites for using the manual are a working knowledge of the mouse, keyboard, MS DOS, and windows. The target students will not have these skills. (Robinson 1993)

Windows

1. Kay Yarborough Nelson did not have the JTPA-qualified students in mind when she wrote The Little Windows Book 3.1 Edition. There are no applications, so it would not be appropriate for the JTPA-qualified students. The reading level is too high for the target students to comprehend. If you don't know the name of the command you want to use, you will have a hard time finding it in this book. (Nelson 1992)

REVIEW OF THE LITERATURE

Windows

2. Gardner and Beatty's book Windows 3.1 The Visual Learning Guide contains an appropriate reading level for JTPA-qualified students. The book contains three ways of performing a command on the same page. The students would probably find that aspect confusing and overwhelming. The JTPA-students would not be able to learn every window command in this Word class. There is only time for a small review of windows. (Gardner, Beatty 1992)
3. Bergerud and Busche's book Windows 3.1 Quick Start contains a very nice outline for learning windows. Some of the applications are too difficult to comprehend easily. For example, students sometimes delete programs when they use this book. Since we had to borrow a lab, we needed a program that did not include deleting icons. (Bergerud, Busche 1994)

Computers

1. White makes very complex issues easy to understand. The book How Computers Work contains beautiful pictures of computers and peripherals. This book is handy if a JTPA-qualified student needed information on input/output devices or processors. Otherwise, the reading level is too high for these students to comprehend. There is not enough time to cover this book in the Word class. (White 1993)
2. Meroney has created a nice selection of applications for the computer. This book contains a nice review of higher applications. The JTPA-qualified students need instruction in Word. This book Word Processing Applications in Practice does not contain information on Word, windows or computer literacy. (Meroney 1989)

REVIEW OF THE LITERATURE

Business Manuals

1. Sabin has created a nice manual to help a student complete written correspondence. The reading level of The Gregg Reference Manual Sixth Edition is too high for the JTPA-qualified students to comprehend. The students need instruction in Word, windows and computer literacy. This manual does not give you specific Word commands. There is also not enough time to cover the material in this manual.
(Sabin 1991)
2. Stephen P. Elliott's book The Complete Book of Contemporary Business Letters has a reading level that would not be suitable for the JTPA-qualified students in the Word Class. The letters were designed to suit the needs of a manager, not the needs of the target students. Some of the terms from this book were used in the Word manual.
(Elliott 1989)
3. Martin Yate's book Resumes that Knock 'Em Dead lists sample resumes for specific job titles. The target students will have access to this book during the class. Most of the resumes are for professional business people. The target students will start entry-level jobs, so most of the resumes are not applicable. (Yate 1995)
4. Lee Hecht Harrison created this manual for Jobs for Graduates. The reading level is too high for the target students. This book Career Transition Manual could easily be used by college students. The resumes and cover letters contain unrealistic yearly amounts for the target students. (Harrison 1991)

REVIEW OF THE LITERATURE

Business Manuals

5. Richard Nelson Bolles has written a perfect job hunting book for the target students. The 1996 What Color Is Your Parachute book would be summarized in a report the target students are typing in the Word class. The students will be learning Word, computer literacy, and windows. The students will not have time to complete this book. (Bolles 1996)
6. Farr, Gaither and Pickrell created The Work Book Getting the Job You Want . This manual contains information the target students need to get entry-level jobs. The reading level would allow the students to comprehend the material. The students will get some of the information contained in this book when they complete the cold calls lesson and the employee rating sheet lesson. There is not enough time to cover all the information for attaining a job. The target students will learn Word, computer literacy and windows in the Word class. (Farr, Gaither, Pickrell 1987)

CHAPTER III

PROCEDURE

Setting and Subjects

Jobs for Graduates

Jobs for Graduates, Inc. of the Miami Valley has accomplished much over the last 10 years--serving over 6,000 young people in the greater Miami Valley. Following a successful model initiated in 1979 by the state of Delaware, Jobs for Ohio's Graduates was positioned to be available to every eligible student in the state. Gov. George V. Voinovich accepted the national chair of Jobs for America's Graduates in 1995. Jobs for America's Graduates operates in 27 states and several foreign countries including 200 programs in the United Kingdom.

The local program currently operates in 18 high schools in Montgomery, Miami, Clark, Butler, and Warren countries. Over 1900 students and graduates are being served.

Services include:

- Employability skills training, including career development, job attainment, job survival, basic skills, leadership and self-development
 - Individual counseling and guidance, intended to improve students' self-esteem and motivate them to stay in school and graduate
 - Career Association activities, focusing on improving self-esteem, teamwork, cooperation and motivation
- Job placement assistance, performed year-round to proper job opportunities for graduate referrals by staff

The hallmark of the Jobs for Graduates program is its performance expectations and results. Within nine months of their graduation, over 80 percent of our graduates are working, in the military or in post-secondary education. Many of the working graduates achieve an upgrade or promotion on the job within that time. Jobs for Graduates is extremely cost effective as well. It costs approximately \$1,200 to serve each student. That cost is repaid by each working graduate within 14 months through taxes they pay as productive adults.

Setting and Subjects

Funding for Jobs for Graduates, Inc. of the Miami Valley is secured from a variety of public and private sectors. About 60 percent of the revenue comes from the Ohio Department of Education, which requires a 40 percent match from the local community. Local JTPA/ Private Industry Councils, the Montgomery County Human Services Department, local school boards, corporations, foundations and individuals provide the matching funds. This kind of public-private effort is one reason why the program is so successful. With federal cuts in the job training budget, private sector support is even more critical.

An area heavily driven by aerospace, technology and research and development, the Miami Valley is facing many of the same dynamics as other defense communities--a rapidly changing technological workforce requiring an enormous number of skilled entry-level workers. Yet everyday, large and small companies alike tell us much of our young workforce is woefully unprepared, mostly because of poor entry-level skills.

Jobs for Graduates, Inc. of the Miami Valley, for the last 10 years, has met the challenge of bringing together a working collaborative of business, schools, and the community. We realize that America's economic and social future literally depends upon our nation's ability to reduce youth unemployment and build economic capacity through the preparation and promotion of our young people into productive citizens. (Powell, 1996)

JTPA is also called Job Training Partnership Act. It was established by an act of congress in 1985. One of the congressmen who pushed for this act was Dan Quayle. This act provides money for displaced workers and transitional workers who are getting welfare or compensation money from the government. JTPA services vary slightly depending on the county.

Students who will attend the class will be JTPA-qualified. The students must show that they are on some assistance. If the students or their families are on public assistance, get free lunches, are handicapped, are on an IEP, are foster children, or meet the financial qualifications; then they may qualify. The students meet with an intake worker at Jobs for Graduates headquarters and the paperwork is completed.

Setting

The class will be held at the Patterson Career Center in Dayton. The computer lab is in room 208 and there are IBM computers with Windows 3.1 and Word loaded on them.

The classes meet for four weeks from 3:30 p.m. to 5:00 p. m. There have been ten students in each class.

COURSE OUTLINE

- Week 1:
- Monday: Review the purpose of learning Word
Chapter 1--Introduction to Computers
Pretest
Mouse Tutorial on Computers
 - Tuesday: Review Chapter 1
Word Search of Computer terms Quiz 1
Chapter 2
Change the Marquee Screen Saver
 - Wednesday: Chapter 2 Review
Chapter 2 Quiz 2
Chapter 3 Screen
 - Thursday: PowerPoint Review, Word Tutorial
Puzzle on Screen Quiz 3
- Week 2:
- Monday: Lesson 1 edit, 2 paragraph numbering, and 3 memo
 - Tuesday: Lesson 4 application letter
 - Wednesday: Lesson 5 cover letter
 - Thursday: Lesson 6 cold calls form, and 7 report
- Week 3:
- Monday: Lesson 8 employee rating sheet, and 9 application form
 - Tuesday: Lesson 10 graph
 - Wednesday: Lesson 11 merge Lesson 12 labels
 - Thursday: Lesson 13 merge
- Week 4:
- Monday: Lesson 14 title page
 - Tuesday: Lesson 15 resume
 - Wednesday: Lesson 16 your resume
Quiz 4 Review of terms
 - Thursday: Portfolio--Putting It All Together, Post Test

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to:

- Identify how well they know Windows and Word
- Take notes on the handouts on computer literacy
- Identify the parts of the computer
- Identify the parts of the mouse

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Introduction of students and self	5 minutes
Go over manual	10 minutes
Take a PreTest	20 minutes
Work on Chapter 1	20 minutes
Mouse Tutorial	35 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: Identify the parts of a window
Identify the different disks
Change the marquee on their screen savers

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Review of Computer Literacy	5 minutes
Quiz 1 Word Search	10 minutes
Chapter 2-Windows	45 minutes
Change the marquee and discuss dialog boxes	30 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: Identify the parts of a window
Identify the mouse
Identify the parts of the Word screen

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Review the parts of a window	5 minutes
Chapter 2 Quiz on Windows Screen	40 minutes
Start Chapter 3	45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to:

- Identify the commands on the toolbars in Word
- Identify the screen in Word
- Identify the parts of the computer
- Identify parts of the window

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Review with PowerPoint	40 minutes
Word Tutorial	30 minutes
Quiz 3	20 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: edit text by using the backspace and delete keys
identify and use paragraph numbering
identify and use a border line in a memo

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Editing Lesson 1	25 minutes
Paragraph numbering Lesson 2	25 minutes
Memo Lesson 3	40 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: key a modified block letter
 print a letter
 spell check a letter
 save a letter

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Review information on application letters Lesson 4	45 minutes
Type Lesson 4	45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: key a cover letter
 print a cover letter
 spell check the letter
 save the letter

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Review of Cover letters Lesson 5
Type Cover letter

45 minutes
45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: create a table
identify when to use cold calls in getting a job
type a report
identify the parts of a report

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Lecture-How to get a job	10 minutes
Table Lesson 6	25 minutes
Type a Report Lesson 7	35 minutes
Review of Commands this week	20 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to:

- type an employee rating sheet
- create columns
- set tabs
- identify the format painter

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Lecture over columns and tabs	20 minutes
Employee Rating Sheet Lesson 8	35 minutes
Data Form Lesson 9	35 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: create a graph
identify ways to get a job

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Lecture on ways to get a job
Data graph Lesson 10

45 minutes
45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: merge a document
create a shell document
create a data base
create mailing labels

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Lecture on mail merge	Lesson 11	25 minutes
Create data base		20 minutes
Create shell letter		20 minutes
Create labels Lesson 12		25 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: merge a letter

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Merge a letter on his own

90 minutes

Finish any work from the previous lessons

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: Create a title page
Create a title page for portfolio

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Create a title page for Lesson 7 report/Lecture	45 minutes
Create a title page for portfolio	45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: type a resume
identify parts of a resume

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Lecture on resumes Lesson 15

45 minutes

Type a resume

45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: Type a valid resume

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Type his resume

45 minutes

Quiz on terms 4

45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: Create a portfolio of his work
Complete a post test

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Create a portfolio	80 minutes
Post Test	10 minutes

Evaluation Procedures

The teacher will use the following sheet to grade the student's work.

EVALUATION SHEET

STUDENT'S NAME _____

	Score
Windows Pre-test	_____
Word Pre-test	_____
Quiz 1 Word Search (5 points each)	_____
Quiz 2 Identify the parts of a window (10 points each)	_____
Quiz 3 Puzzle (6.67 points each)	_____
Quiz 4 Short answer (10 points each)	_____
Portfolio completed (100 points)	_____
Windows Post-test	_____
Word Post-test	_____
	Grade
Portfolio	60%
4 Quiz Grades	<u>40%</u>
FINAL GRADE	100%

NAME _____

Quiz 1
Introduction to Computers
Word Search

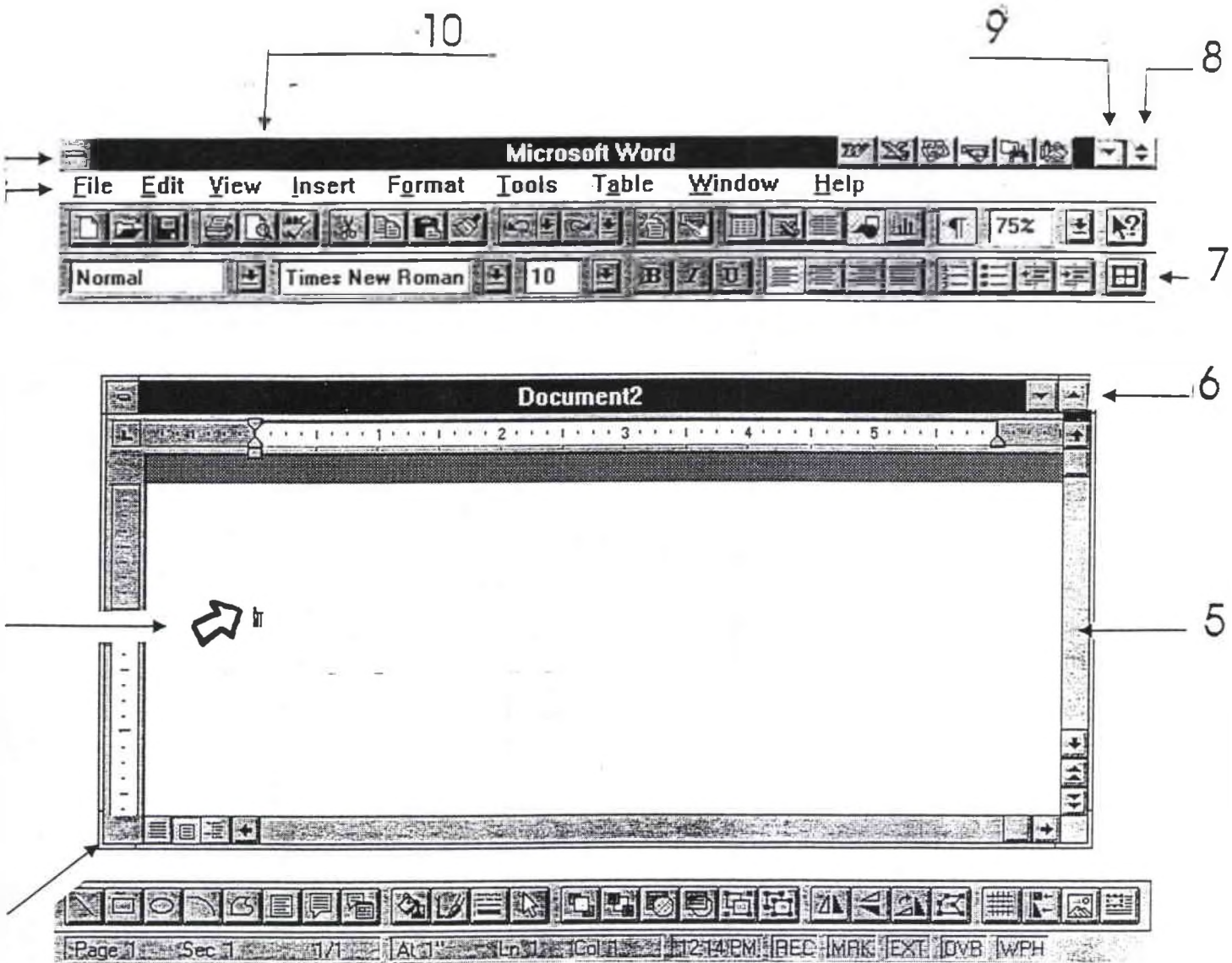
Directions: Circle the following computer words. The words are spelled forward and backward.

- | | | | |
|---------|------------------|----------------|---------|
| Monitor | Arithmetic logic | Word Processor | CPU |
| Alt | Keyboard | Scroll Keys | Shift |
| Disk | Disk Drive | Printer | Word |
| CTRL | QWERTY | RAM | ROM |
| Path | Memory | Storage | Control |

Z X S W E R T Y A S C D F R O T I N O M U P C F G H J K L B V C I
 B N M K J K Q U J A R I T H M E T I C L O G I C F G H J K L P O I N
 E W R T Y S F G J K L P O I U D I S L X S W E R L T L A S H I F T X
 T R E E D R A O B Y E K S D R E R W A S L I O W P L I O A S B C I
 S C R O L L K E Y S Q W E R T Y K S D L I O P Q A R E S A V C X E
 E V I R D K S I D C T R L D S A C Z C B I E W I Y U O W E R A W O
 W O R D P R O C E S S O R R E T N I R P W W O R E W S R O A I L
 D R O W J H I L O R E S W A R T I O P N V C X Z C F R W S A O R I
 M A R I U R O S A B V C X Z N M A P I Y U E W S A Z V W O P R T
 M O R J K L M W O E W Q R O B V C X Y I O M E M O R Y O P W E
 H T A P K S I D C O N T R O L S T O R A G E G H J O L L O P Y T W

Name _____

QUIZ 2



NAME _____

QUIZ 2

Directions: Identify the part of the window that is selected on the previous page.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

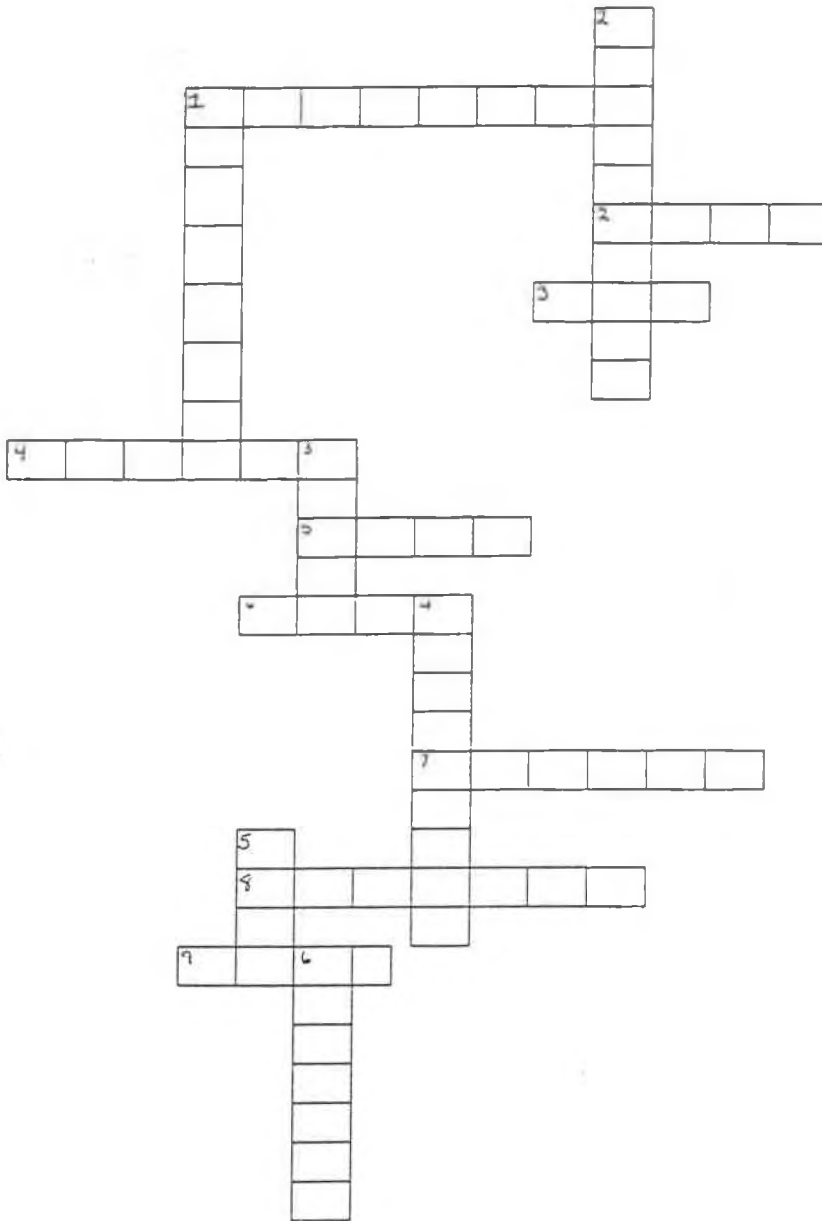
8. _____

9. _____

10. _____

Name _____

QUIZ 3



Quiz 3

DOWN

1. To make a window smaller.
2. To check the document for errors
3. You can enter data in a table with this command.
4. You can change the side margins with this command.
5. Picture is another name.
6. You use this toolbar to create lines.

ACROSS

1. To make a window larger.
2. To make a duplicate
3. The first icon on the standard toolbar.
4. To add words to the document
5. To make a word darker.
6. To get information about a command.
7. The first time you save.
8. When you need two vertical sections on one page.
9. You use this to go back before the last command.

Chapter 4

NAME _____

Quiz 4

Directions: You need to complete the following questions with complete sentences.

1. When do you use an application letter?
2. What is a modified-block style letter?
3. What is a cover letter? How many paragraphs should it contain? What information should you have in each paragraph?
4. What is a block style letter?
5. List and describe three ways to get your dream job.
6. List three ways to search for jobs.
7. What command do you need to use to type a newspaper title?
8. List and describe four parts of a resume.
9. Describe the three parts of the merge command.
10. What can you use to make cold calls?

NAME _____

POST-TEST DATE _____

Windows Competency Sheet

You will find the information in the following sections of the manual

Using a scale of 1 to 10, rank your knowledge of the following competencies:

- | | |
|---|---------------|
| 1. I know the keyboard commands used in windows. | REFERENCE |
| 2. I know how to use the menu commands. | REFERENCE |
| 3. I can define a dialog box. | WINDOWS |
| 4. I can define the parts of a window. | WINDOWS |
| 5. I know how to use a text box, list box, command button and radio/option command. | WINDOWS |
| 6. I know how to use the help command. | REFERENCE |
| 7. I know the purpose of file manager. | WINDOWS |
| 8. I know how to use the control panel in windows. | WINDOWS |
| 9. I know the terms: software and hardware. | INTRO TO COMP |
| 10. I know how to copy text with the mouse. | WINDOWS |
| 11. I know how to name a file. | INTRO TO COMP |
| 12. I can list a few input devices on the market. | INTRO TO COMP |
| 13. I can list a few output devices on the market. | INTRO TO COMP |
| 14. I can identify a few processors. | INTRO TO COMP |
| 15. I understand the concept of RAM and ROM. | INTRO TO COMP |
| 16. I know how to properly care for my disks. | INTRO TO COMP |
| 17. I know how to move text with the mouse. | WINDOWS |
| 18. I know how to tell which printer I am using. | WINDOWS |
| 19. I know how to get to the DOS prompt. | WINDOWS |

Word Competencies

Using a scale of 1 to 10, rank your knowledge of the following competencies:

- | | |
|--|---------------------|
| 1. I know the keyboard shortcut commands for Word. | REFERENCE |
| 2. I know how to save a file in Word. | SCREEN |
| 3. I know how to print a file in Word. | SCREEN |
| 4. I know how to change my margins. | SCREEN |
| 5. I know how to edit my document. | SCREEN |
| 6. I know how to use the spell check command. | SCREEN |
| 7. I can identify the parts of the Word window. | WINDOWS/
SCREEN |
| 8. I know how to use the help feature. | WINDOWS |
| 9. I know how to perform the mail merge command. | LESSON 11 |
| 10. I know how to use the print preview. | SCREEN |
| 11. I know how to find a file on my disk. | SCREEN |
| 12. I know how to use the bullets for my paragraphs. | SCREEN |
| 13. I know how to create columns in Word. | SCREEN/
LESSON 8 |
| 14. I know how to cut, copy and paste in Word. | SCREEN |
| 15. I know how to vertically center a document. | LESSON 8 |

CHAPTER IV

FINDINGS

The curriculum guide was created for 16 class sessions. The manual was divided into an introduction to computer section, a windows section, an application section, and a reference section. The following cognitive domains were used in the lessons:

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION	LESSONS
					X	PRETEST
X	X					QUIZ 1
X	X					QUIZ 2
X	X					QUIZ 3
X	X	X				LESSON 1
X	X	X				LESSON 2
X	X	X				LESSON 3
X	X	X				LESSON 4
X	X	X				LESSON 5
X	X	X				LESSON 6
X	X	X				LESSON 7
X	X	X				LESSON 8
X	X	X	X			LESSON 9
X	X	X	X			LESSON 10
X	X	X	X	X		LESSON 11
X	X	X				LESSON 12
X	X	X	X	X		LESSON 13
X	X	X	X			LESSON 14
X	X	X				LESSON 15
X	X	X	X	X		LESSON 16
X	X					QUIZ 4
				X		PORTFOLIO
					X	POSTTEST

CHAPTER V

CONCLUSIONS, AND RECOMMENDATIONS

Jobs for Graduates was given money by JTPA to teach JTPA-qualified students computer skills. Jobs for Graduates believes that if students have some knowledge of the computer, they will be able to have more career options. Jobs For Graduates asked the writer of this proposal to teach these computer classes and create materials to fit this particular problem.

The purpose of this project was to develop a curriculum guide and a MS Word manual in order to implement knowledge to JTPA-qualified students in the Jobs for Graduates program in Dayton.

The students will be given a manual on their first day of class. We will go through the applications in the manual and take the quizzes. At the end of the course, the students will prepare a portfolio of their work. The students will take a post-test and evaluate their knowledge.

Most of the lessons in the manual cover knowledge, comprehension and application domains. However, the merge, tab, graph and portfolio lessons cover a higher level of awareness.

CONCLUSIONS

The students will be able to apply their knowledge in computer literacy, windows, job attainment skills and Word. They will also have a manual to keep and use in the future. The students will leave the class with a portfolio which they could use to get a job

RECOMMENDATIONS

I would recommend making the classes two hours instead of an hour and a half. Because of poor typing skills, the students have rushed to complete their work. If we had more time, then the teacher could teach typing as well as this Word information. I would also recommend that the instructor prepare more activities for the students who know how to type.

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WORD MANUAL

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INTRODUCTION

CHAPTER I

INTRODUCTION

Justification of the Problem

Jobs for Graduates was given money by JTPA to teach JTPA-qualified students computer skills. Jobs for Graduates believes that if students have some knowledge of the computer, they will be able to have more career options. Jobs For Graduates asked the writer of this project to teach these computer classes and create materials to fit this particular problem.

At this point it can be fairly argued that a concentration on industrial work is misplaced. The number of workers in manufacturing enterprises has steadily declined in relative (although not absolute) terms. Less than thirty percent of the labor force currently is employed in the manufacturing sector. Work on the assembly line, often considered the epitome of industrial work, in reality occupies only 1 out of 150 workers. Due to fundamental changes in the economy, the typical worker no longer toils on some factory floor. (Volti 1992)

As the number of manufacturing jobs relative to the total work force has declined, more and more people are now found in white-collar occupations. More workers perform clerical work than any other type of occupation; today, the typical workplace is not the factory but the office. Some analysts have seen this as an indication that the general occupational level has been improved. Moreover, it has been argued that technological change has in many cases increased skill requirements and allowed clerical workers to take on broader responsibilities. In particular, the introduction of the computer is said to be making clerical work a more skilled activity than ever before. (Volti 1992)

Why do some occupations grow more rapidly than others? Employment opportunities change with three major forces: (1) ups and downs in the economy; (2) technological innovations that create new jobs while rendering other occupations obsolete; and (3) changes in the total size, age composition, and geographic distribution of a nation's population. (Kennedy 1989)

An area heavily driven by aerospace, technology and research and development, the Miami Valley is facing many of the same dynamics as other defense communities--a rapidly changing technological workforce requiring an enormous number of skilled entry-level workers. Yet everyday, large and small companies alike tell us much of our young workforce is woefully unprepared, mostly because of poor entry-level skills. (Powell 1996)

Jobs for Graduates, Inc. of the Miami Valley, for the last 10 years, has met the challenge of bringing together a working collaborative of business, schools, and the community. We realize that America's economic and social future literally depends upon our nation's ability to reduce youth unemployment and build economic capacity through the preparation and promotion of our young people into productive citizens. (Powell 1996)

By giving the JTPA-qualified students this Word Manual and instruction, we are providing these students more career options.

Problem Statement

The purpose of this project was to create a MS Word manual for JTPA-qualified students in the Jobs for Graduates program in Dayton.

CHAPTER III

PROCEDURE

Setting and Subjects

Jobs for Graduates

Jobs for Graduates, Inc. of the Miami Valley has accomplished much over the last 10 years--serving over 6,000 young people in the greater Miami Valley. Following a successful model initiated in 1979 by the state of Delaware, Jobs for Ohio's Graduates was positioned to be available to every eligible student in the state. Gov. George V. Voinovich accepted the national chair of Jobs for America's Graduates in 1995. Jobs for America's Graduates operates in 27 states and several foreign countries including 200 programs in the United Kingdom.

The local program currently operates in 18 high schools in Montgomery, Miami, Clark, Butler, and Warren counties. Over 1900 students and graduates are being served.

Services include:

- Employability skills training, including career development, job attainment, job survival, basic skills, leadership and self-development
 - Individual counseling and guidance, intended to improve students' self-esteem and motivate them to stay in school and graduate
 - Career Association activities, focusing on improving self-esteem, teamwork, cooperation and motivation
- Job placement assistance, performed year-round to proper job opportunities for graduate referrals by staff

The hallmark of the Jobs for Graduates program is its performance expectations and results. Within nine months of their graduation, over 80 percent of our graduates are working, in the military or in post-secondary education. Many of the working graduates achieve an upgrade or promotion on the job within that time. Jobs for Graduates is extremely cost effective as well. It costs approximately \$1,200 to serve each student. That cost is repaid by each working graduate within 14 months through taxes they pay as productive adults.

Funding for Jobs for Graduates, Inc. of the Miami Valley is secured from a variety of public and private sectors. About 60 percent of the revenue comes from the Ohio Department of Education, which requires a 40 percent match from the local community. Local JTPA/ Private Industry Councils, the Montgomery County Human Services Department, local school boards, corporations, foundations and individuals provide the matching funds. This kind of public-private effort is one reason why the program is so successful. With federal cuts in the job training budget, private sector support is even more critical.

An area heavily driven by aerospace, technology and research and development, the Miami Valley is facing many of the same dynamics as other defense communities--a rapidly changing technological workforce requiring an enormous number of skilled entry-level workers. Yet everyday, large and small companies alike tell us much of our young workforce is woefully unprepared, mostly because of poor entry-level skills.

Jobs for Graduates, Inc. of the Miami Valley, for the last 10 years, has met the challenge of bringing together a working collaborative of business, schools, and the community. We realize that America's economic and social future literally depends upon our nation's ability to reduce youth unemployment and build economic capacity through the preparation and promotion of our young people into productive citizens. (Powell, 1996)

JTPA is also called Job Training Partnership Act. It was established by an act of congress in 1985. One of the congressmen who pushed for this act was Dan Quayle. This act provides money for displaced workers and transitional workers who are getting welfare or compensation money from the government. JTPA services vary slightly depending on the county.

Students who will attend the class will be JTPA-qualified. The students must show that they are on some assistance. If the students or their families are on public assistance, get free lunches, are handicapped, are on an IEP, are foster children, or meet the financial qualifications; then they may qualify. The students meet with an intake worker at Jobs for Graduates headquarters and the paperwork is completed before class.

Setting

The class will be held at the Patterson Career Center in Dayton. The computer lab is in room 208 and there are IBM computers with Windows 3.1 and Word loaded on them.

The classes meet for four weeks from 3:30 p.m. to 5:00 p. m. There have been ten students in each class.

COURSE OUTLINE

- Week 1:
- Monday: Review the purpose of learning Word
Chapter 1--Introduction to Computers
Pretest
Mouse Tutorial on Computers
 - Tuesday: Review Chapter 1
Word Search of Computer terms Quiz 1
Chapter 2
Change the Marquee Screen Saver
 - Wednesday: Chapter 2 Review
Chapter 2 Quiz 2
Chapter 3 Screen
 - Thursday: PowerPoint Review, Word Tutorial
Puzzle on Screen Quiz 3
- Week 2:
- Monday: Lesson 1 edit, 2 paragraph numbering, and 3 memo
 - Tuesday: Lesson 4 application letter
 - Wednesday: Lesson 5 cover letter
 - Thursday: Lesson 6 cold calls form, and 7 report
- Week 3:
- Monday: Lesson 8 employee rating sheet, and 9 application form
 - Tuesday: Lesson 10 graph
 - Wednesday: Lesson 11 merge Lesson 12 labels
 - Thursday: Lesson 13 merge
- Week 4:
- Monday: Lesson 14 title page
 - Tuesday: Lesson 15 resume
 - Wednesday: Lesson 16 your resume
Quiz 4 Review of terms
 - Thursday: Portfolio--Putting It All Together, Post Test

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to:

- Identify how well they know Windows and Word
- Take notes on the handouts on computer literacy
- Identify the parts of the computer
- Identify the parts of the mouse

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Introduction of students and self	5 minutes
Go over manual	10 minutes
Take a PreTest	20 minutes
Work on Chapter 1	20 minutes
Mouse Tutorial	35 minutes

NAME _____

PRE-TEST DATE _____

Windows Competency Sheet

Using a scale of 1 to 10, rank your knowledge of the following competencies:

1. I know the keyboard commands used in windows. _____
2. I know how to use the menu commands. _____
3. I can define a dialog box. _____
4. I can define the parts of a window. _____
5. I know how to use a text box, list box, command button and radio/option command. _____
6. I know how to use the help command. _____
7. I know the purpose of file manager. _____
8. I know how to use the control panel in windows. _____
9. I know the terms: software and hardware. _____
10. I know how to copy text with the mouse. _____
11. I know how to name a file. _____
12. I can list a few input devices on the market. _____
13. I can list a few output devices on the market. _____
14. I can identify a few processors. _____
15. I understand the concept of RAM and ROM. _____
16. I know how to properly care for my disks. _____
17. I know how to move text with the mouse. _____
18. I know how to tell which printer I am using. _____
19. I know how to get to the DOS prompt. _____

NAME _____

PRE-TEST DATE _____

Word Competencies

Using a scale of 1 to 10, rank your knowledge of the following competencies:

1. I know the keyboard shortcut commands for Word. _____
2. I know how to save a file in Word. _____
3. I know how to print a file in Word. _____
4. I know how to change my margins. _____
5. I know how to edit my document. _____
6. I know how to use the spell check command. _____
7. I can identify the parts of the Word window. _____
8. I know how to use the help feature. _____
9. I know how to perform the mail merge command. _____
10. I know how to use the print preview. _____
11. I know how to find a file on my disk. _____
12. I know how to use the bullets for my paragraphs. _____
13. I know how to create columns in Word. _____
14. I know how to cut, copy and paste in Word. _____
15. I know how to vertically center a document. _____

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to:

- Identify the parts of a window
- Identify the different disks
- Change the marquee on their screen savers

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Review of Computer Literacy	5 minutes
Quiz 1 Word Search	10 minutes
Chapter 2-Windows	45 minutes
Change the marquee and discuss dialog boxes	30 minutes

NAME _____

Quiz 1
Introduction to Computers
Word Search

Directions: Circle the following computer words. The words are spelled forward and backward.

Monitor	Arithmetic logic	Word Processor	CPU
Alt	Keyboard	Scroll Keys	Shift
Disk	Disk Drive	Printer	Word
CTRL	QWERTY	RAM	ROM
Path	Memory	Storage	Control

ZXSWERTYASCD FRO TINOMUPCFGHJKLBVCI
BNMKJKQUJARITHMETICLOGICFGHJKLP
E WRTYSFGJKLPOIUDISLXSWERLTLASHIFTX
T REEDRAOBYEKSDRERWASLIOWPLIOASBCI
S CROLLKEYSQWERTYKSDLIOPQARESAVCXE
E VIRDKSIDCTRLDSACZCBIEWIYUOWERAWO
W O R D P R O C E S S O R R E T N I R P W W O R E W S R O A I L
D R O W J H I L O R E S W A R T I O P N V C X Z C F R W S A O R I
M A R I U O S A B V C X Z N M A P I Y U E W S A Z V W O P R T
M O R J K L M W O E W Q R O B V C X Y I O M E M O R Y O P W E
H T A P K S I D C O N T R O L S T O R A G E G H J O L L O P Y T W

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: Identify the parts of a window
Identify the mouse
Identify the parts of the Word screen

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Review the parts of a window	5 minutes
Chapter 2 Quiz on Windows Screen	40 minutes
Start Chapter 3	45 minutes

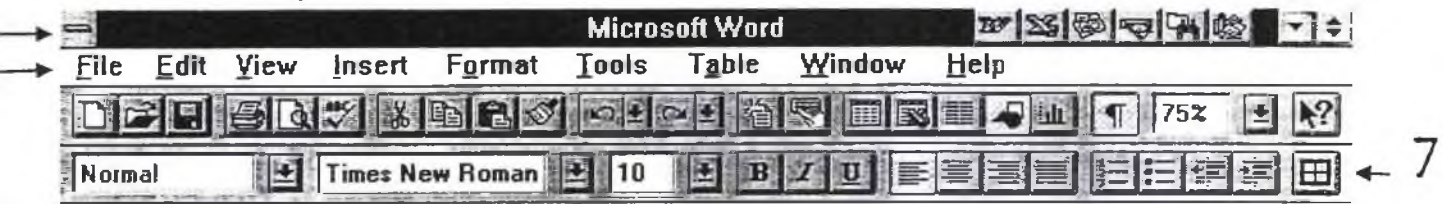
Name _____

QUIZ 2

10

9

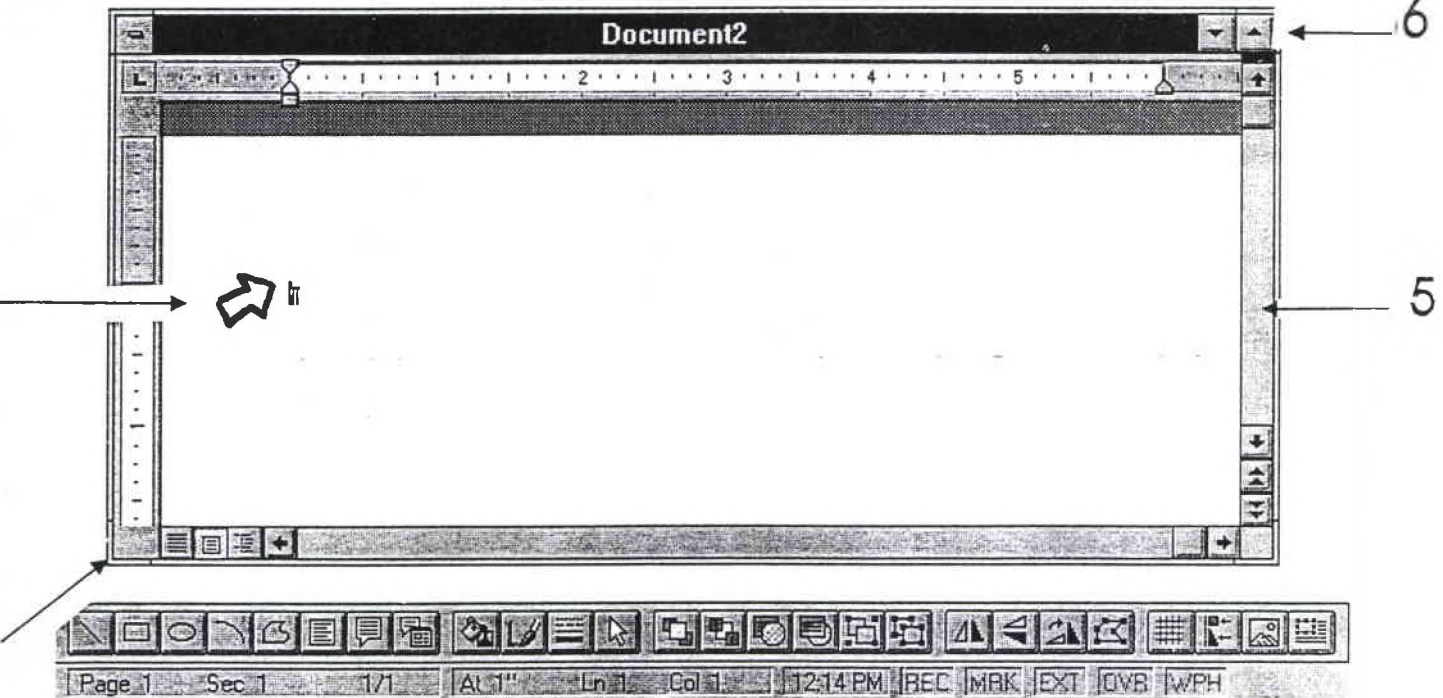
8



7

6

5



NAME _____

QUIZ 2

Directions: Identify the part of the window that is selected on the previous page.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to:

- Identify the commands on the toolbars in Word
- Identify the screen in Word
- Identify the parts of the computer
- Identify parts of the window

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

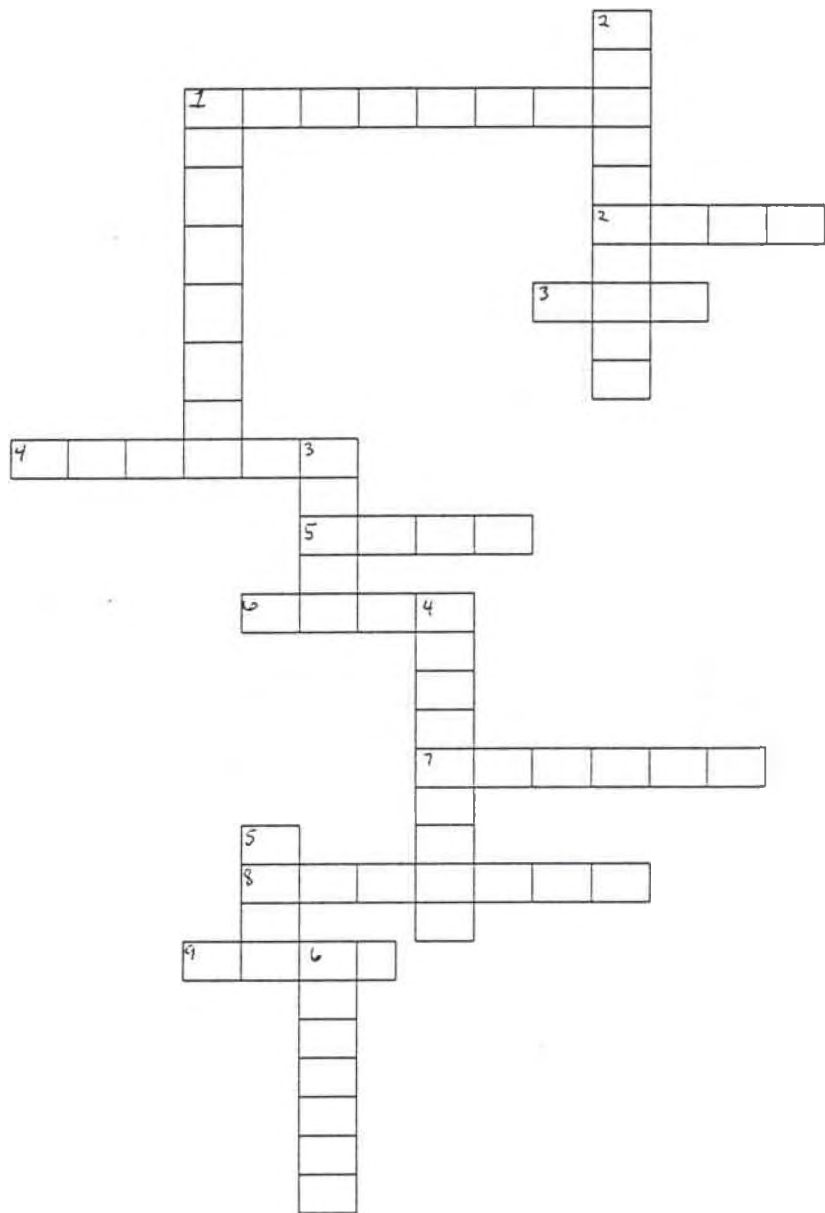
TIME:

90 minutes

Review with PowerPoint	40 minutes
Word Tutorial	30 minutes
Quiz 3 Puzzle on the screen	20 minutes

Name _____

QUIZ 3



Name _____

Quiz 3

DOWN

1. To make a window smaller.
2. To check the document for errors
3. You can enter data in a table with this command.
4. You can change the side margins with this command.
5. Picture is another name.
6. You use this toolbar to create lines.

ACROSS

1. To make a window larger.
2. To make a duplicate
3. The first icon on the standard toolbar.
4. To add words to the document
5. To make a word darker.
6. To get information about a command.
7. The first time you save.
8. When you need two vertical sections on one page.
9. You use this to go back before the last command.

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: edit text by using the backspace and delete keys
identify and use paragraph numbering
identify and use a border line in a memo

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Editing Lesson 1	25 minutes
Paragraph numbering Lesson 2	25 minutes
Memo Lesson 3	40 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: key a modified block letter
print a letter
spell check a letter
save a letter

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Review information on application letters Lesson 4	45 minutes
Type Lesson 4	45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to:

- key a cover letter
- print a cover letter
- spell check the letter
- save the letter

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Review of Cover letters Lesson 5

45 minutes

Type Cover letter

45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to:

- create a table
- identify when to use cold calls in getting a job
- type a report
- identify the parts of a report

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Lecture-How to get a job	10 minutes
Table Lesson 6	25 minutes
Type a Report Lesson 7	35 minutes
Review of Commands this week	20 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to:

- type an employee rating sheet
- create columns
- set tabs
- identify the format painter

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Lecture over columns and tabs	20 minutes
Employee Rating Sheet Lesson 8	35 minutes
Data Form Lesson 9	35 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: create a graph
identify ways to get a job

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Lecture on ways to get a job
Data graph Lesson 10

45 minutes
45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to:

- merge a document
- create a shell document
- create a data base
- create mailing labels

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Lecture on mail merge	Lesson 11	25 minutes
Create data base		20 minutes
Create shell letter		20 minutes
Create labels Lesson 12		25 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: merge a letter

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Merge a letter on his own Lesson 13

90 minutes

Finish any work from the previous lessons

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: Create a title page
Create a title page for portfolio

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Create a title page for Lesson 7 report/Lecture	45 minutes
Create a title page for portfolio Lesson 14	45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: type a resume
identify parts of a resume

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Lecture on resumes Lesson 15

45 minutes

Type a resume

45 minutes

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: Type a valid resume

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Type his resume Lesson 16

45 minutes

Quiz on terms 4

45 minutes

NAME _____

Quiz 4

Directions: You need to complete the following questions with complete sentences.

1. When do you use an application letter?
2. What is a modified-block style letter?
3. What is a cover letter? How many paragraphs should it contain? What information should you have in each paragraph?
4. What is a block style letter?
5. List and describe three ways to get your dream job.
6. List three ways to search for jobs.
7. What command do you need to use to type a newspaper title?
8. List and describe four parts of a resume.
9. Describe the three parts of the merge command.
10. What can you use to make cold calls?

WORD FOR WINDOWS

STUDENTS: JTPA-qualified students who are registered through the Jobs for Graduates organization.

COURSE OBJECTIVES:

The student will be able to: Create a portfolio of his work
Complete a post test

MATERIALS:

Student Manual and Computer with Windows 3.1 and Word

WHERE:

Patterson Career Academy or another computer lab in the Dayton Public School Systems

TIME:

90 minutes

Create a portfolio
Post Test

80 minutes
10 minutes

NAME _____

POST-TEST DATE _____

Windows Competency Sheet

Using a scale of 1 to 10, rank your knowledge of the following competencies:

1. I know the keyboard commands used in windows. _____
2. I know how to use the menu commands. _____
3. I can define a dialog box. _____
4. I can define the parts of a window. _____
5. I know how to use a text box, list box, command button and radio/option command. _____
6. I know how to use the help command. _____
7. I know the purpose of file manager. _____
8. I know how to use the control panel in windows. _____
9. I know the terms: software and hardware. _____
10. I know how to copy text with the mouse. _____
11. I know how to name a file. _____
12. I can list a few input devices on the market. _____
13. I can list a few output devices on the market. _____
14. I can identify a few processors. _____
15. I understand the concept of RAM and ROM. _____
16. I know how to properly care for my disks. _____
17. I know how to move text with the mouse. _____
18. I know how to tell which printer I am using. _____
19. I know how to get to the DOS prompt. _____

NAME _____

POST-TEST DATE _____

Word Competencies

Using a scale of 1 to 10, rank your knowledge of the following competencies:

1. I know the keyboard shortcut commands for Word. _____
2. I know how to save a file in Word. _____
3. I know how to print a file in Word. _____
4. I know how to change my margins. _____
5. I know how to edit my document. _____
6. I know how to use the spell check command. _____
7. I can identify the parts of the Word window. _____
8. I know how to use the help feature. _____
9. I know how to perform the mail merge command. _____
10. I know how to use the print preview. _____
11. I know how to find a file on my disk. _____
12. I know how to use the bullets for my paragraphs. _____
13. I know how to create columns in Word. _____
14. I know how to cut, copy and paste in Word. _____
15. I know how to vertically center a document. _____

EVALUATION SHEET

STUDENT'S NAME _____

Score

Windows Pre-test _____

Word Pre-test _____

Quiz 1 Word Search (5 points each) _____

Quiz 2 Identify the parts of a window (10 points each) _____

Quiz 3 Puzzle (6.67 points each) _____

Quiz 4 Short answer (10 points each) _____

Portfolio completed (100 points) _____

Windows Post-test _____

Word Post-test _____

Grade

Portfolio	60%
4 Quiz Grades	<u>40%</u>
FINAL GRADE	100%

Introduction to Computers

COMPUTERS

Computers are electronic devices that process and store data.

HARDWARE

There are five hardware components that make the computer work.

- Monitor
- CPU
- Disk Drive
- Keyboard
- Printer

1. The monitor--This is sometimes called a cathode-ray tube (CRT), a screen, or a video display terminal (VDT).
2. The CPU--CPU stands for Central Processing Unit. There are several generations of CPU chips. The latest is a pentium processor.

The CPU performs three functions:
Arithmetic/Logic, Control, and Storage

The CPU is inside the housing of the computer. You cannot see it unless you remove the housing.

3. Disk Drive--Ten years ago computers were built with two disk drives: One was a 3 1/2" disk drive and one was a 5 1/4" drive. The drives were labeled A and B.

Now computers are built with a CD ROM drive and that drive is usually D drive.

4. Keyboard--The keyboard that is used is an enhanced, QWERTY keyboard.

It is called enhanced because it has the following areas:

- Scroll keys
- Editing keys
- Arrow keys
- Data entry keys

To the right of the keyboard you will find the Scroll and Editing keys. The Page Up and Page Down keys will scroll the screen up or down. The Home and End keys will move the cursor to the beginning or end of your line.

The insert key will allow you to insert or typeover text. The delete key will remove the character over the cursor.

A side note, the backspace key is used to delete letters to the left.

- Keyboard

Below the Scroll and Editing keys are the arrow keys. The arrow keys will move the cursor throughout the document, but it will not create a new blank line.

You also need to find the ESC key and the keyboard command keys (Alt, Shift and CTRL).

The keys on the very top of the keyboard are called function keys and they will let you complete a command quickly.

Input Devices

The keyboard, mouse, scanner, light pen, screen, and joystick are a few of the input devices on the market. The data cannot be processed without an input device.

5. Printer--A printer is an output device. The paper output is called hard copy. There are several types of printers. Some printers are impact printers and some are nonimpact. This means that an impact printer actually touches the paper when it prints letters.

Output Devices

The printer and the screen are a few output devices. The output device lets you take the processed data with you.

SOFTWARE

Software is also called program. The software contains the instructions for the computer. The computer cannot run without software.

There are several types of software:

- Word processing
- Data Base
- Spreadsheet
- Utility
- Graphic
- Presentation
- Accounting
- Organization
- Communication
- Research
- Design

You will need to know the first four in the list. These are word processing, database, spreadsheet and utility.

Word processing takes the place of the typewriter. You type letters, memos and reports with word processing programs. Word processing programs allow you to edit your work with ease. The most common word processing programs are Word and WordPerfect.

Software

Data Base programs take the place of the files in a file cabinet. You use the data base to sort, maintain integrity of the files, and print reports with ease. Some of the most common data base programs are Dbase, Paradox, and Access. Data Base programs can be programmed to complete the company's accounting tasks.

Spreadsheet programs take the place of the calculator. Whatever you would do with the calculator you can do with a spreadsheet. You can also create graphs to enhance your reports. The most popular spreadsheet programs are Excel, Quattro Pro, and Lotus.

Utility programs are used to copy, move, store and retrieve files. I tell people that utility programs are like the instructions on a board game. Nobody likes to read the instructions, but you have to use the instructions in order to play the game. You also have to use the utility program in order to use the other software.

MEMORY

Why should I know about memory? You need to know which storage items you can use to store and edit your work.

RAM - Stands for random access memory. Random Access memory allows you to edit your text unless you change the property, and RAM allows you to go to the exact file right away.

ROM - Stands for read-only memory. Read only memory is found on the CD ROM. Just like a video tape, you must cycle through the whole CD to get to the song at the end of the CD. ROM will not allow you to edit the CD.

Floppy disks and hard disks have RAM memory. CD's have ROM memory. You cannot store your work on a CD.

Memory is measured in bits, bytes, kilobytes, megabytes, and gigabytes.

Bit	1/8 of a character	
Byte	1 character	k
Kilobyte	1,024 bytes	1/3 of a page
Megabyte	1 million bytes	A fat book
Disk	2.20 megabytes	2 fat books
CD	660 megabytes	660 fat books
Gigabyte	1 billion bytes	A hard drive

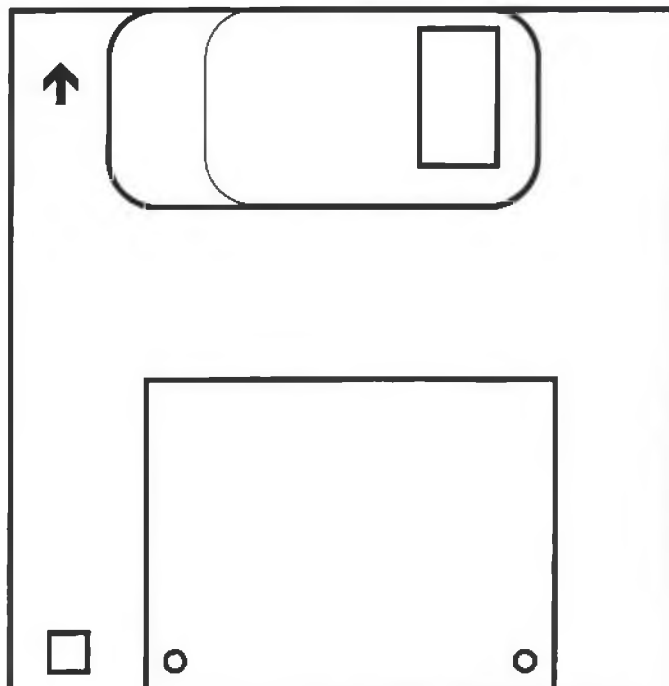
Disks

A disk is a medium that allows you to store and retrieve data. Data are stored in tracks and sectors on the disk. There are many sizes of disks. The most common sizes are the 3 1/2" and the 5 1/4" disk.

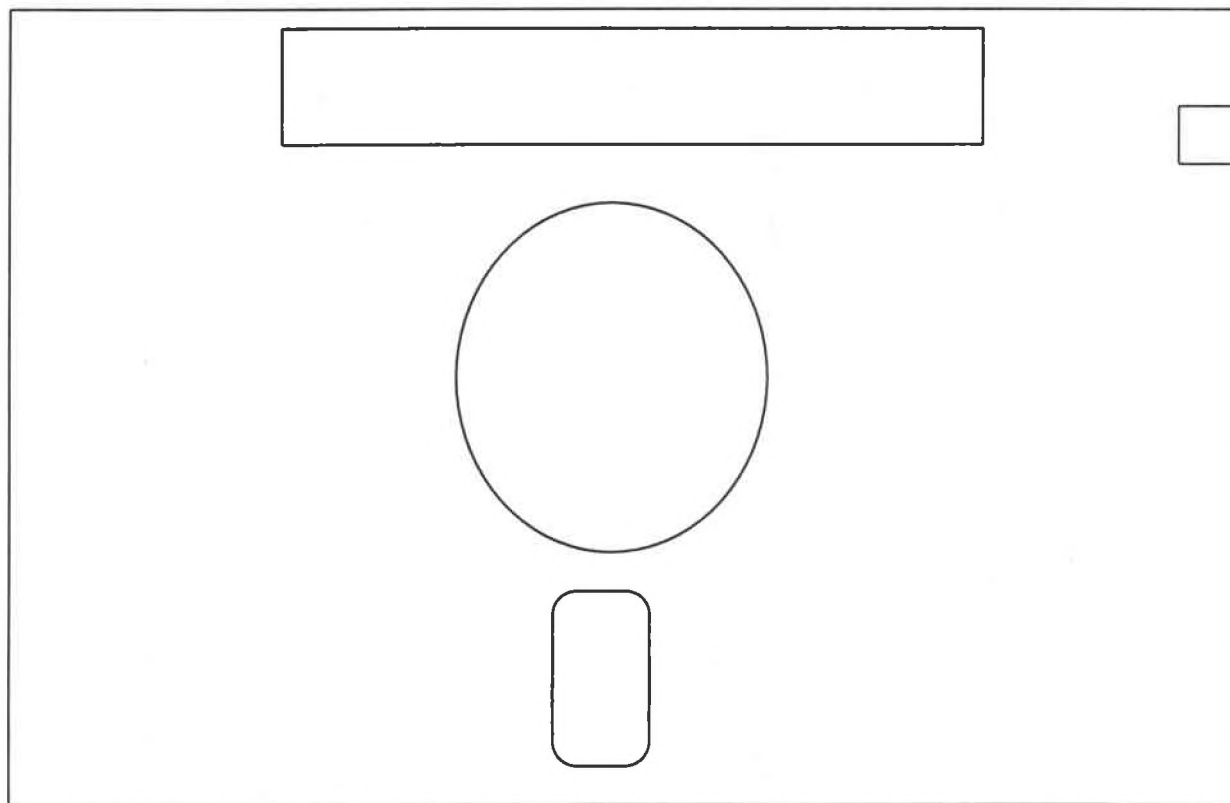
Disks must be formatted before you can use them. Formatting sets up the sectors and tracks and copies three DOS files on your disk. To format a disk, you should click the main window, click the file manager, click the disk menu and choose format disk. You may not need to format your disk. Anymore when you buy a disk it is already formatted.

You should take proper care of your disk and always backup your important files. Backing up your file means you have a copy of the original document. You should never smoke around your disks. You should not expose your disks to extreme hot or cold. You should not spill anything on your disk and you should copy your files periodically.

DISKETTES

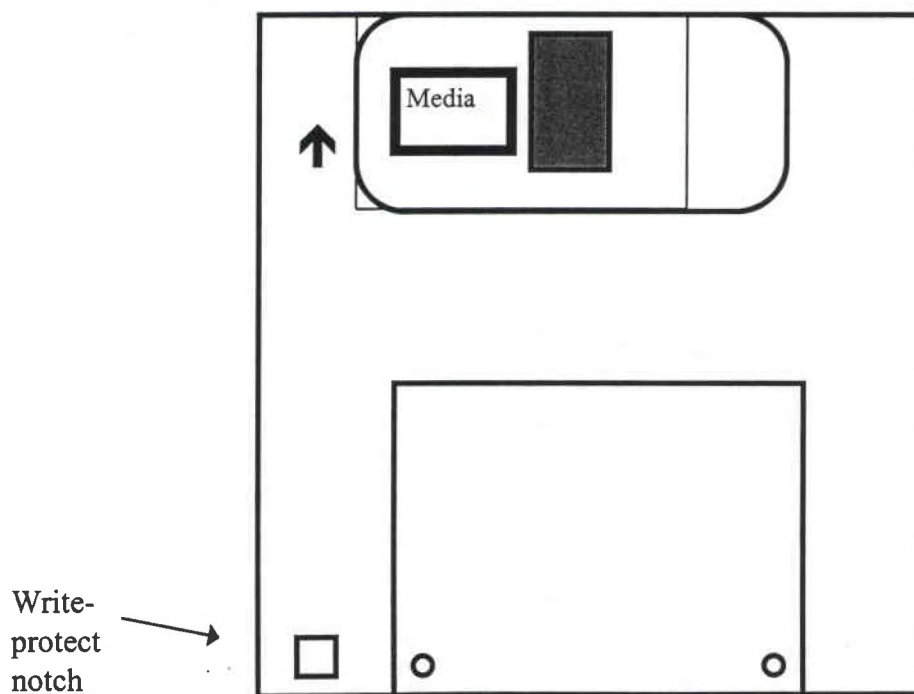
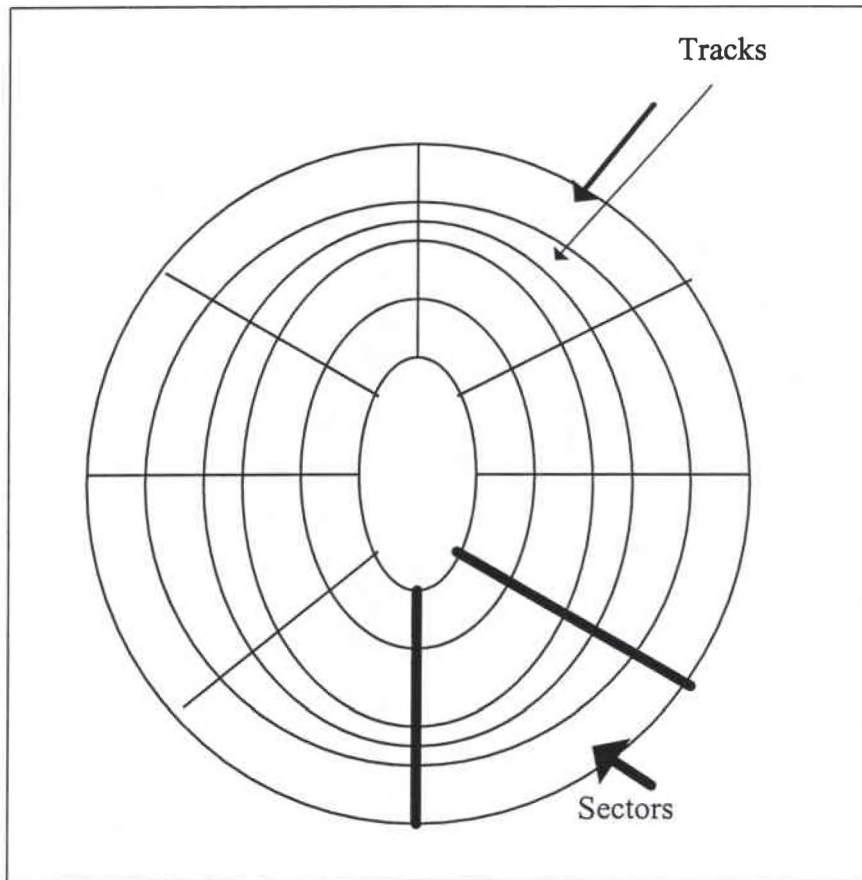


3.5" Disk



5 1/4" Disk

How Disks Store Data



DIRECTORIES, SUBDIRECTORIES, FILES

Directories are sections on your disk where you store other directories, called subdirectories, and files.

Paths identify the directories and subdirectories. You use backslashes to separate the directories and subdirectories.

A tree is a graphic representation of the location of a directory or file.

You need to know the path of a file in order to copy, move, rename and select it.

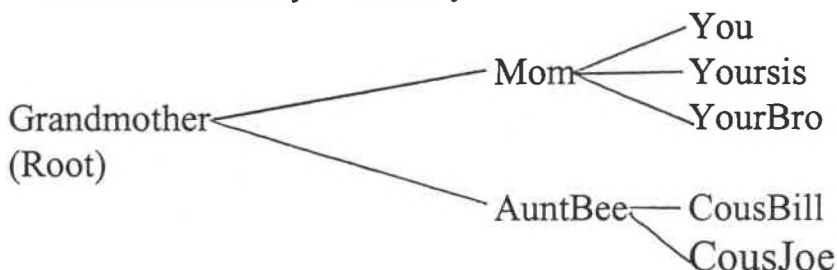
File names consist of 1-8 characters, a period, and 1-3 characters. File names can be typed in upper or lower case when you are in DOS.

EXAMPLE

Think about your family tree and you will be able to visualize the tree structure of a computer. Let's say you have a grandmother and she had two children. One of the children would be your mother. Your mother had three children.

They established paths and trees, so you can easily see the relationships.

Here is the tree of your family:



Now let's use the path.

Example:

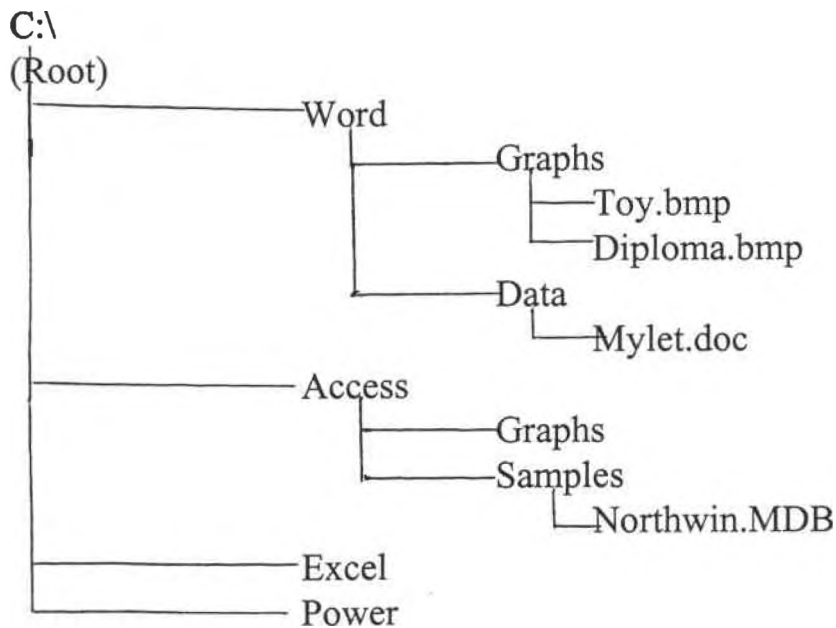
Grandmother\Mom\You

Grandmother\Mom\Yoursis

Grandmother\AuntBee\CousJoe

Example:

C:\Excel



NAME _____

Quiz 1
Introduction to Computers
Word Search

Directions: Circle the following computer words. The words are spelled forward and backward.

Monitor	Arithmetic logic	Word Processor	CPU
Alt	Keyboard	Scroll Keys	Shift
Disk	Disk Drive	Printer	Word
CTRL	QWERTY	RAM	ROM
Path	Memory	Storage	Control

Z X S W E R T Y A S C D F R O T I N O M U P C F G H J K L B V C I
 B N M K J K Q U J A R I T H M E T I C L O G I C F G H J K L P O I N
 E W R T Y S F G J K L P O I U D I S L X S W E R L T L A S H I F T X
 T R E E D R A O B Y E K S D R E R W A S L I O W P L I O A S B C I
 S C R O L L K E Y S Q W E R T Y K S D L I O P Q A R E S A V C X E
 E V I R D K S I D C T R L D S A C Z C B I E W I Y U O W E R A W O
 W O R D P R O C E S S O R R E T N I R P W W O R E W S R O A I L
 D R O W J H I L O R E S W A R T I O P N V C X Z C F R W S A O R I
 M A R I U R O S A B V C X Z N M A P I Y U E W S A Z V W O P R T
 M O R J K L M W O E W Q R O B V C X Y I O M E M O R Y O P W E
 H T A P K S I D C O N T R O L S T O R A G E G H J O L L O P Y T W

WINDOWS

WINDOWS

A window is a rectangle on the screen. The Windows software was created to make using the computer easy. The user just points to an icon and clicks the mouse button. An icon is a picture. The icons in Windows represent commands.

The desktop is a full-screen window. The desktop is like a blotter on a desk. Stuff gets put on top of it and you do not see it.

The program manager is on top of the desktop. The program manager is like the head waiter at a restaurant. You can choose from the menu choices which software you will use.

There are five major program groups that are found under the program manager. They are:

- Main Window
- Applications
- Accessories
- Games
- StartUp

MAIN WINDOW

Main Window: The following programs are found under the Main window: File Manager, MS DOS, Print Manager, Control Panel, Clipboard Viewer, Windows Setup and PIF Editor.

The **File Manager** allows you to manage you files on the disk and the hard drive. You will see a list of your files and you can copy, move, delete, and rename your files.

The **MS DOS** prompt allows you to perform DOS commands. You can use this command to change the date and time.

MAIN WINDOW

Control Panel is used to change the screen features. For our first class, we will change the marquee screen saver.

Clipboard Viewer is used when you copy or move text. The clipboard stores the data until you retrieve it.

Printer is used to cancel data in the printer queue and set the printer specifications. If you buy a new printer, you have to choose this feature and select the name of your printer in order to print you work.

Windows Setup is used to change the hardware configurations.

PIF Editor is used when you install nonwindows software.

ACCESSORIES

Write is a word processing program. It is not as sophisticated as Word. You can use this to perform the print screen feature.

Paintbrush is a drawing program. You can use colors to fill in your work. You will find a limited drawing toolbar in Word.

Calendar will allow you to store your appointments. It will even remind you of important events.

Clock will let you see the time and change from analog to digital time.

Cardfile is like a rolodex.

Notepad is handy for annotations in your work. You use this feature to store programming codes from the network.

Calculator is used to perform mathematical calculations.

Character Map is useful when you need to insert special characters. Word has this feature in the insert menu.

ACCESSORIES

Media Player allows you to run media software on your machine..

Object Packager allows you to place a note in Word. This feature places the notepad icon in the document. You double click the notepad icon and see the message.

Recorder allows you to record your voice. This is helpful for presentations.

Sound Record allows you to listen to music, while you work.

Terminal allows you to work with communications software and hardware in order to send and receive data.

APPLICATIONS AND GAMES

You decide which applications and games you will have on your computer.

STARTUP

You should have an antivirus program in the startup window. That way, when you turn on your machine, it automatically scans and cleans your hard drive for viruses.

PARTS OF A WINDOW

We will now go over the parts of a window:

CONTROL-MENU BOX- This looks like a hyphen in a box. It is on the top left corner of the window. You close the window with this icon.

TITLE BAR-The title bar is at the top of the window. It displays the software and the document name you are using.

MINIMIZE BUTTON- This button allows you to make the window an icon, or very small. It looks like a down arrow.

MAXIMIZE BUTTON-This button allows you to make the window very large. It looks like an up arrow.

RESTORE BUTTON-This button allows you to make the window fill two-thirds of the screen. The remainder of the screen will show the program manager or the desktop. If you have any minimized programs, you can access them here.

MENU BAR-The menu bar is right below the title bar. The menu bar gives you a list of commands under various menu headings.

SCROLL BAR-The scroll bar allows you to scroll through the window. You will have scroll bars if the window is too small to view all the icons. You can click on the scroll bar, or the up and down arrow. You can drag the scroll box up or down to view the document.

DIALOG BOXES

You need to know how to get from one window to another. This is accomplished by responding to dialog boxes. Therefore, we will review these features. In order to review the dialog boxes, we will go to the Desktop.

CHECK BOX- If there is an X in the box the command is selected.

COMMAND BUTTON-A command button is a gray rectangle found either on the bottom of the window, or on the side of the window. You click the button to carry out the command. Three dots after a command means you will have another dialog box to complete.

LIST BOX-This command has a list of features. You select the feature to enact it. You can use the arrow keys to see the features

OPTION OR RADIO BUTTONS- These are round buttons and you click on the option you want to use and a black dot appears.

TEXT BOX-You type in text in these boxes. Make sure you click in the text box and then type. You use the tab key to go from text box to text box. You use the CTRL tab key to go back to the previous text box.

COMBO BOX- A combo box is a combination of a list and text box.

You should also know that ALT + TAB will go to the previous screen. CTRL + ESC will show you a program list.

MOUSE

CLICK-Hit the left mouse button once

DRAG-Hold the left mouse button and move the mouse.

DOUBLE CLICK-You would hit the left mouse button twice.

RIGHT CLICK-You would hit the right mouse button to get a quick menu.

SELECT TEXT To select text quickly:

- Click at the beginning of the text
- Hit the Shift key and keep it down
- Click at the end of the text
- Release the Shift key

MOVE TEXT To move text:

- Select the text
- Click with the left mouse button
- Drag the mouse to the new location and
- Release the button

COPY TEXT To copy text:

- Select the text
- Hit the CTRL key and keep it down
- Click on the text with the left mouse button
- Drag the text to the new location and release the mouse button
- Release the CTRL key

MOUSE POINTER SHAPES



An I beam appears when you are on the document part of the window. Move the I beam and click where you want to begin typing.



The arrow is used to select text.



The egg timer means that the machine is processing your request and you have to wait a minute.



When you see a pointer and a question mark, you are requesting help on a command.



The cross hair beam appears between columns. You can change the width of the column by double clicking the cross hair.



The double arrow is to size the window at the border.



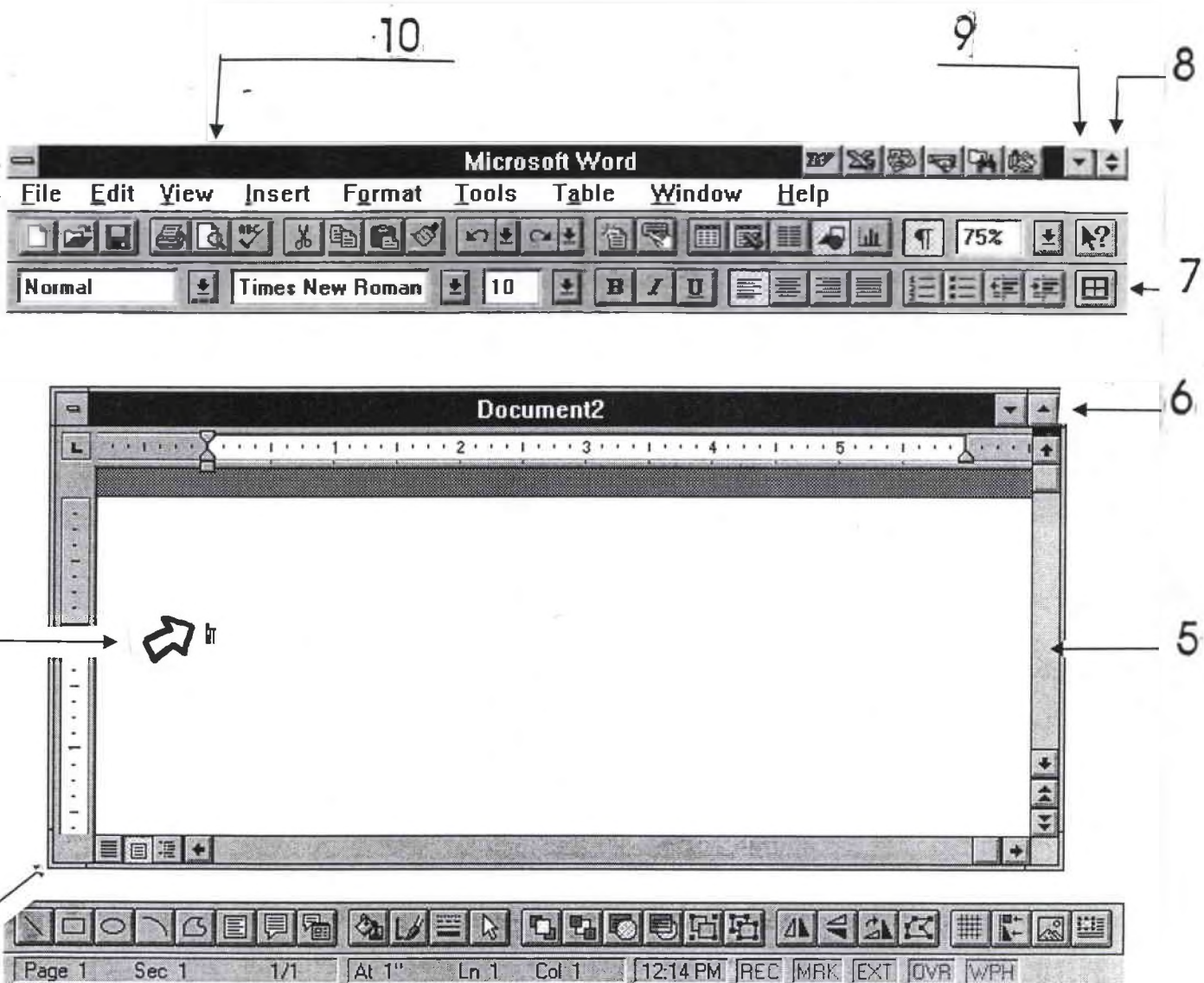
When you move text with the mouse, this icon appears.



When you copy text with the mouse, this icon appears.

Name _____

QUIZ 2



NAME _____

QUIZ 2

Directions: Identify the part of the window that is selected on the previous page.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SCREEN

SCREEN

Title Bar	The Control Menu Box is on the left side (double click to close) of a window. The name of the application and the document name are next. The maximize/minimize/restore buttons are located on the right side of this section.
Menu Bar	<p>File: New, Open, Save, Save As, Close, Page Setup, Print Preview, Print, Exit</p> <p>Edit: Undo, Repeat, Cut, Copy, Paste, Paste Special, Clear, Select All, Find, Replace, Go To, Auto Text, Bookmark, Links, Objects</p> <p>View: Normal, Outline, Page Layout, Master Document, Full Screen, Toolbars, Ruler, Header and Footer, Footnotes, Annotations, Zoom</p> <p>Insert: Break, Page Number, Annotation, Date and Time, Field, Symbol, Form Field, Footnote, Caption, Cross-reference, Index, File, Frame, Picture, Object, Database</p> <p>Format: Font, Paragraph, Tabs, Borders and Shading, Columns, Change Case, Drop Cap, Bullets and Numbering, AutoFormat, Style Gallery, Style, Frame, Picture, Drawing, Object</p> <p>Tools: Spelling, Grammar, Thesaurus, Hyphenation, Language, Word Count, AutoCorrect, Mail Merge, Envelopes and Labels, Protect Document, Revisions, Macro, Customize, Options.</p> <p>Table: Insert Rows, Delete Cells, Merge Cells, Split Cells, Select Row, Select Column, Select Table, Table AutoFormat, Cell Height and Width, Headings, Convert Text to Table, Sort, Formula, Split Table, Gridlines</p> <p>Window: New Window, Arrange All, Split</p> <p>Help: Contents, Search, Index</p>

MENUS: Dialog Boxes...
 List Boxes
 Text Boxes
 Option Button/Radio Button
 Check Box
 Tab to next field
 Move a dialog Box

ICONS:

Standard Toolbar:

New
 Open
 Save
 Print
 Print Preview
 Spelling
 Cut
 Copy
 Paste
 Format Painter
 Undo
 Redo
 AutoFormat
 Insert AutoText
 Insert Table
 Insert Worksheet
 Columns
 Drawing
 Insert Chart
 Show/Hide
 Zoom Control
 Help

Formatting Toolbar:

Style
 Font
 Point
 Bold
 Italic
 Underline
 Justification
 Numbering
 Bullets
 Indent
 Remove Indent
 Borders

RULER:

Tab Indicator
 First Line Indent
 Subsequent Line Indent
 Right Margin Indent
 Left and Right Margins (File: Page Setup)

TEXT AREA:

Insertion Point
End Marker

SCROLL BARS:

Split Screen
Arrows Up/Down
Scroll Box
Scroll Bar

VIEWS:

Normal View
Page Layout View
Outline View

STATUS BAR:

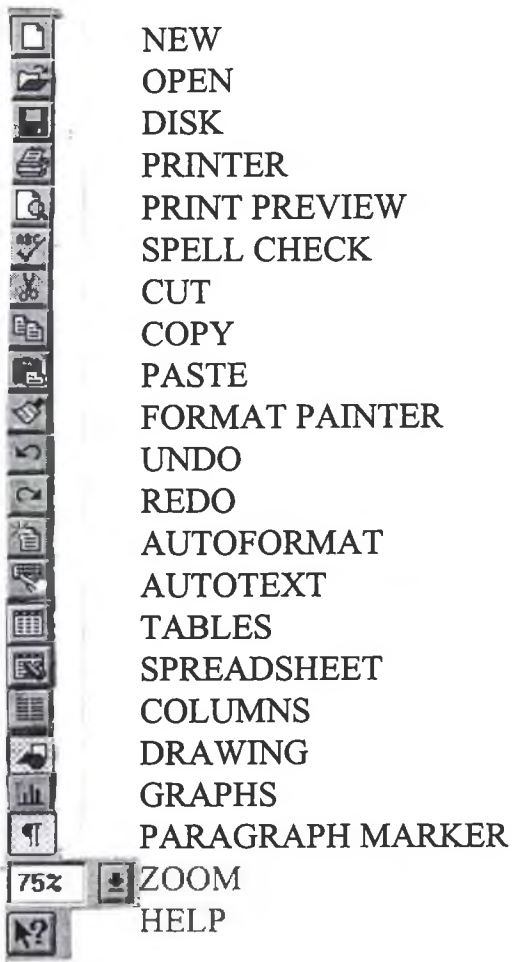
Page 1
Section 1
Page 1 of ?
Position of insertion point from top edge of page
Line number
Column number
Time
REC Macro recorder
MRK Marks revisions
EXT Extend a selection
OVR Overtyping
WPH WordPerfect Help

Word defaults are 1" top and bottom margin and 1.25" left and right margin. The font is Times New Roman and the point is 12. Word is set for single spacing.

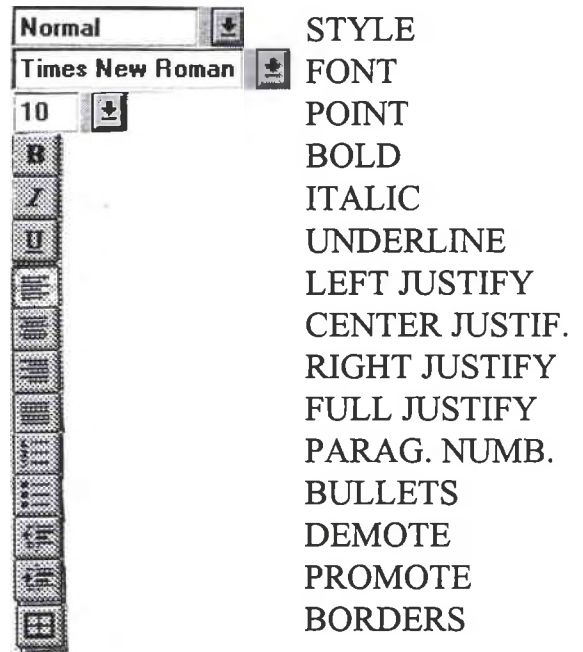
Toggle is a command that means on and off. We will use this word for the toolbars, because several of the commands are active when you press them and inactive when you press them again.

TOOLBARS

Standard Toolbar

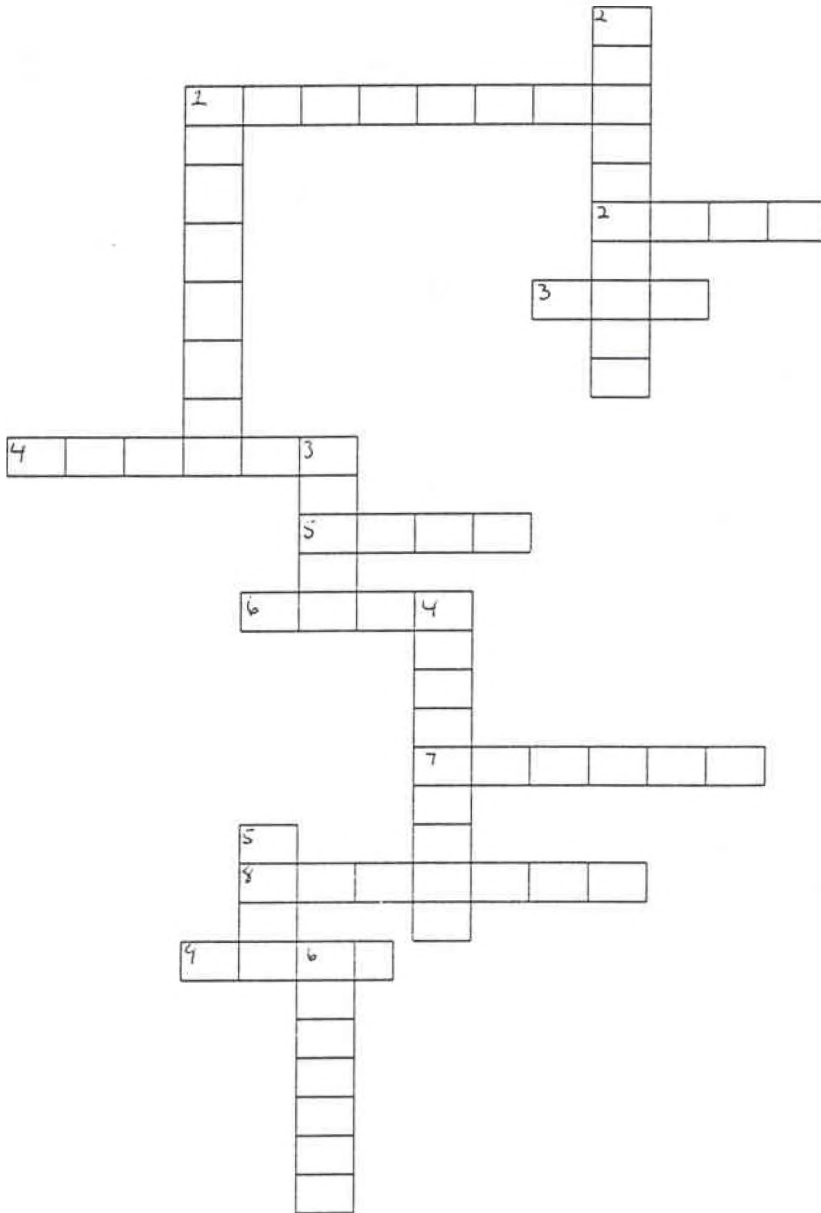


Formatting Toolbar



Name _____

QUIZ 3



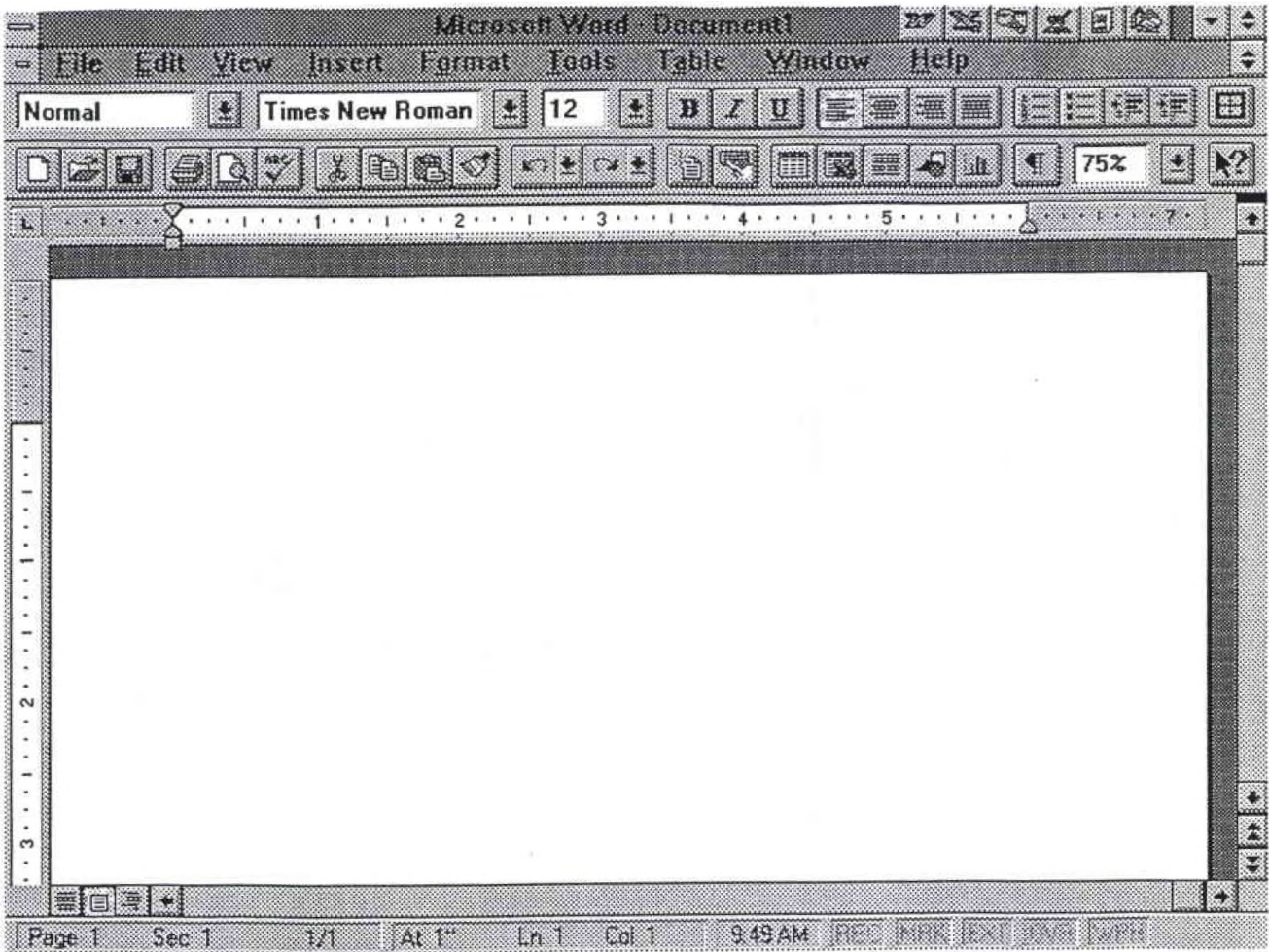
Quiz 3

DOWN

1. To make a window smaller.
2. To check the document for errors
3. You can enter data in a table with this command.
4. You can change the side margins with this command.
5. Picture is another name.
6. You use this toolbar to create lines.

ACROSS

1. To make a window larger.
2. To make a duplicate
3. The first icon on the standard toolbar.
4. To add words to the document
5. To make a word darker.
6. To get information about a command.
7. The first time you save.
8. When you need two vertical sections on one page.
9. You use this to go back before the last command.



APPLICATIONS



Why learn Word 6.0 for Windows?

Microsoft Word 6.0 for Windows is a powerful word processing program. Many employers use Word 6.0 for Windows, because it is such a versatile program. When you use Word 6.0 for Windows, you will be able to:

1. Preview your work with ease.
2. Create tables with formulas.
3. Create graphs from the tables.
4. Enhance your document with styles.
5. Access the wizards available for your convenience.
6. Add lines to your work
7. Create documents using the mail merge feature.
8. Set tabs with ease.
9. Insert symbols.

Editing Practice

The bkspace key is used to delete the key to the left of the curser.The cursor is a blinking light on your machine. The delte key is used to delete keys located on the cursor.

You do not have to hit the return key when you are typing. All you have to do iskeep typing to the end of the paragraph. Thn you hit the return key twice. There are two spaces between sentences in a paragraph.

Corrected Version

The backspace key is used to delete the key to the left of the cursor. The cursor is a blinking light on your machine. The delete key is used to delete keys located on the cursor.

You do not have to hit the return key when you are typing. All you have to do is keep typing to the end of the paragraph. Then you hit the return key twice. There are two spaces between sentences in a paragraph.

LESSON 1

1. Type the unedited paragraphs, correct the paragraphs using the delete, backspace and spell check commands.
2. Then print the copy using the printer icon on the standard toolbar.
3. Last, save the copy using the disk icon on the standard toolbar. The filename will be called edit. Remember, there should be no spaces in a filename.

Numbering Paragraphs

This is paragraph number one. (1)

This is a subparagraph of number one.

This is a sub subparagraph of number one.

This is paragraph number two. (2)

LESSON 2

1. Type the paragraphs.
2. Select the paragraphs. (To select text: Click at beginning of range, Hold Shift key, Click at end of range)
3. Hit the number paragraph's icon on the formatting toolbar.
4. Select the sub and sub sub paragraphs.
5. Right click and choose skip numbering.
6. Click the spell check button.
7. Print your work.
8. Save your work as Parag. Remember, a filename can only be 8 characters before the extension.

Memo

To: All JTPA Students
From: Jobs For Graduates
Date: January 1998
Subject: New Computer Training Classes

If you are interested in joining the new computer training classes, please stop by the corporate office. You will need to bring some identification with you and fill out a form. Then you will be ready to begin classes.

You will need to sign a time sheet at every class session. If you need bus tokens, they will be provided by your computer trainer.

LESSON 3

1. Type the memo
2. Use the bold feature on the memo items
3. Use center justification for the memo heading
4. Use the spell check
5. Print your work
6. Save your work

APPLICATION LETTER

An application letter is a letter that you use to ask if there are any job openings.

Modified Block style means that the date and complimentary close start at the center point. They are not centered. Open punctuation means there is no punctuation after the salutation or complimentary close.

LESSON 4

1. Read about application letters
2. Type the application
3. Spell check the application
4. Save the application
5. Print the application

10 Western Avenue
Dayton, OH 45405
May 29, 1997

Michelle Matthews
Jobs for Graduates
1846 North Main Street
Dayton, OH 45405

Dear Ms. Matthews

I have just finished attending a computer literacy course offered by Jobs for Graduates. I am writing to find out about possible office employment.

I took typing in high school and I worked in the school office as an assistant. I feel that I am ready to work in an entry-level position with your company.

I will call you on Monday, June 1 to talk to you about possible job opportunities.

Sincerely

Betty Smith
(937) 555-2345

COVER LETTER

When you are mailing a resume to a company, you should also send a cover letter.

There are three paragraphs to the cover letter. The first paragraph states where you got the information about the job. The second paragraph states how you are qualified. The third paragraph states your interest in an interview.

This is a block style letter, which means that all the parts of the letter start at the left edge. Mixed punctuation means that there is punctuation after the salutation and the complimentary close.

LESSON 5

1. Read about cover letters
2. Type the cover letter
3. Save the letter
4. Spell check the letter
5. Print the letter
6. Save the letter again

109 Malden Lane
Dayton, OH 45403
May 28, 1997

Mr. John McConnell
Jobs For Graduates
1846 North Main Street
Dayton, OH 45405

Dear Mr. McConnell:

You will find that I am the most qualified applicant for the position you advertised in the Springfield News and Sun. You stated that you wanted to hire a teacher for the computer literacy class.

After 14 years of teaching experience, I know I am ready to meet the challenges of teaching Windows and Word in a computer literacy course. I vary my teaching style to meet the needs of my students.

I have enclosed the resume you requested in your ad. Please call me today at 555-1234 and let me show you how I meet the qualifications you requested.

Sincerely yours,

Karol Gray
Instructor

enclosure

COLD CALL FORM

Some people get jobs by using the yellow pages. Select a field that interests you and start calling the companies in your area to see about employment. Remember, you must be qualified for the position unless it is entry level.

COMPANY	DATE	CONTACT	JOB INTERVIEWS

LESSON 6

1. Type the cold call form above
2. Select Table Menu
3. Choose a 4 X 8 table
4. Type the headings and adjust the column width by selecting the column--choosing the cross hair between columns--then double click.
5. Select Table Menu and Cell Width and Height choose center alignment (centers the table across the paper)
6. Select the entire table and choose Table Menu choose autoformat and Grid 1 to get the gridlines.
7. Save the table
8. Print the table

REPORT

Reports are double spaced with a double space between paragraphs. Footnotes go at the end of the page and Endnotes go on a separate reference sheet at the end of the report. You can use the headers and footers for the report heading and page numbers.

LESSON 7

1. Type the report on the next page use double spacing.
2. Spell check the report
3. Make sure you put a page number in the top-right corner of page 2
4. Save the report
5. Print the report

HOW TO GET YOUR DREAM JOB

Evaluate yourself

You may not be sure what you want to do “when you grow up.” There are many devices you can use to figure out what you want to do, and what you are qualified to do and the device will list jobs you may want to pursue.

Research

Once you know what job you want, you need to do some research. Do you need to go to college to get this job? Will you need to be an intern? You can read about most jobs in the Occupational Handbook.

You can go to the librarian at your school and go on-line. There is a computer program called OCIS. This computer program gives you information about the jobs in your area and whether school is required. You can also get information about scholarships available under this career choice.

You can call companies that hire people in this occupation and interview the employees to get information about the job. You can call schools that offer courses in this occupation and they can give you information about the jobs in the area.

You can use the unemployment/employment bureaus in your area to find out about the job trends in your area. The want ads are another way you can check on job trends in your area.

Temporary Work or Volunteer Work

You can call temporary services and get some part-time work in most fields. This way you can see if you want full-time work in this occupation.

You can call your local volunteer bureau to see if there are volunteer work experiences in your field of choice.

Training

Once you have the work experience and school work done, you can start interviewing for the job. Take a portfolio that shows your work experience with you to the job interview.

Employee Rating Sheet

You should get your employer to fill out this form for you. If you are not employed yet, have a teacher complete this form.

LESSON 8

1. You need to type the heading and then insert a continuous break
2. Create a two column table
3. insert a column break after you are done with the left column
4. Create a 3 X 12 column table
5. Center the form top to bottom (File Menu--Page Setup--
Continuous Section--This Point Forward--Vertical Alignment
Center

EMPLOYEE RATING SHEET

Skills	Great	Fair	Poor
Attendance			
Appearance			
Attitude			
Communication Skills			
Qualifications for job			
Team Player			
Work Ethic			
Open to Change			
Open to Challenges			
Willing to work overtime			
Willing to take direction			

APPLICATION AND JOB INTERVIEW SHEET

Going out to a company is another way to get the job of your dreams. Let's create a form that you can use to remember where you have gone to get jobs, who you talked to in person, the date of your interview, and whether you filled out an application form.

LESSON 9

1. Set a right-justified tab in the ruler line. Change the tab symbol on the right of the ruler line then click at the right margin on the ruler line. Then double click that tab setting. You want the tab to be right justified with a line leader. Choose Set and OK
2. When you get to the Application and Interview Section remove the tab settings.
3. Reset the tabs after the Application and Interview line for: a .5" left justified tab, 3.5" left justified tab, and a 5.88 right line tab.
4. To get the symbol of a check box choose Insert Menu--Symbol choose Wingdings and select the second check box.
5. Select the check box on the screen and copy it to the clipboard.
6. Type and tab and choose the paste button to insert the check box
7. Last, Select the paragraph marker icon on the date line then hit the format painter. You should use the format painter to paint the tab codes for the second interview. Then copy who and date lines to the second interview section.

Application and Interview Form

COMPANY _____
 ADDRESS _____
 CITY/ST _____
 ZIP _____
 PHONE # _____

Forms		Interview
Resume	<input type="checkbox"/>	Who _____
Application	<input type="checkbox"/>	Date _____

Resume	<input type="checkbox"/>	Who _____
Application	<input type="checkbox"/>	Date _____

Resume	<input type="checkbox"/>	Who _____
Application	<input type="checkbox"/>	Date _____

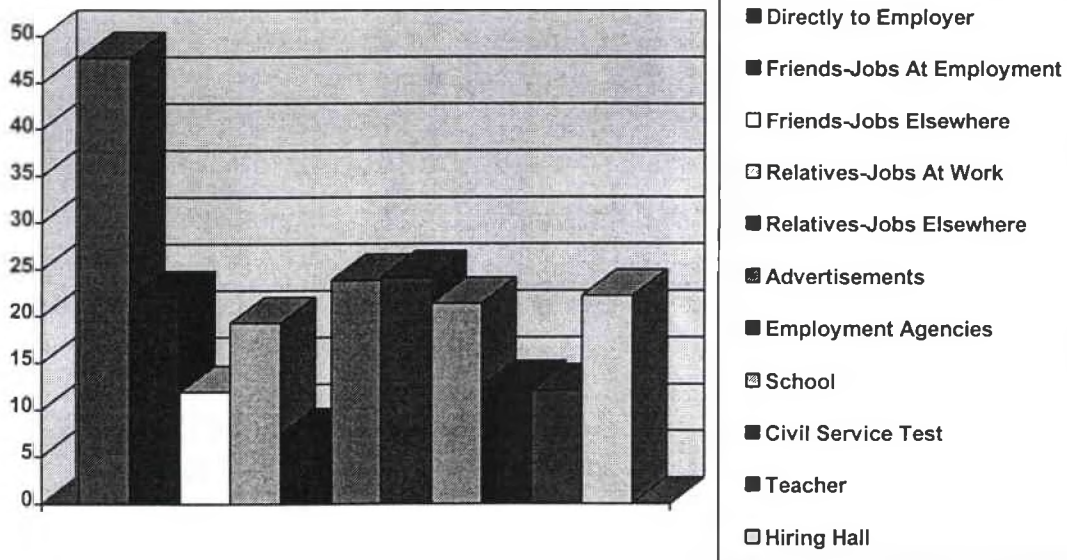
JOB-SEARCH METHODS

You are going to create a chart that shows the percent of total job seekers, what method they used, and the effectiveness rate for the job.

LESSON 10

1. Use the information in the data sheet to prepare a chart.

Effectiveness Rate	Method
47.7	Applied directly to employer
22.1	Asked friends about jobs where they work
11.9	Asked friends about jobs elsewhere
19.3	Asked relatives about jobs where they work
7.4	Asked relatives about jobs elsewhere
23.9	Answered local newspaper ad
24.2	Private employment agency
21.4	School placement office
12.5	Civil Service Test
12.1	Asked teacher or professor
22.2	Union Hiring Hall



Merge Letters

You can use this feature to send out a mass mailing to potential employers. This way you can keep the employers in a data base and update it as needed.

LESSON 11

1. Open a new document file.
2. Click on Tools in the menu bar.
3. Click on Mail Merge and you will get to the Mail Merge Helper dialog box.
4. Click on Create
5. Click on Form Letters and Active Window
6. Click on Get Data
7. Click on Create Data Source

Word provides you with a built-in list of field names. You can accept, rename, delete, or add to the list of field names to customize your mailing list.

We are going to remove the following field names:

Click on Job Title to highlight it. Click on Remove Field Name.

Click on Address2 to highlight it. Click on Remove Field Name.

Click on HomePhone to highlight it. Click on Remove Field Name.

Click on WorkPhone to highlight it. Click on Remove Field Name.

Click on Country to highlight it. Click on Remove Field Name.

We are going to add the following field name:

Type Greeting under Field Name: Click on Add Field Name.

8. Click on OK. The Save Data Source dialog box will appear.
9. Type a filename call it xxdata. example kgdata
10. Click on OK

Entering Names and Addresses in the Data Source Table:

11. Click on Edit Data Source

Mail Merge

12. Type the records below. Tab or Enter to get to the next field. When you are done typing a record hit Add New or Enter. When you are done typing your records hit OK.

Type the following data records:

Record 1

Mr.
John
Smith
Bank One
15 First Street
Dayton
OH
45403
Mr. Smith

Record 2

Miss
Susan
Wilson
National City Bank
24 West Avenue
Dayton
OH
45402
Miss Wilson

Record 3

Mrs.
Debbie
Jones
Emery
52 Main Street
Dayton
OH
45405
Mrs. Jones

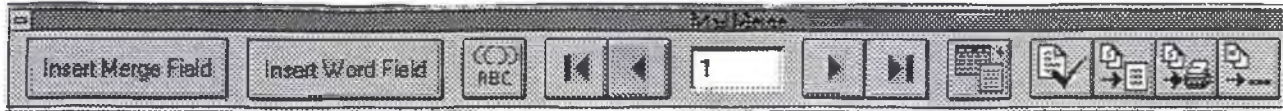
DATA SOURCE DOCUMENT MAIL MERGE TOOLBAR



Under this toolbar you have the following options:

- | | |
|-----------------------------|--|
| Data Form | Displays the Data Form, which makes adding, editing, and finding information easier in the database. |
| Manage Fields | Makes it easy to add, remove, or rename fields (columns) in a database. |
| Add New Record | Adds a new record at the current insertion point in a table or database. |
| Delete Record | Removes a record at the current insertion point in a table or database. |
| Sort Ascending | Sort the table or database in ascending order on the current field. |
| Sort Descending | Sort the table or database in descending order on the current field. |
| Insert Database | Displays the Database dialog box so that you can insert a file containing a database. |
| Update Fields | Updates fields and links in the document. Updates databases linked to files. |
| Find Records | Displays the Find in Field dialog box to help you search a database. |
| Mail Merge
Main Document | Opens the main document attached to the current data source. |

MAIN DOCUMENT TOOLBAR



Insert Merge Field	This gives you a list of field names. You choose which field name you want to insert.
Insert Word Field	This will allow you to key information in the documents as you are merging.
ABC	This command will show you what your records will look like in the document.
Go To Records Button	This command will show the first record, the previous record, the next record, and the last record.
Mail Merge Helper	This is the step by step Mail Merge procedure dialog box.
Check for Errors	You make sure the field names in the document match the field names in the data source.
Merge to a Document	Collects the data source and the main document and merges them into a new window.
Merge to a Printer	Sends the results of the mail merge to the printer.
Combine Files	When you don't want blank lines in the address if there is no data for that field, you check here.
Find Record	Finds a specified record in a data source.
Data Source	Opens a mail merge data source. (Step 2)

Now let's type the letter.

1. Choose Insert Menu-Date and pick the correct date.
2. Return four times.
3. Click the Merge Field button to pick up the field names. Make sure you place a space between the field names if this is needed.
4. Type Dear and Click the Merge Field button for the Greeting make sure you hit the : after the Greeting.
5. Finish typing the letter
6. Choose Mail Merge Helper and Choose Step 3 Merge and Click Merge
7. Choose File Menu Save As and type merdo on the A drive
8. Choose File Menu Close
9. Choose File Menu Save As and Save the shell document with the name shellmer.
10. If you get a prompt that you have not saved the data source, then save it.

109 Malden Lane
Dayton, OH 45403
May 29, 1997

<<Title>> <<FirstName>> <<LastName>>
<<Company>>
<<Address1>>
<<City>>, <<State>> <<PostalCode>>

Dear <<Greeting>>:

Thank you for taking the time to talk with me about the teller position with <<Company>>. I know my skills match the position and I want to work for your company.

You will find that I am willing to grow and change as the company changes. I am ready for any challenges that I may face at <<Company>>. I believe my past educational experience in advance math, and my work experience at Key Bank, would be helpful to me in the teller's position at <<Company>>.

I enjoyed talking with you and I hope to be working with you in the very near future.

Sincerely,

Jennifer Donovan

MAILING LABELS

LESSON 12

1. Choose File Menu and New
2. Choose Tools Menu and Mailing Labels
3. Step 1 Choose Mailing Labels
4. Choose Active Window
5. Choose Open Data Source
6. Select your data source from the previous activity
7. Click Set Up Main Document
8. Click 5160 Avery Labels then OK
9. Choose the following fields in the Labels. You get the field names by clicking insert Merge Field
10. Title FirstName LastName
Company
Address1
City, State Postal Code
11. Then choose OK
12. Step 3 Merge
13. Merge
14. Print the labels
15. Then choose File Close. No to save

MERGE LETTERS LESSON 13

This time you will be given the data records and a letter. I want you to try to complete this merge activity on your own.

Mr. John Smith	Mrs. Susan Lohnes	Ms. Debbie Louden
Personnel Director	Manager	Human Relations Manager
Bank One	Emro	Emery
12 North Ave	123 First Street	25 West Avenue
Dayton, OH 45345	Dayton, OH 45343	Dayton, OH 45324

Your Street
Your City and State
Date

```
<<Title>> <<FirstName>> <<LastName>>
<<JobTitle>>
<<Company>>
<<Address1>>
<<City>>, <<State>> <<PostalCode>>
```

If you are looking for an employee who is a team player, then call me today. I am interested in working for an established company in the Dayton area. One of my strengths, would be that I am a hard worker. I will be at work everyday and I will do what I am asked to do.

I just graduated from high school and I am ready for full-time employment. While in high school, I performed many hours of community service. I was in a walkathon and I stuffed envelopes for the United Way.

I would like to meet with you and discuss how I might benefit your company.

Sincerely yours,

Your Name
(Phone)

TITLE PAGE LESSON 14

A title page contains: Title, Prepared by, Submitted to, and the date. Leave at least 3 blank lines between items. You should center the text on the paper.

1. Hit enter twice
2. Insert: picture choose the computer double click on the computer or click on the computer and choose OK
3. Click on the picture to frame it and pick up a border marker to enlarge the picture. Click and drag on the border markers to enlarge.
4. Hit enter twice
5. Insert: object choose Microsoft WordArt 2.0 double click or click to select and choose OK.

Toolbar:


Shape List	This is the shape the object will become
Font List	This allows you to select a different font
Font Size	This allows you to select a different size

Bold The text will be in bold print.

Italic The text will be in italic print.

 Makes all letters the same height

 Flips each letter on its side 90 degrees

 Format Stretch to frame. Stretches text vertically and horizontally to fit the box the text is in.


 Selects alignment of text within the WordArt Frame

 Increases or decreases spacing between characters

 Rotates the text

 Applies shading or a pattern to text

 Applies a shadow

 Adds a border in your choice of width and color around edges of each letter

6. Click on the text screen to deselect.
7. Vertical Center: File Menu Page Setup--Layout center vertical alignment

RESUME LESSON 15

There are three resume formats. These are the chronological format, the functional format, and the combination format. The chronological format lists the dates of employment from the most recent back. The functional format emphasizes your skills and down plays the dates. The combination format includes a combination of the functional and chronological resumes.

1. Type the following resume
2. Check the resume for spelling errors
3. Save the resume
4. Print the resume
5. Clear the screen

Jane Smith
 23 South Limestone Street
 Dayton, OH 45343

OBJECTIVE: To obtain an entry-level office position.

EXPERIENCE:

1996-1997	BANK TELLER Counted money Accounts Receivable Bond transactions Customer Service Operated office machines Operated computer	Society Bank
1995-1996	Clerk Operated copier Answered phone Operated intercom	Ican High School
1996	United Way Stuffed envelopes (Community Service)	Ican High School

EDUCATION:

1993 - 1997	Diploma, June 1997	Ican High School
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REFERENCES:

Mr. John Wayne Office Manager` 12 East Avenue Dayton, OH 45343	Ms. Stella Wells Instructor 10 South Lane Dayton, OH 45343	Mr. Ralph Alexander United Way Manager 3 North Boulevard Dayton, OH 45343
---	---	--

RESUME--LESSON 16

Now type your own resume. You may use the following headings: Objective, Experience, Education, and References. If you have any special skills, then add a skills section.

1. Choose File Menu
2. Choose File New
3. Choose one of the resume templates to help with the resume

NAME _____

Quiz 4

Directions: You need to complete the following questions with complete sentences.

1. When do you use an application letter?
2. What is a modified-block style letter?
3. What is a cover letter? How many paragraphs should it contain? What information should you have in each paragraph?
4. What is a block style letter?
5. List and describe three ways to get your dream job.
6. List three ways to search for jobs.
7. What command do you need to use to type a newspaper title?
8. List and describe four parts of a resume.
9. Describe the three parts of the merge command.
10. What can you use to make cold calls?

REFERENCE

FILE MENU

New	This command will open a new template file.
Open	This command will retrieve a stored file.
Close	This command will close a file. You will be allowed to save the file before you close it.
Save	This command will resave a file or will invoke the Save As command to save the file.
Save As	This command will allow you to specify where you want the information stored.
Save All	This command will save several opened documents.
Find File	This command will let you find the name of a file or the contents of a file.
Summary Info	This command is used to add information to the file name.
Templates	This command allows you to change the contents of a template.
Page Setup	This command allows you to change the margins of the document. You can apply commands to the entire document or parts of the document.
Print Preview	This command allows you to view the document before you print it.
Print	This command allows you to print all pages or specific pages.
Four Documents	This section is used for the last four documents you have opened. If you want to retrieve those documents, you double click the document name.
Exit	This command will take you out of Word.

EDIT MENU

Undo	This command will bring back deleted commands and text.
Repeat	This command will bring back the corrections you made.
Cut	This command will place text in the clipboard, so you can retrieve the text with the paste command.
Copy	This command will copy text to the clipboard, so you can retrieve the text and retain the original text.
Paste	This command will remove cut/copied text from the clipboard to the screen.
Paste Special	This command will forge a link between the source and the destination when you copy text or an object between or within documents.
Clear	This command will delete text.
Select All	This command will select the document.
Find	This command will find text.
Replace	This command will find and replace text.
Go To	This command will allow you to jump to a new location.
AutoText	This command will store text with a name and you can retrieve the text by typing the name and hitting F3.
Bookmark	This command is similar to naming a range.
Links	To update the linked text or object select the object to update and choose the Edit Links command.
Object	You can edit things like pictures and equations with this command.

VIEW MENU

Normal	You can see character and paragraph formatting; alignment; tab positions; and line, section, and page breaks.
Outline View	You can work with a document in outline form.
Page Layout View	You can see all the document's formatting--including headers, footers, footnotes, columns, and frames.
Master Document	You can use this screen when you are working on a project with several documents.
Full Screen	You can see as much of the document as possible and the menus disappear. You hit ESC to go back to normal view.
Toolbars	You can work with other toolbars by checking the box next to the name.
Ruler	You can toggle the ruler on/off with this command.
Header/Footer	You can make and edit the header and footer with this command.
Footnotes	You can view footnotes with this command.
Annotations	You can view annotations with this command.
Zoom	You can magnify the text on the screen.

INSERT MENU

Break	You use this command to insert a page break.
Page Number	You use this command to insert page numbering.
Annotation	You use this command to make comments in your documents.
Date/Time	You use this command to insert a date.
Field	You can add ordinary word fields, such as Date, to main documents, you can choose the insert Field Command.
Symbol	You use this command to insert a symbol.
Form Field	This is a location on-screen where you can do one of three things: enter text, toggle a check box on or off, or select from a drop-down list.
Footnote	You use this command to insert a footnote.
Caption	You use this command to insert a caption for a picture.
Cross-reference	A cross-reference refers the reader to information in another part of your document.
Index/Tables	You can use this command to create an index.
File	You use this command to insert a file.
Frame	You use this command to insert a frame on a picture. This allows you to move the picture.
Picture	You use this command to insert a picture.
Object	You can insert equations with this command.
Database	You can import database files with this command.

FORMAT MENU

Font	You can change the appearance of your text with this command.
Paragraph	You use this command to change line spacing, alignment, tabs, etc..
Tabs	You can use this command to set your tabs.
Borders & Shading	If you want to place a box around text, you should use this command.
Columns	This command allows you to set columns in your document.
Change Case	This command allows you to change the case of the text.
Drop Caps	You can use this command to place a capital letter in front of several lines.
Bullets & Numbering	You can add bullets to your text with this command.
Heading Numbering	You can number your headings with this command. Ex. Appendix A
AutoFormat	This command will apply a set of styles automatically.
Style Gallery	You can choose different templates with this command.
Style	You can set either paragraph or character formatting with this command.
Frame	You can format or remove a frame with this command.
Picture	You can use the picture dialog box to scale, size, or crop a picture.
Drawing Object	You use this command to choose fill color and pattern, line color and style, and size and position all at once.

TOOLS MENU

Spelling	You use this command to check the spelling of a document.
Grammar	You use this command to check the document for spelling and grammar errors.
Thesaurus	This command will give you a list of synonyms and definitions for a word in the document.
Hyphenation	This command automatically inserts optional hyphens throughout your document.
Language	This command checks the spelling of foreign languages.
Word Count	This command counts the number of pages, words, characters, paragraphs and lines in a document.
Auto Correct	This command will automatically correct frequently made errors.
Mail Merge	This command will merge a document with a database file.
Envelopes/Labels	This command will allow you to create envelopes.
Protect Document	This command will allow you to sue a password.
Revisions	This command will allow you to mark revisions in a document.
Macro	This command will allow you to store commands that you can easily retrieve.
Customize	This command will allow you to change the commands on the menus.
Options	You can change the defaults with this command.

TABLE MENU

Insert Rows	This command will insert rows and columns in a table.
Delete Rows	This command will delete rows and columns in a table.
Merge Cells	This command will join cells.
Split Cells	This command will separate cells in a table.
Select Row	This command will highlight rows.
Select Column	This command will highlight columns.
Select Table	This command will select the entire table.
Table AutoFormat	This command will change the format of the table.
Cell Height & Width	You use this command to center the table on the paper.
Heading	This command will put text into a single wider cell
Convert Table--Text	This command will change the table to text with tabs
Sort	This command will arrange the text in ascending or descending order.
Formula	You use this command to calculate the table.
Split Table	If you want to insert a paragraph or heading between rows in a table, then use this command.
Gridlines	This command is used to show the gridlines on the screen.

WINDOW MENU

- New Window** This command creates a second window containing the same document.
- Arrange All** This command will arrange all open windows so that each has a portion of the screen.
- Split** This command will allow you to split the window so that you can see two different areas of a document in the same window.
- Document Names** You can switch between your documents with this command.

HELP MENU

Help Contents	This command takes you to a window screen and you can choose help options from this menu. The help options are: File,. Edit, Bookmark, and Help.
Search for Help on...	This command will search for a particular command that you type in the text box. You choose from a specific category list at the bottom of the window and the machine jumps to that command.
Index	This is a dictionary of terms.
Quick Preview	This command will take you through an interactive series of screens, so you can become familiar with the Word program.
Examples and Demos	This command allows you to get information and examples on particular documents and commands.
Tip of the Day	This is the first window you will see in the Word program. This window gives you helpful hints you may not remember.
WordPerfect Help	This window gives you help switching from the WordPerfect command to the Word command.
Technical Support	Gives you information on getting help if you get stuck.
About MS Word	This command shows you who owns the software.

SHORTCUT KEYS

CTRL	A	SELECT ALL
CTRL	B	BOLD PRINT
CTRL	C	COPY TEXT
CTRL	D	FONT
CTRL	E	CENTER TEXT
CTRL	F	FIND
CTRL	G	GO TO
CTRL	H	REPLACE
CTRL	I	ITALIC
CTRL	J	JUSTIFY TEXT
CTRL	K	AUTOTEXT
CTRL	L	LEFT JUSTIFY
CTRL	M	INDENT A PARAGRAPH FROM THE LEFT
CTRL	N	NEW DOCUMENT
CTRL	O	OPEN A DOCUMENT
CTRL	P	PRINT
CTRL	Q	REMOVE A PARAGRAPH FORMATTING APPLIED BY USING SHORTCUT KEYS
CTRL	R	RIGHT JUSTIFICATION
CTRL	S	SAVE A DOCUMENT
CTRL	T	CREATE A HANGING INDENT
CTRL	U	UNDERLINE
CTRL	W	CLOSE A WINDOW
CTRL	X	CUT TEXT
CTRL	Y	REPEAT
CTRL	Z	UNDO

ANSWER KEY

ANSWER KEY
LESSON 1

Corrected Version

The backspace key is used to delete the key to the left of the cursor. The cursor is a blinking light on your machine. The delete key is used to delete keys located on the cursor.

You do not have to hit the return key when you are typing. All you have to do is keep typing to the end of the paragraph. Then you hit the return key twice. There are two spaces between sentences in a paragraph.

LESSON 2

1. This is paragraph number one. (1)
 This is a subparagraph of number one.
 This is a sub subparagraph of number one.
2. This is paragraph number two. (2)

LESSON 3

Memo

To: All JTPA Students
From: Jobs For Graduates
Date: January 1998
Subject: New Computer Training Classes

If you are interested in joining the new computer training classes, please stop by the corporate office. You will need to bring some identification with you and fill out a form. Then you will be ready to begin classes.

You will need to sign a time sheet at every class session. If you need bus tokens, they will be provided by your computer trainer.

LESSON 4

10 Western Avenue
Dayton, OH 45405
May 29, 1997

Michelle Matthews
Jobs for Graduates
1846 North Main Street
Dayton, OH 45405

Dear Ms. Matthews

I have just finished attending a computer literacy course offered by Jobs for Graduates. I am writing to find out about possible office employment.

I took typing in high school and I worked in the school office as an assistant. I feel that I am ready to work in an entry-level position with your company.

I will call you on Monday, June 1 to talk to you about possible job opportunities.

Sincerely

Betty Smith
(937) 555-2345

LESSON 5

109 Malden Lane
Dayton, OH 45403
May 28, 1997

Mr. John McConnell
Jobs For Graduates
1846 North Main Street
Dayton, OH 45405

Dear Mr. McConnell:

You will find that I am the most qualified applicant for the position you advertised in the Springfield News and Sun. You stated that you wanted to hire a teacher for the computer literacy class.

After 14 years of teaching experience, I know I am ready to meet the challenges of teaching Windows and Word in a computer literacy course. I vary my teaching style to meet the needs of my students.

I have enclosed the resume you requested in your ad. Please call me today at 555-1234 and let me show you how I meet the qualifications you requested.

Sincerely yours,

Karol Gray
Instructor

enclosure

LESSON 6
COLD CALL FORM

COMPANY	DATE	CONTACT	JOB INTERVIEWS

LESSON 7

HOW TO GET YOUR DREAM JOB

Evaluate yourself

You may not be sure what you want to do “when you grow up.” There are many devices you can use to figure out what you want to do, and what you are qualified to do and the device will list jobs you may want to pursue.

Research

Once you know what job you want, you need to do some research. Do you need to go to college to get this job? Will you need to be an intern? You can read about most jobs in the

Occupational Handbook.

You can go to the librarian at your school and go on-line. There is a computer program called OCIS. This computer program gives you information about the jobs in your area and whether school is required. You can also get information about scholarships available under this career choice.

You can call companies that hire people in this occupation and interview the employees to get information about the job.

You can call schools that offer courses in this occupation and they can give you information about the jobs in the area.

You can use the unemployment/employment bureaus in your area to find out about the job trends in your area. The want ads are another way you can check on job trends in your area.

Temporary Work or Volunteer Work

You can call temporary services and get some part-time work in most fields. This way you can see if you want full-time work in this occupation. You can call your local volunteer bureau to see if there are volunteer work experiences in your field of choice.

Training

Once you have the work experience and school work done, you can start interviewing for the job. Take a portfolio that shows your work experience with you to the job interview.

LESSON 8

EMPLOYEE RATING SHEET

Skills	Great	Fair	Poor
Attendance			
Appearance			
Attitude			
Communication Skills			
Qualifications for job			
Team Player			
Work Ethic			
Open to Change			
Open to Challenges			
Willing to work overtime			
Willing to take direction			

LESSON 9

Application and Interview Form

COMPANY _____
 ADDRESS _____
 CITY/ST _____
 ZIP _____
 PHONE # _____

Forms

Resume Application Resume Application Resume Application

Interview

Who _____

Date _____

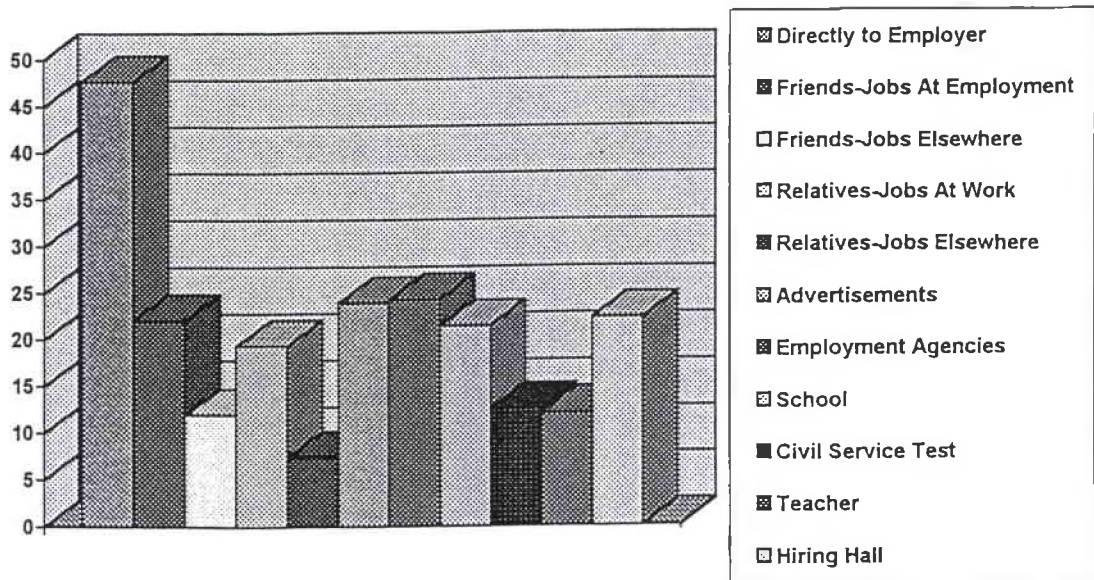
Who _____

Date _____

Who _____

Date _____

LESSON 10



LESSON 11

109 Malden Lane
Dayton, OH 45403
May 29, 1997

Mr. John Smith
Emery
15 First Street
Dayton, OH 45405

Dear Mr. Smith:

Thank you for taking the time to talk with me about the teller position with Emery. I know my skills match the position and I want to work for your company.

You will find that I am willing to grow and change as the company changes. I am ready for any challenges that I may face at Emery. I believe my past educational experience in advance math, and my work experience at Key Bank, would be helpful to me in the teller's position at Emery.

I enjoyed talking with you and I hope to be working with you in the very near future.

Sincerely,

Jennifer Donovan

LESSON 12

Mr. John Smith
Emery
15 First Street
Dayton, OH 45405

LESSON 13

Your Street
Your City and State
Date

Ms. Debbie Loudon
Personnel Director
Bank One
12 North Ave
Dayton, OH 45345

Dear Debbie Loudon:

If you are looking for an employee who is a team player, then call me today. I am interested in working for an established company in the Dayton area. One of my strengths would be that I am a hard worker. I will be at work everyday and I will do what I am asked to do.

I just graduated from high school and I am ready for full-time employment. While in high school, I performed many hours of community service. I was in a walkathon and I stuffed envelopes for the United Way.

I would like to meet with you and discuss how I might benefit your company.

Sincerely yours,

Your Name
(Phone)

LESSON 14

(Answers will vary)

LESSON 15
Jane Smith
23 South Limestone Street
Dayton, OH 45343

OBJECTIVE: To obtain an entry-level office position.

EXPERIENCE:

1996-1997	BANK TELLER Counted money Accounts Receivable Bond transactions Customer Service Operated office machines Operated computer	Society Bank
1995-1996	Clerk Operated copier Answered phone Operated intercom	Ican High School
1996	United Way Stuffed envelopes (Community Service)	Ican High School

EDUCATION:

1993 - 1997	Diploma, June 1997	Ican High School
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REFERENCES:

Mr. John Wayne Office Manager 12 East Avenue Dayton, OH 45343	Ms. Stella Wells Instructor 10 South Lane Dayton, OH 45343	Mr. Ralph Alexander United Way Manager 3 North Boulevard Dayton, OH 45343
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LESSON 16
(Answers will vary)

NAME _____

Quiz 1
Introduction to Computers
Word Search

Directions: Circle the following computer words. The words are spelled forward and backward.

Monitor	Arithmetic logic	Word Processor	CPU
Alt	Keyboard	Scroll Keys	Shift
Disk	Disk Drive	Printer	Word
CTRL	QWERTY	RAM	ROM
Path	Memory	Storage	Control

ZXSWERTYASCDFROTINOMUPCFGHJKLBVCI
 BNMKJKQUJARITHMETICLOGIOFGHJKLP
 EWRTYSFGJKLPOIUDISLXSWERLTLASHIFTX
 TREEDRAOBYEKSDRERWASLIOWPLIOASBCI
SCROLLKEYSQWERTYKSDLIOPQARESAVCXE
EVIRDKSIDCTRLDSACZCBIEWIYUOWERAWO
WORDPROCESSORRETNIRPW WOREWSROAIL
DROWJHILORESWARTIOPNVCXZCFRWSAORI
MARIUROSABVCXZNMAPIYUEWSAZVWOPRT
MORJKLMWQEWQROBVCXYIOMEMORYOPWE
HTAPKSIDCONTROLSTORAGEEGHJOLLOPYTW

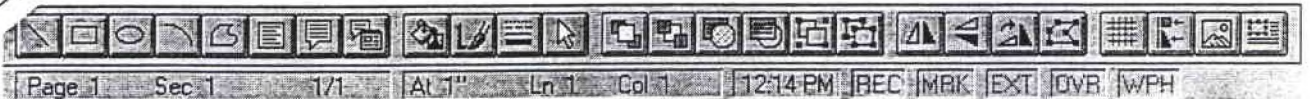
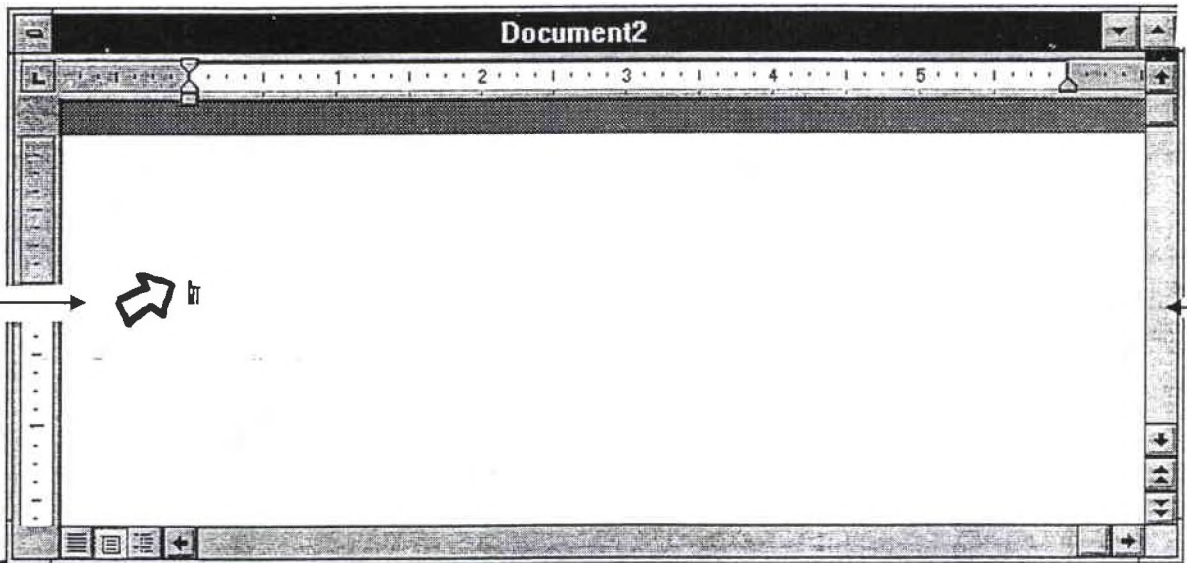
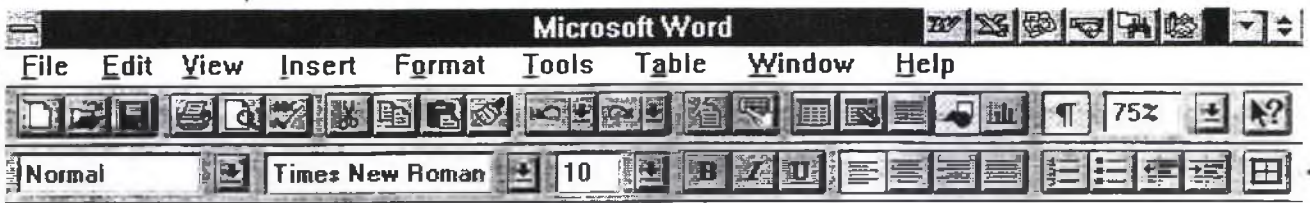
Name _____

QUIZ 2

10

9

8



NAME _____

QUIZ 2

Directions: Identify the part of the window that is selected on the previous page.

1. Control Menu Box
2. Menu Bar
3. arrow or pointer
4. Border
5. Scroll Bar
6. Maximize
7. Icon
8. Restore Button
9. minimize
10. Title Bar

Name _____

QUIZ 3

A crossword puzzle grid with the following words filled in:

- 2M AXIMIZ
- I
- N
- I
- M
- I
- Z
- 2S
- P
- L
- L
- 2C OPLY
- H
- 3N EW
- C
- K
- 4I NSEIR
- 3T
- A
- 5B OLD
- L
- 6H EL
- 4P
- A
- G
- E
- 7S HUEAS
- F
- T
- 5I
- 8C OLVUMNS
- O
- P
- 9U N
- 10D O
- R
- A
- W
- I
- N
- G

Chapter 4

NAME _____

Quiz 4

Directions: You need to complete the following questions with complete sentences.

1. When do you use an application letter?
You use an application letter to find out if there are jobs available at a particular location.
2. What is a modified-block style letter?
The modified - block style letter has the date and complimentary close at the center point.
3. What is a cover letter? How many paragraphs should it contain? What information should you have in each paragraph?
A cover letter is an introduction to your resume. The cover letter contains three paragraphs. The first paragraph tells how you got the information about the job. The second paragraph tells about you. The third paragraph states your interest in the job and asks for an interview.
4. What is a block style letter?
A block style letter is typed with everything at the left edge.
5. List and describe three ways to get your dream job.
One way to get your dream job is to evaluate yourself. You can get more training or you can use the Occupational Handbook to look for job titles.
6. List three ways to search for jobs.
You can go to an employment office, go to the job site, and you can ask a relative for job leads.
7. What command do you need to use to type a newspaper title?
You need to use the underline command.
8. List and describe four parts of a resume.
One part of your resume is your objective. Another part is your educational experience. Your experience on-the-job is another section. Your name and address is another section.
9. Describe the three parts of the merge command.
The three parts are a form letter, a data base, and the merge command.
10. What can you use to make cold calls?
You can use the yellow pages.

APPENDIX

COMPUTER LITERACY

Five Parts of the Computer

- Monitor
- CPU
- Disk Drive
- Keyboard
- Printer

Monitor

- Input device
- Sometimes called a screen, VDT, and CRT

CPU

- The Central Processing Unit performs arithmetic/logic, control and storage
- There are several generations of central processing units.
- The latest generation is called a pentium chip

Disk Drive

There are two types of disk drives.

- 3 1/2" disk drive
- 5 1/4" disk drive

Keyboard

- Function keys perform commands quickly
- Scroll keys will let you view all parts of a document
- Backspace and delete keys are used to edit text.
- Alt, Shift and CTRL keys are used to perform keyboard shortcut commands.

Printer

- Output device
- Impact and Nonimpact
- Printer Icon from Main Window will delete any printer action.

Windows

Windows

- Dialog Box
- Check Box
- Text Box
- List Box
- Option Button/Radio Button
- Combo Box
- Command Button

Mouse

- Click--Select
- Double Click--Select and Engage
- Drag--Click at beginning hold mouse and scroll
- Copy text with the mouse: Select text, click on selection hold CTRL and drag to new location
- Move text with the mouse: Select text, click on selection and drag to new location.

Screen

- Title Bar--Control Menu--Maximize and Minimize, Restore
- Menu Bar
- Standard Toolbar
- Formatting Toolbar
- Ruler Bar
- Scroll Bars
- View Area

Word

- Allows ease of formatting and editing.
- Create tables with ease
- Create graphs with ease
- Merge letters



COMPUTER LITERACY

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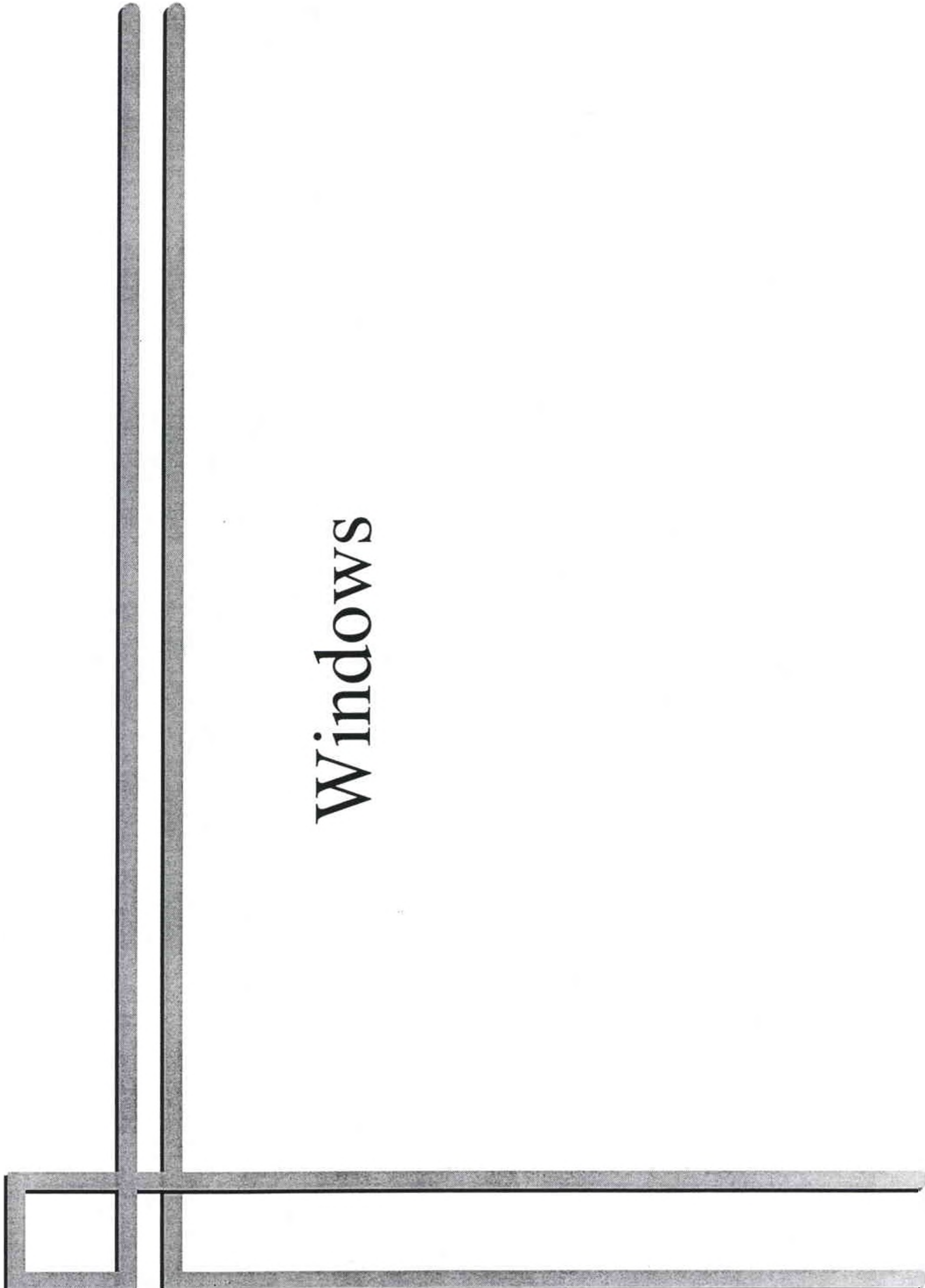
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