NATIONAL OPEN UNIVERSITY OF NIGERIA

COURSE CODE:
BED 111

COURSE TITLE:

**INTRODUCTION TO KEYBOARDING
AND WORD PROCESSING**

NATIONAL OPEN UNIVERSITY OF NIGERIA

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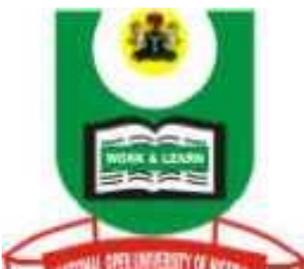
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INTRODUCTION

BED111 - Introduction to Keyboarding and Word Processing

This course is a 2 units course designed to train the learners on how to manipulate the keyboard and apply their skill in the production of documents. The course is therefore divided into two facets - Keyboarding and Word processing. The keyboarding aspect will train you on the appropriate way to manipulate the keyboard while word processing will introduce you to the presentation of documents.

WHAT YOU WILL LEARN IN THIS COURSE

You will be taught Skill Building and Measurement; Functions and Production of business documents.

COURSE AIMS

There are eighteen study units in the course and each unit has its objectives. You should read the objectives of each unit and bear them in mind as you go through the unit. In addition to the objectives of each unit, the major aims of this course are as follows:

1.   To produce teachers who can teach keyboarding and word processing at the secondary school and industrial levels.

2.   To have well skilled teachers who can apply the knowledge of computer in teaching and learning.

LEARNING OUTCOMES

The objectives of this course are:

•   To inculcate appropriate word processing skills.

•   To educate learners on how to create business documents.

•   To educate learners on how to implement keyboarding and word processing skills in keeping business records.

WORKING THROUGH THIS COURSE

You have to work through all the study units in the course. There are four modules and eighteen nineteen study units in all.

COURSE MATERIALS

The major components of the course are:

1.   The Course Guide

2.   Study Units

3.   Textbooks

4.   CDs

5.   A Tutor

6.   The Assignment File

7.   The Presentation Schedule

STUDY UNITS

The breakdown of the three modules and fifteen study units are as follows:

Module 1   Skill Building/Skill Measurement

Unit 1   Introduction

Unit 2   Touch Keying and Skill Building on the Alphabetic Keyboard

Unit 3   Touch Keying and Skill Building on the Numeric Keyboard

Unit 4   Speed and Accuracy Practice

Module 2   Function Keys I

Unit 1   Page Setup

Unit 2   Line Spacing

Unit 3   The Use of White Spaces

Unit 4   Page Numbering

Unit 5   Headers and Footers

Module 3   Function Keys II

Unit 1   Templates

Unit 2   Document View

Unit 3   Line and Page Breaks

Unit 4   Print

Module 4   Production

Unit 1   Manuscript

Unit 2   Simple Editing

Unit 3   Paragraphs

Unit 4   Headings

Unit 5   Formatting and other Functions

REFERENCES AND OTHER RESOURCES

Every unit contains a list of references and further reading. Try to get all or some of the textbooks and materials listed. The textbooks and materials are meant to deepen your knowledge of the course.

THE ASSIGNMENT FILE

In this file, you will find all the details of the work you must submit to your tutor for marking. The marks you obtain from these assignments will count towards the final mark you will obtain for this course. Further information on assignments will be found in the Assignment File itself and later in this Course Guide in the section on assessment.

THE PRESENTATION SCHEDULE

The Presentation Schedule included in your course materials gives you the important dates for the completion of tutor-marked assignments and attending tutorials. Remember, you are required to submit

all your assignments by the due date. You should guard against falling behind in your work.

ASSESSMENT

Your Assessment will be based on tutor-marked assignments (TMAs) and a final examination which you will write at the end of the course.

TUTOR- MARKED ASSIGNMENTS (TMA)

Every unit contains at least one or two assignments. You are advised to work through all the assignments and submit them for assessment. Your tutor will assess the assignments and select four; which will be marked and the best three will be selected which will constitute the 30% of your final grade. The Tutor Marked Assignments may be presented to you in a separate file. Assuredly, for every unit there are some tutor-marked assignments for you. It is important that you do them and submit for assessment.

FINAL EXAMINATION AND GRADING

At the end of the course, you will write a final examination which will constitute 70% of your final grade. In the examination which shall last for two hours, you will be requested to answer three questions out of at least five.

COURSE MARKING SCHEME

This table shows how the actual course marking is broken down.

Assessment	Marks
Assignments	Four assignments, best three marks of the four count at 30% of course marks
Final Examination	70% of overall course marks
Total	100% of course marks

HOW TO GET THE MOST FROM THIS COURSE

In distance learning, the study units replace the university lectures. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace, and at a time and place that suits you best. Think of it as reading the lecture instead of listening to the lecturer. In the same way a lecturer might give you some reading to do, the study units tell you when to read, and which are your text materials or set books. You are provided exercises to do at appropriate points, just as a lecturer might give you an in-class exercise.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit, and how a particular unit is integrated with the other units and the course as a whole. Next to this is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. These learning objectives are meant to guide your study. The moment a unit is finished, you must go back and check whether you have achieved the objectives. If you make this a habit, then you will significantly improve your chances of passing the course. The main body of the unit guides you through the required reading from other sources. This will usually

be either from your set books or from a reading section. The following is a practical strategy for working through the course. If you run into any trouble, telephone your tutor. Remember that your tutor's job is to help you. When you need assistance, do not hesitate to call and ask your tutor to provide it.

In additiondo the following:

1. Read this Course Guide thoroughly, it is your first assignment.

2. Organise a Study Schedule. Design a "Course Overview" to guide you through the Course. Note the time you are expected to spend on each unit and how the assignments relate to the units. Important information, e.g. details of your tutorials, and the date of the first day of the semester is available from the study centre.

   You need to gather all the information into one place, such as your diary or a wall calendar. Decide on a method and write in your own dates and schedule of work for each unit.

3. Once you have created your own study schedule, do everything to stay faithful to it. The major reason students fail is that they get behind with their course work. If you get into difficulty with your schedule, please, let your tutor know before it is too late for help.

4. Turn to Unit 1, and read the introduction and the objectives for the unit.

5. Assemble the study materials. You will need your set books and the unit you are studying at any point in time.

6. Work through the unit. As you work through the it, you will know what sources to consult for further information.

7. Keep in touch with your study centre as up-to-date course information will be continuously available there.

8. Well before the relevant due dates (about 4 weeks before due dates), keep in mind that you will learn a lot by doing the assignments carefully. They have been designed to help you meet the objectives of the course and therefore, will help you pass the examination. Submit all assignments not later than the due date.

9. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study materials or consult your tutor.

10. When you are confident that you have achieved a unit's objectives, you can start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.

11. When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor- marked assignment form and also on the ordinary assignments.

12. After completing the last unit, review the course and prepare yourself for the final examination.

Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the Course Guide).

TUTORS AND TUTORIALS

The dates, times and locations of these Tutorials will be made available to you, together with the name, telephone number and address of your Tutor. Each assignment will be marked by your tutor. Pay close attention to the comments your tutor might make on your assignments as these will help in your progress. Make sure that assignments reach your tutor on or before the due date.

Your tutorials are important; therefore try not to skip any. It is an opportunity to meet your tutor and your fellow students. It is also an opportunity to get the help of your tutor and discuss any difficulties you might encounter when reading.

SUMMARY

This course will train you on the basic skills you required to become competent in word processing.

I wish you the best of luck as you read through this course

MODULE 1 SKILL BUILDING/SKILL MEASUREMENT

This module is designed to introduce you to the skills of personal keyboard manipulations. Do not be in a haste to learn the skills. Follow every instruction given steadily and you will become perfect with the use of the keyboard through touch keying.

To acquire the desired skills, you shall be taken through the following units:

Unit 1   Introduction

Unit 2 Touch Keying and Skill Building on the Alphabetic Keyboard

Unit 3 Touch Keying and Skill Building on the Numeric Keyboard

Unit 4 Speed and Accuracy Practice

UNIT 1: INTRODUCTION

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         3.2   Types of Keyboarding Machines

         3.3   Parts and Uses of the Personal Computer

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         3.5   Introduction To Microsoft Word

4.   Conclusion

5.   Summary

6.   Tutor Marked Assignment (TMA)

7.   References/Further Readings

1.0   INTRODUCTION

The society is dynamic in nature and therefore it is subject to change. The advancement in technology especially in the use of personal computers, in almost every area of life, calls for the need in keyboarding and word processing skills. Computers have been found

useful in almost all fields - Engineering, Architecture, Surveying, Medicine, Artistic Work, Education, etc. Gone are those days whereby keyboarding was only associated with typists or secretaries. It is not enough to finger the keyboard or merely know how to use the mouse to bring out data from the computer. The programmers that programmed the packages that are commonly used today, followed typewriting techniques which

cover (1) word processing (text) (this includes letters, speeches, memoranda etc); (2) Display (3) Tabulation. They tried as much as possible to programme the skills in typewriting so as to make typewriting more enjoyable and meaningful. The fact remains that the use of personal computers has not come to send typewriting into extinction rather it has come to enhance it. It should be noted that although the programmers followed typewriting styles, one still needs to learn the skills so as to be able to appreciate the new machine more.This material is prepared to give you an on hand practical experience in keyboarding and word processing, which is the term that has taken over "typewriting" because of the changes in the use of machines and the expanse in the function of the machine. Today, it is important that everyone becomes proficient in keyboarding and word processing irrespective of the field of specialisation, particularly in the business world.

2.0 LEARNING OUTCOMES

At the end of this unit you should be able to:

• Explain the origin of keyboarding and word processing;

• Identify the parts and uses of the personal computer

3.0 MAIN CONTENT

3.1 The Origin of Keyboarding

The process of representing spoken sound in readable form was first introduced by using the finger to write on sand. This developed to the use of feathers, slates and writing with pen and paper. Each of these styles has the problem of legibility and neatness. Therefore, the need for improvement gave great concern to some scholars. In 1837, Christopher Shole developed the "qwerty" typewriter which could be used to bring out hand written documents in printed form to make them more legible and

decent. Though this typewriter could not function as well as expected, it gave birth to the whole idea of using machines to represent sounds. This typewriter passed through successive developments and today, we have more advanced machines - personal computers.

Typewriting can therefore be defined as the process of representing spoken sound in printed form with the use of a typewriter in the way and manner the reader (decoder) would understand it. Typewriting is not just the art of striking the keyboard to see a letter, word or figure in print, rather there are technicalities involved which would make the job more appreciable. These technicalities are learned and cannot be achieved through guesswork.

Through successive development on the qwerty typewriter keyboard, the personal computer keyboard was developed but with additional functions to make working on the personal computer easy. See pictures below:

The Personal Computer

Additional Row

The Qwerty Typewriter.
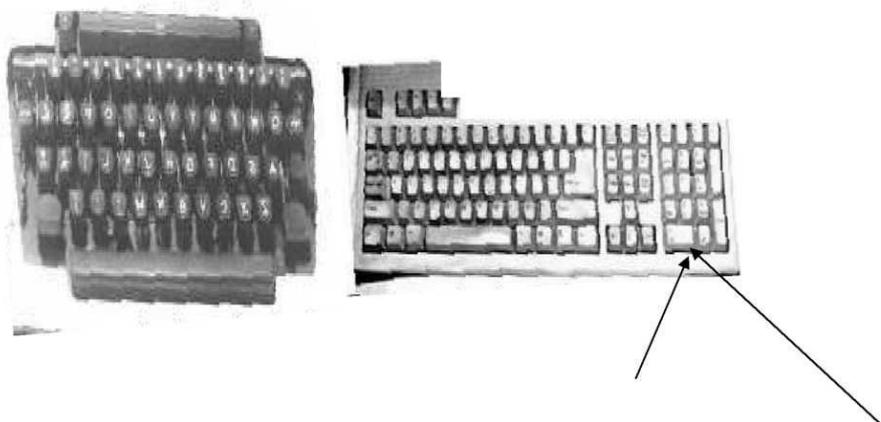
From the pictures above, you can observe the similarities in the arrangement of the keys, which make the knowledge and mastery of the qwerty keyboard easy to transfer to the personal computer keyboard.

From what you have observed from the pictures above, locate a qwerty typewriter keyboard in your environment and compare with that of a personal computer keyboard.

Is your observation the same with the illustrations in the picture above? If not, identify the differences and compare with the illustrations in 3.3 below

3.2   Types of Keyboarding Machines

There are different types of typewriting machines, from which the keyboard emanated.

They are basically grouped as manual and electronic. The manual type functions without

electricity while the electronic type needs electricity to function. The manual type can be found in both standard and portable forms. The standard typewriter is the normal size of typewriter which can take any size of paper ranging from A7 to A2. The electric typewriter is also in two forms; standard and portable. Both manual and electric typewriters have similar keyboards which are the same as that which was first developed by Shole. The interesting thing to note is that at each stage, there is an improvement on the old by the kind of functions performed by the additional keys. For example, there is no carriage return lever on the electric typewriter rather there is a key that does the return or the function that performs automatic wrapping of words. The electric typewriter can store and retrieve information when need be. It also has the facilities of viewing what you are typing on the screen. It is the advancement on the typewriter that gave birth to the personal computer. The early computers were not meant for typing but further progress in development led to the emergence of the personal computer which now supersedes the use of the typewriter in typing because of its numerous functions.

3.3   Parts and Uses of the Personal Computer

The personal computer is divided into various parts and each part performs a function different from the other. The parts of the personal computer could be likened to the parts of a human being. For example, the major parts of a human being are the head, the fore limbs, the hind limbs, and the body. Each of these parts has its own sub-parts and each of these sub-parts performs different interrelated functions. For instance, in the head you have the eyes, nose, mouth, ear, forehead, hair, skull, brain etc. The mouth is used for eating and talking therefore it cannot perform the hearing function of the ear because it is not designed to do that, also the forehead cannot perform the function of the brain. But human beings need the functions of all in order to achieve a normal process. We can now look at the parts of the personal computer and their roles.

The Main Parts

2. The Central Processing Unit (CPU)

1.

The Monitor
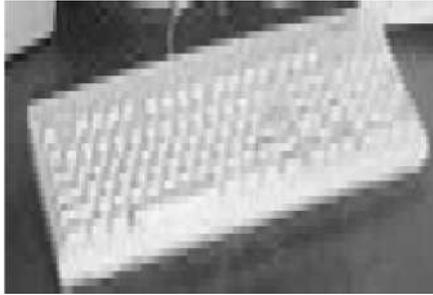
3. The Keyboard
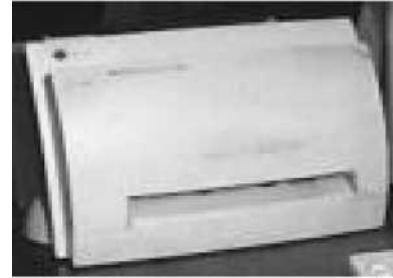
4. The Printer

The monitor — The monitor is the part of a personal computer that looks like the television screen. A monitor has either a monochrome or colour screen in a manner that resembles a printed text. The character display can normally be generated in two different modes:

• The scrolling mode - This is the mode in which lines appear at the bottom and move up the screen.

• The paging mode - In this mode, one complete screen -(a full screen) is replaced by another. This can be likened to a slide projector.

The Central Processing Unit (CPU) - The CPU of a personal computer contains the power unit. The CPU contains the processor, the main memory, disk drives and parts for output or input devices. The processor unit helps to process the input data by changing the input data into a machine code in the language the computer would understand. The computer can not read our normal way of writing; it works in BINARY form, accepts ONE (1) or ZERO (0). The main memory helps to store information and releases it when retrieved. The disk drive is the compartment provided for a floppy disk/diskette which is used for external storage. There is also the zip drive and CDROM which are the compartments for the zip and compact disk used for large documents.

The keyboard - The keyboard is divided into alphanumeric keys, function keys, control keys, the numeric pad and cursor keys. The alphanumeric keys contain letters of the alphabet, figures and some symbols and it is divided into **six** rows. The **second** to **fifth** rows contain these keys. The function keys are designed to perform more advanced functions to enhance the work on the personal computer. They are located on the **sixth** row. The control keys are basically used to move the cursor to the left, right, up and down within a text or among pages. The numeric pad is used for easy entering of figures while the cursor keys are used in scrolling on pages vertically and horizontally. One important thing to note on the keyboard is that it resembles the qwerty typewriter. The

alphanumeric keys are arranged in the same way expect for the additional keys meant for more functions.

The printer is an output device which helps in producing the hard copy.

Sub Parts are:

1.   The mouse is one of the input devices. An input device is a means used in feeding data into the personal computer. The keyboard, scanner, joystick, keyboard e.t.c. are other input devices. The mouse is also used to control the cursor. What is a cursor? A cursor is a small character-size symbol displayed on the screen. It can be moved about the screen vertically and horizontally. As earlier mentioned, the control keys can also perform this function.

2.   The alternate key (Alt) is used with other keys to access software options

3.   The backspace key moves the cursor to the left (backwards) and can also be used to delete already typed words.

4.   The caps lock key is used when you want to type all words in capital letters

5.   The cursor serves as an indicator on the display screen that shows the user the exact position within a document.

6.   The delete key is used to delete text.

7.   The disk (diskette/floppy disk) is the most common secondary storage medium used with microcomputers. Disks are usually made of thin plastic, magnetically coated. They are protected with opening which allows the disk drive to read or write information.

8.   The disk drive is the compartment of a microcomputer into which the disk is slotted and it does the reading in the disk.

9.   The enter key returns the cursor to the next line of typing.

10.   The insert key allows the user to insert text without deleting previously typed text.

11.   The left shift key is used to capitalize letters keyed with the right hand. It is also used in combination with other keys to perform specific functions.

12.   The right shift key is used to capitalize letters keyed with the left hand.

13.   The space bar is used to give space between letters or words.

14.   The tab key moves the cursor directly to a tap stop.

3.4   Organization of the Work Environment

The arrangement of a work environment determines the rate of work flow. Poor work environment could lead to:

•   Tiredness

•   Inefficiency in job performance

•   A reduction in the rate of work flow

To avoid this problem, you should consider the following:

1.   Care for the personal computer:

•   Place the personal computer on a flat, smooth surface to prevent it from falling off.

•   Shut down the PC properly after use.

- Cover the PC (with its cover) when not in use to protect it from dust.

2. A correct sitting position;

This would:

- reduce fatigue
- reduce backache and
- increase the quality of job production

Sitting correctly means you are getting ready to use the machine.

Therefore, you need to be well seated so as to achieve the proficiency required. To achieve good performance of your job and a healthy body, adopt the following sitting posture:

- Sit erect with your back resting on the back rest. To achieve this, make sure that your chair and table are compatible i.e. the chair should be neither too low nor too high for the table. They should be proportionate.
- Place your feet flat on the floor to give you a relaxed posture.
- Relax your nerves, hold your shoulder erect, curve your fingers and let them hover on the home keys.

Learn to keep your eyes off the keyboard. Your eyes should be either on the copy you are typing from or on the screen if you are typing directly from the brain. This will help reduce tension and increase your productivity.

A well-organized work environment leads to high productivity.

3.5   Introduction to Microsoft Word

The most commonly used package today for word processing is Microsoft Word which is commonly referred to as "word". This package is chosen as the beginning package because it takes care of most of the jobs done in a modern office and it is the easiest package to use in learning keyboarding. The mastering of this package would help to ease the difficulty in using other packages.

Starting Microsoft Word

To go to the Microsoft Word environment, you have to start or launch the personal computer through the following process:

Ensure proper connection

↓

Switch on the power from the socket

↓

Switch on the stabilizer or UPS

↓

Press the start button on the CPU

↓

Press the on button on the monitor
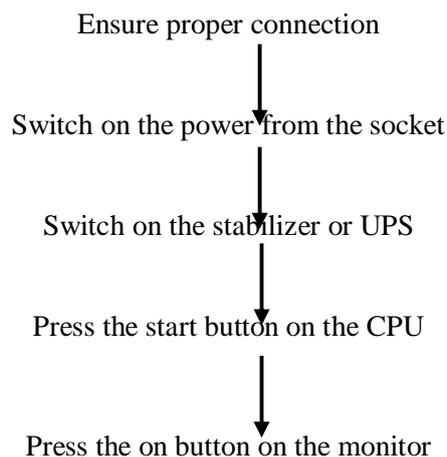
As soon as this stage is completed, the PC would show light on the screen and start to change form. It is

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this stage of changing form that is referred to as "booting". The computer does not receive data when booting because it is at that stage that is getting itself ready for work. Icons and the cursor are displayed as soon as the booting is over. The cursor most times has either an arrow (i) shape or a plus (+) sign. At this stage the computer is ready to receive data. It is only at this point you can start word by doing any of the following:

1. Click start from the start menu window, click program, from the pop-up menu, click Microsoft Word.

2. You can also launch Microsoft Word through the short cut - double click on the Microsoft Word icon on the desktop.
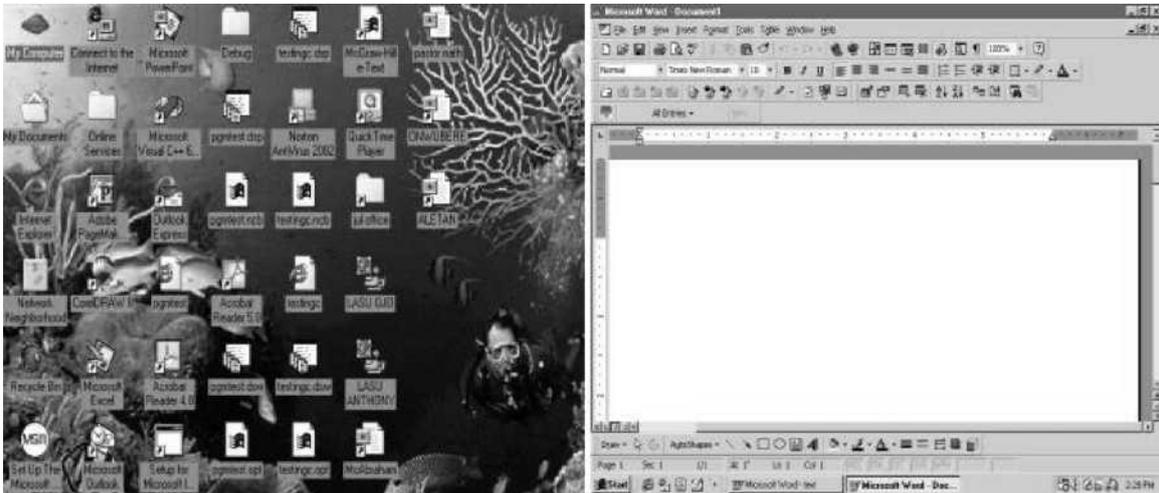
The face of the screen after booting   Microsoft Word window screen

Exiting Microsoft Word

Before you exit from the Word environment ensure that the document in progress is saved except if that document is not needed afterwards, but should you forget to do that before clicking on close or exit, a box will prompt:

If you click on "yes", it will give you opportunity to make your savings before existing. But if you click on "no'' it will exist.

Any of the following methods could be used when you want to exit from the Microsoft Word environment:

1. Select file, click on "close", and click on "exit"

2. Press Alt + F4

3. Click on Word close window button

4. **CONCLUSION**

It is important to know the rudiment that leads to a good keyboarding and word processing before

embarking on the actual practice. It is therefore advised that you go through this unit once more for a proper understanding before proceeding to the practical session in Unit 2. Do not be in haste, master the beginning and it will enhance your efficiency.

5.   SUMMARY

The idea of keyboarding and word processing all started as a result of looking for a better way to making hand written documents legible This gave great concern to many scholars amongst whom was Christopher Shole who in 1837 manufactured the first typewriting machine. Though the machine could not achieve the purpose which it was meant for, it gave further concern to some groups of scholars. This successive concern gave birth to new types or models of typewriters and today we have the personal computer, which has become very useful in the business world.

6.   TUTOR- MARKED ASSIGNMENT (TMA)

1.   Carefully examine the origin of keyboarding and word processing in the world of business

2.   Enumerate the criteria that need to be considered when proficiency is desired in keyboarding and word processing.

7.   REFERENCES/FURTHER READINGS

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UNIT 2: TOUCH KEYING AND SKILL BUILDING ON THE ALPHABETIC BEYBOARD

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2.0   Learning Outcomes

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      3.2   Keys - g and h

      3.3   Keys - e and i

      3.4   Keys - r and u

      3.5   Keys - w and o

      3.6   Keys - t and y

      3.7   Keys - q and p

      3.8   Keys - b and n; c and v

      3.9   Keys - x and m

      3.10   Key z and quotation mark(s)

      3.11   Keys - . ? shift-key and caps-lock

4.   Conclusion

5.   Summary

6.   Tutor Marked Assignment (TMA)

7.   References/Further Readings

1.0   INTRODUCTION

This section introduces you to the practical session of keyboarding and word processing. Follow every instruction carefully and do all the practices presented. At the beginning, abiding by the instructions may seem difficult especially in the placement of your fingers on the keyboard.

Those you see touching the keys at a very fast rate with the right finger without looking at the keyboard started this way. That means you will, if possible do better if you follow the given instructions. Do not see the time spent on trying to master the keys as wasted. It is time well spent which will bring about your proficiency in keyboarding.

Do not admire those who strike the keys with the wrong fingers, the fingers may look fast when moving but would not be able to attain the desired speed and attain proficiency in production.

Why? Some people will never be patient to learn.

This unit will take you through several tasks. Repeat each task several times until you are comfortable with the manipulation.

Never give up until you are perfect

2.0   Learning Outcomes

At the end of this unit, you will be able to:

•   Manipulate the alphabetic keys through touch keying

•   Manipulate the keys with less fatigue

•   Type simple text

3.   MAIN CONTENT

3.1   Keys - asdf; lkj (Home Keys)

Alphabetic Keys
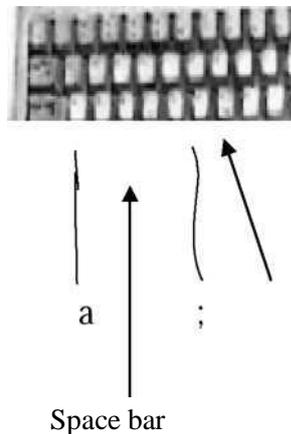
Space bar

Before you go into typing, you need to locate the guide keys, home keys, enter key and space bar as well as know their functions. The guide keys are "a" and ";". They are called guide because they guide you on the position of the keyboard to place your fingers. The Home keys are "ASDF and; LKJ". These serve as the beginning keys and fingers are usually returned there when they are not in use when typing; a finger hovers around these keys. They could be further described as take off and rest keys. The enter key is used to return the cursor to the left margin when typing. It also gives space between lines when Enter key is pressed. The space bar is the long bar in the first (bottom) row. It is used to give space between letters or words.

Eight fingers and one thumb are used in typing. Among the fingers, there are the guide fingers — the little fingers on the left and right hands. These fingers are placed on the guide keys —'a' for the left and ';' for the right hand; while other fingers are placed from that point to cover the home keys. When fingers are properly placed, there will be only two keys left at the middle of the 3rd row. The thumb is used for the space bar to give space. You can use either the left or right thumb. It all depends on the one the learner finds most convenient since we have some persons who are left handed.

Always remember that the guide keys guide the placement of fingers on the home keys while the home keys guide the placement of the fingers on the keyboard. See the diagram below for finger positioning.

Left palm   Right palm

Note: When you are to type from a text-book or manuscript, place the copy you are to type on either side of the keyboard i.e. either to the left-hand side or to the right-hand side. It all depends on the side that is more convenient for the user. It is wrong to say that you must place your text-book on the right or left since people have different sights. To some their left eye functions better, than the right and vice-versa. You are about going into the practical session. To have an effective practice you are required to have the following materials:

- A personal computer - a lap top or desk top computer with Office software.
- A printer.
- A comfortable chair and table to match.
- Good lightening.
- Course material for BED 111

The Task

- Is your computer on the table and well connected?
- Have you checked your sitting position? Be sure you are well seated.
- Now launch your Microsoft Word environment
- Practice placing your fingers on the home keys starting with the guide keys.

Did you forget how to achieve any of these? If yes, go back to the preceding unit to refresh your memory before proceeding.

- Now that you are properly seated and ready for the task, try your hands on the following:

Task 1

asdf ;lkj

Read while you type

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asdf ;lkj

Oh no, you feel like looking at the keyboard, because of the little mistake. Never mind, you can only look at the keyboard once, at the point of placing your fingers on the keyboard. Once your fingers are placed, you don't need to see the keyboard, rather let your eyes be on the course material. Just remember that your little fingers are the guide keys and memorise the finger that goes with each home key.

Try again.

asdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkj

asdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkjasdf ;lkj

Good practice. Now you can see that you can type without looking at the keyboard. It's just a matter of determination!

Try again. On completion, check your work with the one in the course material.

Now that your fingers are getting used to the keyboard, close your course material and try typing from memory. Sound - asdf space (strike the space bar); lkj and type. Look at the screen as you sound and type.

How was that practice? Hope it's interesting and you are getting more used to using the right finger for the right key on the home key

Repeat all the practice several times as you can

Repeat the practice session several times, until you are comfortable with home keys.

Task 2

Have you placed your fingers properly? Use the right finger for the right key. Do not be in hurry.

a; sl dk fj a; sl dk fj a; sl dk fj a; sl dk fj a; sl dk fj ;f ldksaj ja jsjdjf a; al sk dk fj s; slsksj d; dl dk dj f; flfk fj ja jsjdjf ka kskdkf la ls ldfl ;a ;s ;d ;f dk sj a; sl dk fj a; sl dl dk aj dk a; sl dk fj al skdj fj sk al fk a; sl dk fj skaksl dk fj a; sl dk fj a; sl dk fj a; ak dk jfkd ;a kdjfks a; sk dk fj asa sad ask asks jakjaksjadjaljals dad dads add adds all all; fall falls saff das daskdasks lass lak lads afaskaslfaks; jaks; dad; sad laklaks; saaksaalsafasafaskalsjakjaks dal dalllaskjadjadsjas ask asks; add adds lad lads jakjak; fall falls

Do not be dis couraged that you could not type fast. It is better to be slow now and use the right fingers.

What do you do when you forget what finger should go for what key?

Don't be tempted to look at the keyboard, rather, pause and think of the right finger while your fingers are hovering on the keyboard. This may slow down your pace of typing, but never mind, because the speed will come once your fingers master the keys. You don't need to struggle for it.

3.2   Keys - g and h

Are you sure you have mastered tasks 1 and 2? If no, practices some more and if yes proceed to task 3.

Task 3

Keys "g" and "h" are the two middle keys after the home keys.

Instruction: Use "j" finger for "h" and use "f" finger for "g". Type the following as they appear.

Sound the letters while you type

fgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgj hfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfgjhfg fag gas gad gads gafs hall halls hask hall; haj jaskhalahass halls; gasshass had hadshaffkalskals; jakjaks; hall

Check your progress - Did you use the right finger? Do you have the same line endings as in the text? Are your errors very many?

Repeat the same task and compare with the first attempt. Is there improvement over the first attempt? If yes, in what magnitude? Is it by looking at the keyboard (bad habit) or by abiding by the given instruction (good habit)?

Task 4

Type as presented

Sound the letters/words while you type

Read while you type

adajasalahasa hag hags dahl; dasskass has jag jags; gall galls; hakshask haj; las lads halls jaks sad falls gag gags jag jags galls gall hag hags jadakallkalls has has; gas gash hall; haaksafa dada sall kala lakalada all all; lafa gaga haalakalaga fag fags faghkash dash dash; hall halls gaga gags gag gaka gala galas salasalaskadalalasadafalasagasgad gads jaksal salsa salad salsas salsa dada gag dada all gaga hags jak salads salsa sakakallkalls dadas fall;

Check your progress and repeat the task as many times as possible. You must not look at the keyboard while typing. Looking at the keyboard in keyboarding is a "criminal" offence in word processing.

3.3 Keys - e and i

So far you have covered ten alphabetical keys on the third row of the keyboard. Repeat task 1 to task 4 before you proceed; this will increase your mastery.

You are about to go to the upper row (fourth row), to the home key row. It demands moving your fingers from the third row to the fourth row, therefore move your fingers gently. Do not be tempted to look at the keyboard when striking the keys

STOP, TAKE A LOOK AT THE KEYBOARD ONCE MORE AND STUDY THE ARRANGEMENT OF THE KEYS CAREFULLY. AFTER WHICH YOU CAN PROCEED TO THE NEXT TASK.

Instruction: use "d" finger for "e" and "k" finger for "i"

Task 5

Type as presented

dedkikdedkikdedkikdedkikdedkikdedkikdedkikdedkikdedkikdedkikdedkikedeikiedeikiedeikiede ikiedeikiedeikiedeikiedeikiedeikiedeikiedeikiedeikiedeiki seed seeds ill ills kill kills lid lids

Sound the letters /words while you type Repeat this several times until you are fairly comfortable with the keys.

Task 6

Type as presented

Remember to use the right fingers

deed kesh dash seda aid aids ail ails; head heads gail ell ells; side sides jaskjask; ill ell gill gills gisa hiss hisses hassle hassles lead leads eal head heads gill gills fill fills feel feels fed did said sill sills sesasesil fill like likes kafadi his hassle gill gisas jig jigs ell ells ell; ado add adds feed desk deed desks; he has all seed as jak said fill eda aka akas lead leads all his fill fig has all feed falls ills his jeaksjek fills all seed gas has deaf gel gels falls

Repeat this several times and compare your progress.

3.4   Keys - r and u

Task 7

Type as presented and repeat as many times as you can Instruction: use "f" finger for "r" and use "j" finger for "u"

frfjujfrfjujfrfjujfrfjujfrfjujfrfjujfrfjujfrfjujfrfjujfrfjujfrfjujfrfjujfrfjujfrfjujfrfjujrfrujurfrujurfrujurfrujurfru jurfrujurfrujurfrujurfrujurfrujurfrujurfrujurfrujurfrujurfruju has he said all he sees full raff

Always remember to use the right finger as instructed Task 8

raffs dell dells red reds dull dulls urea jug jugs lusksaul seer seers her hers hug hugs full his urea seed seer jug jugs rug rugs dear dears kiss kisses jeer urge urges judges all her ills hur rugs rue rues jude feel jidehur dear his all gill his gear fill all her all feed all his fur feel dear dull his air urges her rugs fill all air judges ask jug jug all her rue gear full.

Do you feel better striking the keys? Repeat this task several times and check your progress

3.5   Keys - w and o

Task 9

Instruction: Use "s" finger for "w"and" l"finger for "o"

sws lol sws lol sws lol sws lol sws lol sws lol sws lol sws lol sws lol sws lol sws lol sws lol sws lol sws lol swswswolowswolowswolowswolowswolowswolowswolowswolowswolowswolowsw few red rug road hour house for

Task 10

all his horse does war all doll roll wore were goes dull well wore ore wore goes all her due war are for his wear her shoes as does will guess red for his gall gills or sea sees well read houses ore we will wed wedded ore how would he goes all rue seed rogges all lolli ore wore red shoes for his wedded judges has all she were for houses asked war of wars all as his guess war wore ore our will were walled of his gag as he asked for his rue as a

judge of all

Sound the letters /words while you type

3.6   Keys - t and y

Introduction: Use "f" finger for "t" and "j" finger for "y"

Task 11

Good practice, keep it up

ftfjyjftfjyjftfjyjftfjyjftfjyjftfjyjftfjyjftfjyjftfjyjftfjyjftfjyjftfjyjftfjyjftf

jyj^{ftftft}yjy^{tft}yjy^{tft}yjy^{tft}yjy^{tft}yjy^{tft}yjy^{tft}yjy^{tft}yjy^{tft}yjy^{tft}yjy^{tft}yjy^{tft}yjy^{tft}

yjytftyjytft were you there for ada wed jude Task 12

The judge of the house at yogga ore you though thought all the there those this for fur yolk

Repeat each of these tasks several times and remember to sound the letters/words when

you type.

yours to that of those your will of thought that you should show the yelly gasses guess the skill word letters lets your way for the wore of all kids or kiddy doll for dolls at fees full yoges hour through all there yelly way of does you saddyyoggys rat rattle all he yell for his

3.7   Keys - q and p

Instruction: Use "a" finger for ' "q" and ";" finger for "p".

Remember that your finger movement is in a vertical form. Up and back to the home keys.

Task 13

aqa ;p; qaqp;pqaqp;pqaqp;pqaqp;pqaqp;pqaqp;pqaqp;pqaqp;pqaqp;pqaqp;pqaqp;pqaqp;p queue up at

Task 14

the tap to get water for the house for your use people equip the pulp for queries quote the right quote at quest for quests pop pipe pope jude quip quite quiet to the pop pops rats quotes; quit paper pepper tosh quire quarter quarters equip quest poppy rag Iraq fight fought fifth fourth thirty two too total totals equal equips separated separate ideal peers author saddle saddles

If you look at the keyboard, you will notice that you have successfully completed the third and fourth rows of the keyboard. You are about to enter this last row of letters on the keyboard; which is the second row.

The movement of the fingers will still be in the vertical form. This time, the fingers will move from the home keys downwards.

Do not look at the keyboard as you move your fingers

Instruction: Use "j' finger for keys "b" and "n". Use "f" finger for keys "c" and" v". You must not look at the keyboard while typing the following:

Task 15

jnbfcvjnbfcvjnbfcvjnbfcvjnbfcvjnbfcvjnbfcvjnbfcvjnbfcvjnbfcvjnbfcvjnbvcfnbjvcfjnhfvcjnbcfvb

njfcjjncvjbcfvjhbnjbvcfgvchnbfncvjfvnbcvncbnfcbjvnjbc bottle but very nerve car carry

Task 16

control beautiful betting food best nerves not noting control convey cargoes to their various destinations during the week Thursday is an odd day in November carving is one of the things Benin people are known for in what way would you carry the bag of bottles to the nearest place as required by the director of cargoes often time busy people do not always like to see their children in the house during the working hours so they would always want their children to be in school at these period not very often would battle scared people into their hiding narrow bottled like venue in the village near the bushing center.

Keys - x and m

Instruction: Use "d" finger for "x" and "k" finger for "m''

Task 17

dxdkmkdxdkmkdxdkmkdxdkmkdxdkmkdxdkmkdxdkmkdxdkmkdxdkmkdxdkmkdxdkmkdxdkmkdxdk
mkdxdkmkdxdkmkdxdkmkdxddxdmkmdxdkmkdxdkmkdxdkmkdxdkmkdxdkmkdxdkmkdxdkmkdxdk
mkdxdkmkdxdkmkdxdkmkdxdkmkdxd fax vax make

Task 18

Merry merriment xylophone market madness man exercise mathematics history physics vascular microphone xylem Matthew mattress matter mother men macro micro microcosm nylon sex sexes export exporter exporting except excepted executive member of the committee in the meeting to be held on the tenth of March the year two thousand and four

3.9 Key z and quotation mark(s)

Instruction: Use "s" finger for "z", "l" finger for "," and use ";" finger for quotation mark(s).

Task 19

szsl,lszsl,lszs ;'; szsl,l ';' szsl,l ';' szsl,l ';' szs ';' szsl,l ';' zsz ,l, ';' szsl,l ;'; szsl,l ';' szs ,l, ;'; szs ';' ,l, szs ';' zsz ,l, zsz ';' ,l, zsz ';' ,l, szs ;'; ,l, zszl,lzsz ;'; ask; them, dwelling; 'market' zero zebra 'zebulum' zechariahezekieh 'babtolo' marketers, goodness, hezebal, tobaiah, sibling,

Task 20

do you know that men often want to be recognize in functions, in one of such functions zeba said 'men of integrity are not easy to come across, should you find them, they make you feel happy' zezebra, zebulum, 'zephaniah' zetta, zoro, zero, nylon, zech, zobo, zesh, zoo zest czechczechs 'mattle' 'zero' 'nylon' 'zech' 'zobo' zesh' 'zoo' 'waters' 'czechs' 'zeba' 'agbodo' 'asaba' 'lags'

3.10 Keys - . ? shift-key and caps-lock

Specific Instruction

Use "l" finger for "." , use ";" finger for "?".There are two shift keys on the keyboard, one on the left and the other on the right hand side. Use the little finger on the left or right hand for shift key. To achieve this use the left little finger to hold down the shift key if the letter you want to type is on the right hand side, and use the right little finger to hold down t he shift key on the right if the letter you want to type is on the left hand side of the keyboard and as soon as you strike the desired key release your finger from the shift key and continue typing. The shift key is used when you want to type in initial capital i.e. the first letter in a word being typed with a capital letter while the subsequent letters in the word are typed

in small letters; e.g. Andrew.

There is no special finger for caps-lock. Press the caps lock when you want to type your text in capital letters and as soon as you are through, press it again and the function will go off.

Note:

1   Give two spaces after each full stop. To achieve this, press the space bar twice before beginning a new sentence. Start a new sentence afterevery full stop with a capital letter.

When you are to type the upper letters or symbols on the keys, hold down the shift key and strike the desired key. If you do not do this you will not ach ieve the desired re sult. E.g. to type "?", use your left l ittl e finger to hold down the shift key on the left while you use tine ";" finge r to s trike the "?" key. Another thing to note about the typing of "?" is that after each "?" give two spaces just like in the case of the full stop.

Task 22

When will you go to Ilorin?Aduke will be getting married in June. Would you like to be there to grace the occasion? How often do you go to Lagos? University of Lagos lagoon is a fine place to visit. Would you like to be there next Saturday? Children like Lilly flowers, they would always like to feel it each time they see them. Would you like to go to Kaduna on the tenth of November, this year? Do you always feel happy when you are typing? Or do you think the art of typing is only through the use of the typewriter? If not, what is your option about typing with other machines? Abeokuta is the home of Adire. So should you want to buy any you need to visit and pick your choice. Never you give up when things are tough, giving up is never the best solution to tough times. What do you do then? Look for ways to amend.

Task 23

MEN BY NATURE WANT TO DO LESS WORK AND GET RICH QUICKLY. THIS IS NOT THE BEST WAY OF LIFE, BECAUSE THIS KIND OF OPTION WOULD ALWAYS INCREASE CRIME IN THE SOCIETY. THE ART OF GETTING RICH. LET'S BE PATIENT AND WORK IN A GENUINE WAY. THE WEALTH, WHICH WE DESIRE, WILL COME IN ITS NATURAL FORM.

Repeat each task several times until you are comfortable typing them.

Congratulations. You have successfully come to the end of the alphabetical keys.

Although getting used to the keys without looking at the keyboard was very rigorous, I can see you with a smile because you can now manipulate the keys without looking at the keyboard.

Do not mind your speed now, but mind your accuracy and efficiency on the keyboard.

You have been a very wonderful student who keeps to instructions, which is the secret of your success. Keep it up.

4.   CONCLUSION

The horizontal method was used to introduce you to the keyboard This method introduces a beginner to the home key row first before other keys. The advantage is that it gives you the opportunity to master the guide and home keys and takes you through the horizontal movement of your fingers. Also, it gives you the opportunity of learning more than one key at a time, which makes learning less monotonous.

5. SUMMARY

This unit has taken you through the alphabetical keys, starting with the guide and home keys with a successive improvement to the fourth and second rows. To acquire the desired skills the following are important:

- Do not look at the keyboard when typing
- Sound the letters \words as you type
- Keep to all instructions
- Practice very often

If you are able to achieve this, you will discover that in no time you will become comfortable using the keyboard.

6. TUTOR -MARKED ASSIGNMENT (TMA)

Task 1

Type the following as presented:

Some years ago, typewriting was basically associated with the typists and secretaries only. Therefore, all manuscripts were directed to the typist or secretary for typing. This single act led to the misconception of the role of secretaries in an organisation. Some typists assumed the position of secretaries while most of the very few qualified secretaries were denied the opportunity of performing their roles, most especially in Nigeria where they were restricted to performing the role of typists.

Task 2

Today the art of typing is no more for the typist or computer operator or secretary only. It is now for everyone who needs proficiency in his or her daily activities. This makes it important for everyone to learn how to use the keyboard which is fundamental in the use of the computer in every field of specialisation. But it has been discovered that people are not ready to learn these basics which are fundamental in the application of the computer to their specific areas. They see it as a waste of time, but the time that is considered to have been wasted in learning keyboarding is gained several times during application.

7. REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding Skills on Children, Type-to-learn Software vs Covers. Retrieved on24th May, 2020 from Keyboarding.research.org.

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UNIT 3: TOUCH KEYING AND SKILL BUILDING ON THE NUMERIC KEYBOARD

CONTENTS

1.0   Introduction

2.0   Objectives

3.   Main Content

4.   Conclusion

5.   Summary

6.   Tutor -Marked Assignment (TMA)

7.   References/Further Readings

1.0   INTRODUCTION

The Personal Computer keyboard as introduced to you earlier contains letters of the alphabet, numerical and functions keys. The last unit took you through the alphabetical keys. This unit is designed to introduce you to numerical keys. To be well acquainted with the desired skills, follow all the given instructions. The instructions you are expecting to meet are in line with the kind of instructions you are already used to. Therefore, relax and proceed.

2.0   LEARNING OUTCOMES

At the end of this unit, you should be able to:

•   Manipulate numerical keys

•   Type a simple text with numbers

2.   MAIN CONTENT

2.1   Keys 1 2 0 and 9

This section introduces you to the fifth row on the keyboard. This requires further movement of your fingers upward. Use the "a" finger for "1",the "s" finger for "2" , the "L" finger for "0" and the same "L" finger for "9"

Be systematic with the movement of your fingers. Try your hands on the following task:

Task 24

Aq1 sw2 lo0 lo9 aq1 lo0 sw2 lo9 aq1 sw2 lo0 lo9 aq1 lo0 sw2 lo9 aq1 lo0 sw2 lo9 sw2 lo9 aq1 lo0 2ws 9ol 0ol 1qa q1a lo0 9ol 2ws aq1 o9l ws2 o0l 2ws lo0 q1a ol9 ws2 lo0 qa1 0ol q1a 0ol. Aq1 sw2 lo0 lo9 aq1 lo0 sw2 lo9 aq1 sw2 lo0 lo9 aq1 lo0 sw2 lo9 aq1 lo0 sw2 lo9 sw2 lo9 aq1 lo0 2ws 9ol 0ol 1qa q1a lo0 9ol 2ws aq1 o9l ws2 o0l 2ws lo0 q1a ol9 ws2 lo0 qa1 0ol q1a 0ol.

Remember the rule: Do not look at the key board when typing.

Repeat this three times. At the end of each session, check your progress.

Yes! I can make it. Just a little effort is all I need.

Good Student. I commend your effort, repeat Task 23 once more and you will discover you have made significant progress

Task 25

Type the following as presented

There are 20 villages in the land of Akoko. Adekoke will be one year old on Sunday 20th April 2007. 90 persons were reported dead in the plane crash, 901 persons were hospitalised. Children within the ages of 9 are always anxious to go to secondary school. What age do you think is most desirable for children to start school? Take note of the following figures: 1, 2, 10, 19, 101, 120, 129, 921, 2002, 191 and 900. Life is interesting when you have to live in a country with a buoyant economy. Such a country caters for her masses and sees beyond just today.

Repeat task 25 as many times as you want. Aim at proficiency

2.2   Keys 3, 4, 8 and 7

These numbers are also on the fifth row on the keyboard. Take a look at the keyboard once more to study the arrangement of the keys. This session requires the same style of finger movement, which is in the upward direction. *Remember you will not get the best if you look at the keyboard when typing,* so avoid the temptation.

Instruction: Use the "d" finger for keys "3" and "4",the "k" finger for "8" and the "j"finger for "7".

Task 26

Type the following as presented

de3 de4 ki8 ju7 de3 de4 ki8 ju7 de3 de4 ki8 ju7 de3 ki8 de4 ju7 de3 ju7 de4 ki8 de3 ki8 de3 ki8 ed3 4ed ki8 i8k 7uj u7j e3d 4ed ki8 u7j 4ed ju7 de4 ju7 de4 8ik 4ed ki8 ed3 ik8 3ed ju7 ki8 ju7 101 202 303 404 191 292 282 272 300 303 393 383 373 400 494 484 474 990 294 193 778 483 287 183 478 134 890 214 838 288 283 1892 2,44.00 23, 8,990 390 4990 1000 2000 3000 4000 9000 8000 7000 2001 3002 4002 22 334 129 988 7990 321 234 431 908 291 290 390 2090 2101 When we are talking about figures that end with round figures we are referring to such figures as 100, 200, 300, 400, 700, 800, 900 etc. Some persons like odd numbers like 3, 7, and 9.

Repeat this task 10 times

SELF ASSESSMENT EXERCISE 1

React to the following at the completion of the ten.

i.   Compare your performance in the ten. Is the performance good or bad?

ii.   List points to support your answer to question one above.

iii.   Suggest ways of possible improvement based on the difficulty you encountered during the task.

2.3   Keys 5 and 6

You are on the verge of completing the numerical keys. What seemed difficult and unrealistic at first has become interesting and exciting. So with this interest and excitement complete the following task.

Instruction: Use the "f" finger for "'5" and "6" and the ";" finger for

Task 27

Fr5 ft6 ;p- fr5 ft6 ;p- fr5 ;p- ft6 ;p- fr5 ft6 ;p- fr5 ft6 ;p- fr5 ft6 ;p- fr5 ft6 ;p- fr5 ft6 ;p- fr5 ft6 ;p- ft6 ;p- ft6 6tf p;- fr5 ft6 ;p- 500 600 670 465 567 678 312 565 764 765 896 805 669 660 661 559 557 556 679 667 9006 6009 670 679 6003 5006 5007 5009 5008 1005 1006 2660 66231 3659 The numbers 666 and 419 have some connotations. Many people dread these numbers and seldom use them for anything that connotes the positive. You may want to know more about these numbers - 666 is a mark of the anti-Christ, and 419 connotes a dubious character. There are some compound words we use often, such as co-operation, co-worker and inter-face.

Repeat this task 10 times

SELF ASSESSMENT EXERCISE 2

i.   Identify your areas of difficulties

ii.   Identify at least two ways of overcoming the difficulties

iii.   Repeat the task, using the solutions provided in"2" above.

iv.   Has the new method improved your performance? Yes or No.

v.   State reasons to support your answer to 4 above.

3.   CONCLUSION

I want to congratulate you for your ability to manipulate the keyboard without looking at the keys. It is not magic to gain competency, but it comes through self-discipline and determination. Keep these criteria in mind as you work through the rest of this material so as to be able to improve your competency.

You have successfully completed alphabetical and numerical keys. The function keys and other signs that are placed at the top of the numerical keys can be typed at a glance.

These are not frequently used; therefore typing them will not pose a problem. The alphabetic and numeric keys are the ones that are mostly used, hence the need look for a way of improving to the speed of using them.

Remember to use the shift keys when you are to type any of the signs at the top of the major keys. The other keys whose functions you may need to master - home, end pg up and pg down. The first two can not work on their own; they need a combination of the control (Ctrl) key. See the following:

•   Ctrl + Home - takes you to the beginning of the current document

- Ctrl + End - takes you to the end of the current document

But in case of the last two keys tapping either of them once will give you the following result:

Page Up - When you press this key it takes you towards the beginning of the document in a successive manner.

Page Down - When you press this key , it takes you to the page(s) after the current page in the document. You will be introduced to the function keys as you proceed in Word Processing.

Practice using the home, end, page down and page up keys following the instructions above.

4.   SUMMARY

In summary, you have typed all the basic numbers used in mathematics. You need constant practice to improve your proficiency. In 3.0 you were reminded not to look at the keyboard when typing, remember to keep to this as you progress. This is one sure way for you to gain speed steadily.

5.   TUTOR- MARKED ASSIGNMENT (TMA)

Explain your experience in keyboarding with reference to:

1.   Difficulty encountered

2.   Encouragement received

3.   Suggestion to others who want to learn keyboarding

6.   REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding Skills on Children, Type-to-learn Software vs Covers. Retrieved on24th May, 2020 from Keyboarding.research.org.

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UNIT 4: SPEED AND ACCURACY PRACTICE

CONTENTS

1.0   INTRODUCTION

This unit is going to teach you how to complete a given task that is error free, and that in time too. You can do this effectively if you have successfully gone through units 2 and 3, if not you may not achieve the objective set for this unit. It is advised, therefore, that you go through units

2 and 3 again, but if you know you have already done that and you can fairly type without looking at the keyboard, you may then proceed to the tasks in this unit.

2.0   LEARNING OUTCOME

At the end of the unit, you should be able to:

Type a simple text at 15 words per minute with a minimum of 2% error.

3.0   MAIN CONTENT

Type the following passages to ensure a proper mastery of the keyboard. At the end of each paragraph, press the enter key twice before you start a new paragraph, when more than one paragraph is required. Repeat each task as many times as you wish to gain perfection.

Task 28

68 words at 22 w.p.m. for 3 minutes

If the new shop is to be ready in June, there are a few jobs that must be done at once. First, we must find a person who is able to make some effort to put this business on its feet again, and, further, I am sure that the person must be given a free hand as to how many people we should employ and what pay each will receive for full-time work

(SI 1.19)

Task 29

140 words at 28 w.p.m. for 3 minutes

Yes, they should call here to see the goods which I spoke to you about last Monday. I do send stock out on approval. I shall be very pleased to do business with you and to allow monthly credit of N10, 000. In the late autumn I hope to offer some first-class quality goods, and in the meantime, I can let you have the best value in woollens, with a special line in sweaters. I am sorry that I am unable to suggest a reliable house for socks: this is part of the trade in which I have not done business, and it would not be fair of me to pass an opinion on the firms whose names you mention in your letter. I have always kept my prices low, and will write to you when next I have some special offers.

Task 30

201 words at 28 w.p.m. for 7 minutes

All of you will be glad to hear that we now have a scheme for refunding to staff that part of their expenses for travelling long distances to work. Some details of local conditions and of the grades of staff will help you to understand our query.

We are faced with a sharp division between town-based staff, who would pay fares of between =N=6 and =N=9 a week, and members of staff living in the country who are paying between =N=10 and =N=17 a week.

There are about 500 people on the office staff - four-fifths live within the city boundary (a radius of some 4 miles) and the rest live at distances varying from 6 to 12 miles. Some time ago a plan was thought up for paying travelling costs on a mileage basis to all employees who travel a distance of more than 4 miles from the city centre; however, the scheme was not a success. It is hoped that the new plan which was put into operation last week will prove to be fairer. The scheme ensures that no one in this group pays more than =N=9 a week to get to and from her/his work.

<div align="center">(SI 1.27)</div>

Task 31

264 words at 33 w.p.m. for 8 minutes

We understand that you will be leaving this country shortly to take a job overseas, and we thought that your friends and family might like an up-to-date photograph of you before you leave. We can supply large prints, and we should be pleased to arrange a sitting at short notice when convenient to you.

May we also mention that we offer to businessmen a service which is both efficient and complete in every way. We will be pleased to show you numerous pictures which show clearly the eye-catching style presented by our photographers. We enclose a list of firms that employ us and for whom we have produced many advertisements for industrial magazines.

Transfer Travel, our branch in High Street, can help you in a number of ways to solve your travel and transport queries. In these days when time seems to be the most important commodity of all, you can depend on Transfer Travel to deal with all your arrangements. Just telephone Sean Gallapher and he will use both his own and his staff's time in dealing with the hundred and one irritating little things that crop up, but which are so easily overcome by the expert who has made the whole subject his own intimate profession. Should you wish to do business with a country with which you are not in touch, our agents will be pleased to help you with advice and contacts.

<div align="center">(SI 1.27)</div>

Task 32

361 words at 36 w.p.m. for 10 minutes

Proof-reading is a skill and like any skill it must be practiced. If you are to become efficient at spotting errors of all kinds, it is necessary to undergo training in the art of proof-reading. To be effective as a proof-reader you need to be able to spell and punctuate correctly, and to know the basic rules of grammar, as well as acceptable typewriting display and layout.

<div align="center">32</div>

It is not a question of just reading through a completed piece of typescript in case a typing error may have been overlooked; it is often necessary to ask the help of a colleague to go through the copy to make certain that figures are correct, that nothing has been omitted, or that unreadable handwriting has been deciphered correctly.

It may be that you are an audio typist and that you have to listen to a recording on a transcribing machine. You will need to take great care when proof-reading, and, in order to check certain details, it may be necessary for you to play part of the recording again.

If the transcription is from shorthand notes, it is a good plan to check the transcript very closely with the notes to make certain that nothing has been omitted. Keep one finger following the shorthand notes with a finger of the other hand following each word on the typed copy. Take particular care with words that sound alike but are spelt differently - homophones, e.g., check and cheque; aloud and allowed. If you have any doubt as to which spelling is required, check the meaning of the word in a dictionary.

If you are proof-reading from VDU, it may be helpful to use the cursor to guide the eye across the screen, and to vary the density of the brightness on the screen.

Make sure that you have used the correct stationery, type accurately any labels or envelopes required, and attach any enclosure before the documents are placed for signature.

(SI 1.27)

Task 33

84 words at 42 w.p.m. for 2 minutes

My brothers and I were terrors when we were boys, but I do not believe we were really bad. In those days boys were forced into mischief, for there were not yet any movies or radio, and television was a mystery of the future. When the police chased us for some of our pranks, we always had somewhere to hide. As we lay breathless in our lair, we often heard the tread of heavy boots as the policeman went on his way.

(SI 1.27)

Task 34

87 words at 43 w.p.m. for 2 minutes

There has always been a great deal of good advice available for the person seeking a job. Much of this excellent advice lays stress on making a good first impression, and I do feel that the first few minutes are critical to your chances of being selected for a job. This means that you should carry out some careful planning before the interview. The clothes you wear must be neat and clean and suitable for the job for which you are applying.

(SI 1.35)

Task 35

161 words at 40 w.p.m. for 4 minutes

Electronic mail sends, receives, and stores messages and the main reason for using it is to speed the delivery of large amounts of information: it offers immediate delivery if this is required.

There is one or 2 points you should remember about this means of communication. To start with, different

pieces of electronic equipment can communicate with each other - telephone lines, telegraph lines, satellites are examples. Further, the information between communicating machines is in the form of electronic signals, not a copy on paper.

If desired, information may be sent to a location and stored until it is needed by the receiver. Also, the receiver may view the message on a screen or print it out as and when a copy is required. This means a great saving, in paper, additional copies, and mailing costs.

(SI 1.56)

Task 36

242 words at 40 w.p.m. for 6 minutes

Perhaps you have seen typists' jobs advertised in the papers and wished you could apply. Or you may have spent some time in an office and have an idea of the different types of work the typist has to tackle. For the better-paid typist's job you should have appropriate qualifications: a Stage III in typing, Stage II/III in audio transcription, and a good knowledge of English language. This job usually demands common sense, initiative, and tact. However rushed you may be, you will have to be pleasant to the boss who will often deviate from the topic and perhaps waste your time. If you have a query, always ask for advice - never undertake a job unless you are sure you know what is required.

You may be required to deal with internal and external telephone calls and to make certain decisions. The typist often has to operate a photo-copying machine and to maintain a filing system. Typing is also a means of providing input for word processors and computers and it may be that you will have extra pay for operating these machines.

Employment prospects for typists are excellent. Thousands of typists are added to the work-force each year, and the typist who is familiar with processing equipment has an even better chance.

(SI 1.40)

Task 37

329 words at 46 w.p.m. for 7 minutes

A FAX or facsimile machine is a copier which will transmit a document by electronic means usually over telephone lines from one location to another. At the distant end it appears as a printed copy, or facsimile, of the original.

Almost anything that can be put on paper can be transmitted by facsimile - text, graphs, charts, etc, can be sent and also received. Quotations, orders, price-lists, delivery schedules, specifications, etc, are just a few examples. As originally used it was slow and the quality was certainly poor. The equipment used today takes advantage of today's technology which means that it is much faster and of good reproduction. Today, many new special-purpose systems will transmit a page in as little as 15 seconds; however, all high-speed transmission equipment is expensive.

One of the great advantages of facsimile is the reduction of keyboarding errors because if the original copy is correctly prepared, no further typing or checking is necessary, and no carbon copies, envelopes, postage, etc, are required. Also, you will know that the document cannot get lost in the post.

These machines have answering devices and other automatic mechanisms which means they can receive documents without an individual being present, and documents may be sent when phone prices are at a

lower rate, such as in the evening. Up until 1987 most electronic mail was transferred on internal networks by individual companies. However, towards the end of 1987, an American company started to develop in Great Britain, a public worldwide electronic mail service. It would seem that in the years ahead facsimile will be a major means of transmitting information.

<div align="right">(SI 1.59)</div>

Task 38

392 words at 49 w.p.m. for 8 minutes

We receive constant reminders of the importance of good communication. Vast sums are expended by both individuals and organisations to convey a desired message or image to the public. Politicians and their parties engage the services of high-powered promotion experts to sell their messages; companies employ advertising agents to put forward the qualities of their products; PR people devote their expertise to enhance the reputation of organisations; individuals in the public eye use the media to create a particular image so that some manage to make a lucrative career merely out of being a personality or well- known figure, recognised for who or what they are rather than for what they do. All these interests are devoted to using professional communicators to promote a particular message in order to provoke the intended response.

Individual members of staff will also play a part in enhancing or detracting from the impression given by the organisation. You will be able to think of examples such as using a snack bar regularly because of the pleasant staff or deciding not to return to a shop because of the surly off-hand manner of an assistant. You may think of occasions when you were trying to obtain information but were discouraged by being kept waiting on the telephone or having to experience difficulty in understanding the manual accompanying an unfamiliar piece of equipment or despaired of filling in an application form neatly because of its poor design. Alternatively, you may have noticed examples of an attractively written invitation or good presentation in a notice or advertisement. Such experiences almost certainly influence your response to the company concerned and may determine whether you wish to have further dealings with them.

In a secretarial role you should be especially conscious of the vital importance of conveying the desired message in an appropriate form.

<div align="right">(SI 1.61)</div>

Task 39

318 words at 53 w.p.m. for 6 minutes

Before leaving for your holidays, give your car a good wash, and waxing can be important if you plan to stay by the sea. Salt air is highly corrosive and can damage the finish on an unprotected car. Keeping the outside of your car in good condition will help when you want to sell it. Also, when driving on a motorway, do not stay too close to the car in front as, apart from being dangerous, its tyres will throw up stones and other debris that can chip the paint on your car.

If a breakdown should occur, the first rule is to remain calm and report to the police or a motoring association. On motorways, there are emergency telephones at regular intervals. In addition, the motorways are well patrolled by the police. When something goes wrong on a country road, determine

your location, then try to find a phone and call a garage or a motoring association.

Do not give your car a lengthy warm-up. When the engine starts to run smoothly, pull away from the kerb. Contrary to popular belief, a lengthy warm-up wastes fuel and causes excessive wear. Avoid fast stops and starts. Whenever possible, stop gently and start slowly. Fast acceleration wastes fuel. Before moving away from the kerb, check to see that it is safe to move off, and when pulling into the kerb, give a timely and clear indication that you are doing so.

If you are involved in an accident, remember to write down the name and address of a witness, if there is one, and also to record the name and address of the other driver, owner of the vehicle, if different, and name and address of the other driver's insurance company.

(SI 1.39)

Task 40

239 words at 59 w.p.m. for 4 minutes

The interview is a 2-way process. The interviewer should find out if you have the desired qualifications and suitable personality. You must try to size up the job to see if it is what you are looking for.

Before the interview, the interviewer would have studied your Application Form and Job Sheet to find out what the job is about - what has to be done, where it has to be done, and how it has to be done. He will then be ready to ask you a number of questions, designed to confirm statements made on your Application Form and to discover other facts about

y^{ou}.

When the most suitable person has been chosen, references will be checked. This may be done by mail or by telephone. If they are in order, the chosen person will be offered the job.

When you receive a letter offering you a post, see that you write back straight away, thanking the writer for the offer and giving your decision.

In the new job there are many things to learn. No matter how well you have been trained, your new employer is sure to ask you to do one or 2 tasks in a different way. When he does so, carry out all instructions he gives. If, later on, you feel your way is better, there is usually no harm in saying that you think so.

(SI 1.33)

Task 41

396 words at 56 w.p.m. for 7 minutes

A visit to India is a unique experience because this vast nation is a blend of races, religions and cultures; it is one of the most fascinating places in the world. It is a country rich in tradition and legend, covering more than 5,000 years of history. It is a land of great variety and contrast with tranquil temples and exciting bazaars, always a vivid mixture of colour and sounds.

We start at Delhi where we arrive at 6 am and go straight to our hotel, the Kanishka. Today we are free to relax and wander at our leisure round the city, and after a good night's sleep we join our coach for a tour of New Delhi and Old Delhi. We visit the Red Fort, India's largest mosque, the Jama Masjid, and the site where Gandhi was cremated. We also have time to see the Raj Ghat, in Old Delhi, and the Qutab Minas and India Gate in New Delhi.

Next day, after breakfast, we leave by coach for Jaipur, the Pink City, where we arrive in the early afternoon. We stay at the Hotel Ashok and, after checking in; go by coach to the Palace of the Winds, and the grand eighteenth-century observatory. The following morning we will visit nearby Amber, a large hilltop palace-fortress which we enter in style on the back of an elephant. The afternoon is free.

After breakfast we leave by coach for a visit to the Ghana Bird Sanctuary, one of the world's finest bird reserves and also call at the deserted city of Fatehpur Sikri, one-time capital of Emperor Akbar. In the afternoon we go on to Agra, city of the magnificent Taj Mahal, which we visit in the evening when it is said to be at its most beautiful. Our hotel is the Galaxy Ashok.

We leave Agra after breakfast and stop at Sikandra to see the great mausoleum of Emperor Akbar. The afternoon will be free in Delhi for any last-minute shopping, and we will have dinner before leaving for the airport. This will be a holiday to remember and we are sure you will wish to go back and enjoy the beauty of Kashmir, the very tempting shops of Bombay, and laze on the tropical beaches of Goal.

<div align="right">(SI 1.43)</div>

4.0   CONCLUSION

This unit has been designed to help you increase your speed and accuracy, which can only be gained through several practice sessions Therefore endeavour to do all the practices until you are very comfortable with the keys.

5.0   SUMMARY

Speed and accuracy is important in keyboarding. One thing is to type and the other is to have a mailable document produced from what is typed. This is where the untrained users of the keyboard are faced with problems. Now that you are undergoing the training ensure you follow all the rudiments prescribed so that you can gain the proficiency needed.

6.0   TUTOR -MARKED ASSIGNMENT (TMA)

405 words at 67 w.p.m. for 6 minutes

Shorthand writers should always be ready to take dictation. A notebook should be easily available at all times to take instant dictation. If you place a rubber band around the used pages, the first blank sheet will be found quickly. A pen or pencil can be slotted through the rubber band, and the book placed by the side of your typewriter ready for use as soon as you are asked to take dictation.

When you are taking dictation, concentrate on the content of the matter being dictated. For easy reference, date each page of your shorthand notebook at the bottom. Always have a wide margin so that you can mark very clearly any special instructions such as the urgency of a particular document, items to be verified, etc. If the dictator is accustomed to giving additional instructions during or after dictating, it may be a good plan to have an extra shorthand notebook specifically for the purpose of making notes. Never rely on your memory.

If additions have to be made to your shorthand notes, each one should be numbered and a numbered caret sign inserted in your notes at the appropriate point.

If the dictator pauses in the dictation to find some notes or to consider a point, use the time beneficially by reading through the shorthand already taken down - do not yawn, tap the desk with you pen or stare at the dictator.

If you feel at all unsure about being able to transcribe the notes accurately, clear up any queries immediately. It is just possible that the dictator may be leaving the office for the remainder of the day and the finished documents may be urgent. If you cannot read your notes immediately after the dictation, it is unlikely that you will be able to do so later on in the day. Ask if you may read through any part of your notes about which you feel unsure.

Shorthand, like typewriting, is a skill and the clarity with which you write and the accuracy of your transcript will be dependent on dedicated practice and a wide vocabulary. In addition, you must be able to spell, punctuate and use words correctly.

(SI 1.44)

519 words at 64 w.p.m. for 8 minutes

If you were asked to list all activities you do just for pleasure of doing them, how many different items would there be in your list? The chances are that the list most of us could compile would contain very few things. Even if we could make a rather lengthy list, it seems likely that most of the activities would be those in which we engage on an irregular basis, if indeed there is sufficient repetition of any one activity to indicate any sort of schedule at all. At first glance, it might seem that such a question has very little significance at all; yet, in a sense, it does seem to be important in the opinion of many employers.

Every job application form that I can ever remember filling in or studying always had the same question: what do you do with your spare time; how much time do you devote to each activity? Regardless of how the question was worded, the main point of the question seems to be that it is important for a person not to devote too much time to work, the idea being that all work and no play makes you extremely dull.

I feel it must be true that spending several hours a week on activities that are in no way connected with your job, and deriving sheer pleasure and relaxation from doing so, must make a person a less dull individual; however, when I have discussed the subject with other people, it does seem that a great many individuals did not engage in any activity solely for the purpose of deriving pleasure from it. Four persons, who gave me their views on the subject, said that they would be more than happy to take up a hobby of some kind if they could only find the time to research the various pastimes available, and then choose one that they thought might be something that would indeed provide complete relaxation.

The number of working wives and the number of husbands who work at two jobs, one of which is performed on a regular full-time basis and the other on regular part-time basis, seems to be ample testimony to the fact that a great many people do not have the time for engaging in hobbies at all, to say nothing of doing so for whatever pleasure they may derive from them. Not that the wives and husbands with whom I have spoken feel that they are martyrs of some kind, but they usually point out the economic necessity of having two breadwinners in the family. It seems to me that it is not what a person is but what he does.

There is just one more point I must mention, and that is to remind you of how difficult it can be for older people to settle down when they retire, and this is especially so if they do not have a hobby.

(SI 1.33)

7.0   REFERENCES/FURTHER READINGS

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MODULE 2: FUNCTION KEYS I

Apart from keyboarding, there are aspects of word processing that need to be learnt. These aspects are vital in document production failing which an unmailable document would be the resultant output. This module will therefore introduce you to them as stated below:

Unit 1   Page Setup
Unit 2   Line Spacing
Unit 3   Use of White Space
Unit 4   Page Numbering
Unit 5   Headers and Footers

UNIT 1: PAGE SETUP CONTENTS

1.0   Introduction

2.0   Learning Outcomes

3.0   Main Content

4.0   Conclusion

5.0   Summary

6.0   Tutor- Marked Assignment (TMA)

7.0   References/Further Readings

1.0   INTRODUCTION

This unit is going to introduce you to the technicalities in word processing. Learning the skills leads to proficiency; therefore, as you are introduced to the functions practice, use the functions as directed so as to gain the desired proficiency.

2.0   LEARNING OUTCOMES

At the end of this unit, you should be able to:

•   Set desired margins

•   Select appropriate paper sizes

•   Apply selected margins and paper sizes to documents as desired

3.0   MAIN CONTENT

Page Setup is an aspect of Microsoft Word that gives opportunity to users to select margins, paper size and layout of documents. These are basic aspects in word processing for document production.

How Do I Get a Page Setup?

To get the Page Setup, do the following:

Click on file on the menu bar and the following drop menu will appear

File	Edit View Insert Format Tools	T able Wine
□	**New...**	**Ctrl+N**
	Open... Close	**Ctrl+O**
U	**Save**	**Ctrl+5**
	Save As...	
	Save as Web Page...	
	Search...	
	Versions...	
	Web Page Preview	
	Page Setup...	
	Print Preview	
<3	**Print...**	**Ctrl+P**
	Send To	▶
	Properties	
	1 C:\BED IOHNTRODUCTION TO KEYBOARDING...	
	2 D:\CTH 611-Main.Final	
	3 C: V .,\CTH 611 Final\CTH 611-Main.Final	
	4 D:\CTH 101 Main	
	Exit	

Select Page Setup by clicking on Page Setup, once the cursor gets there it will highlight as shown in the above dropped down menu.

When you click on Page Setup the following dropped down menu will

appear:
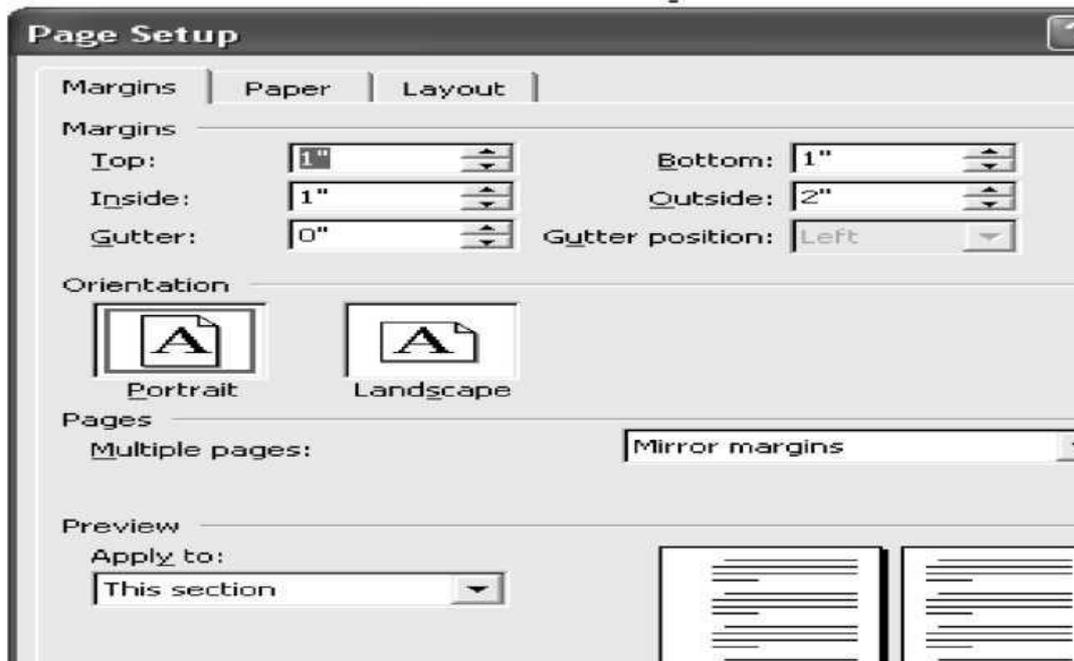
Immediately after the blue part that contains? and x, you will see three words reading Margins, Paper and Layout. A click on any of these will produce a different setting.

When you click on Margins, you will see the setting shown below.

Let's take the parts one after the order. Scroll button
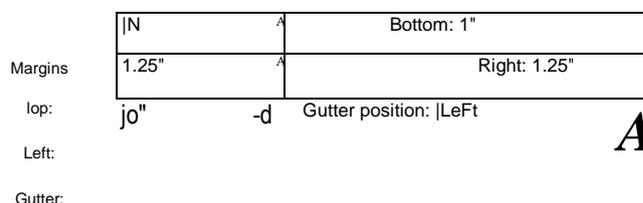
After each word, there is a box to the right where setting and adjustment is done. In every document spaces are left to the top, bottom, left and right for the purpose of fine presentation. These spaces are referred to as margins. The personal computer provides you the opportunity of setting these margins as desired. The top, bottom, left and right margins are set in 1 inch or 2.5 cm but there are times the top, right and bottom margins may be set at ^xk an inch, but on no account should the left margin be set on less than 1 inch except on special display work.

To set the margins, you either highlight the existing number in the box and type in a new number or you use the scroll buttons provided at the right of each box. The upper button will increase the number, while the lower button will decrease the number.

The gutter function sets aside the part of the paper that need not be used when typing. It may be provided for the purpose of punching holes for filing. But this can also be achieved by increasing the number of inches left on the part you would like the document to be punched. It is therefore advised that you leave the gutter setting at '0'. For the purpose of practice, you may increase the number upward and view the resultant

effect on the preview.

SELF ASSESSMENT EXERCISES

Type any of the exercises in Module 1 and do the following:

i.   Set the left, right, top and bottom margins at 1 inch each

ii.   Set the left margin at 1/ inches, top and bottom / an inch each, and right 1 inch.

iii.   Set the gutter at 0 inch

iv.   Set the gutter at 1 inch

v.   Repeat 1 to 4 at different stages before typing the same exercise in Module 1. Compare your results and discuss with your colleagues in the class.

The next part is the Orientation, which gives you the opportunity of selecting the way you want the document to appear on the paper, either portrait or landscape. All you need to do is to click on the desired type and a blue square will appear on the selected part as shown below.
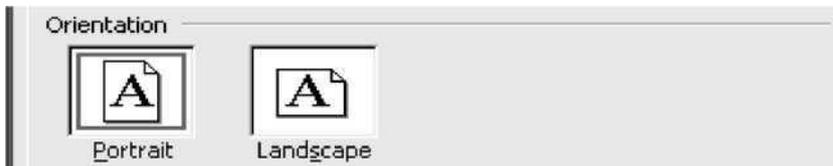
The next part is
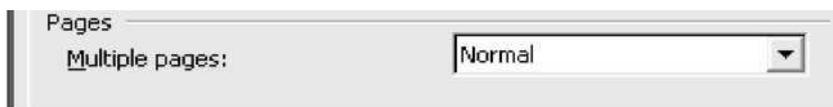
From this part you could select the way you wish your document to appear. In the box above, to the right you will notice a white box, inside it reads "Normal" and to the right is a scroll button. A click on the button will further present a dropped down menu through which selection can be made.

If you work with the normal, your document will appear in the normal way of presenting a document, which is the common way people are used to. But apart from the normal way, there are other ways documents could be presented depending on the type of document.

Let's see the other parts by clicking on the scroll button.
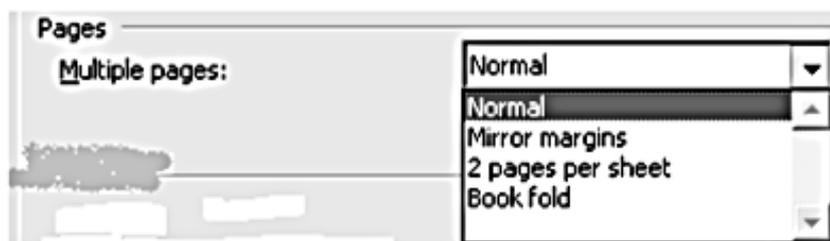
Click on each of them one after the other and see the resultant effect in the preview. For now you may concentrate on using the normal pattern until later when others would be used.

The next part is the preview. This section gives you a view of how the final document would look like. So before you select OK ensure you are satisfied with the selected pattern. But should you click on OK, you can always reselect what you desire and re-apply.

After selecting the desired pattern, you need to choose the aspect of the document to which you would want it applied. Choose this from the portion reading "Apply to" as shown in the diagram below. In the box under "apply to", you have "whole document" and to the right of it is a scroll button. If you want it

apply to the whole document, leave it as it is, if not click on the scroll button and select the desired part.
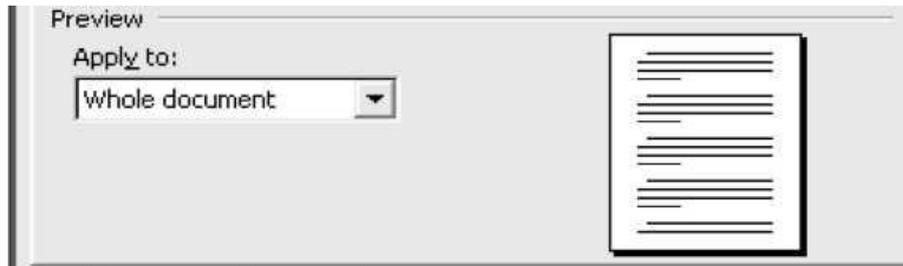
A click on the scroll button would appear thus:
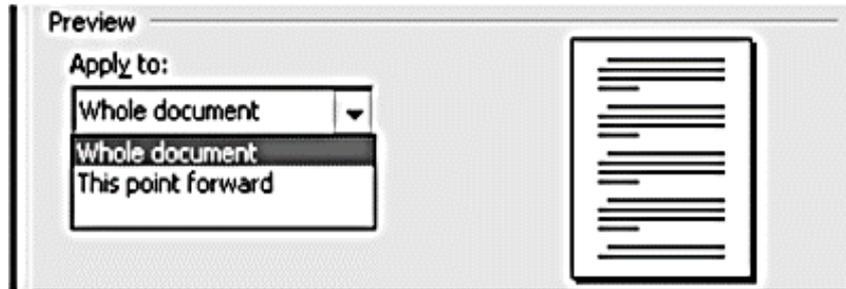
But where you need the selections to affect only a part in the whole document select that part by *highlighting* it. When this is done the resultant effect would be:
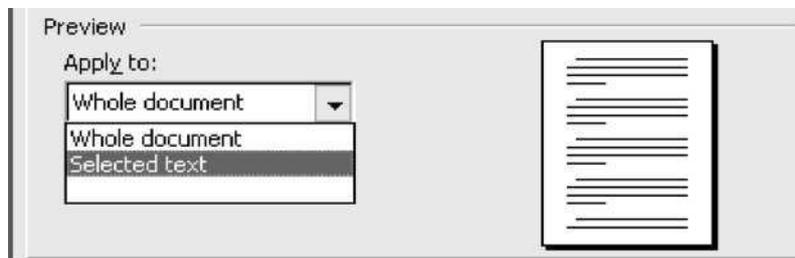
What is Highlighting?

Highlight means to select. To achieve this, take the cursor to the beginning point of where you want to highlight and left click, hold down the button and drag it to the end point of selection and release your finger. Upon your releasing your finger, that part will appear dark. See the next box.

My Selected Document

Highlight means to select. To achieve this, take the cursor to the beginning point of where you want to highlight and left click, hold down the button and drag to the end point of selection and release your hand. On release that part would appear dark. See the next box.
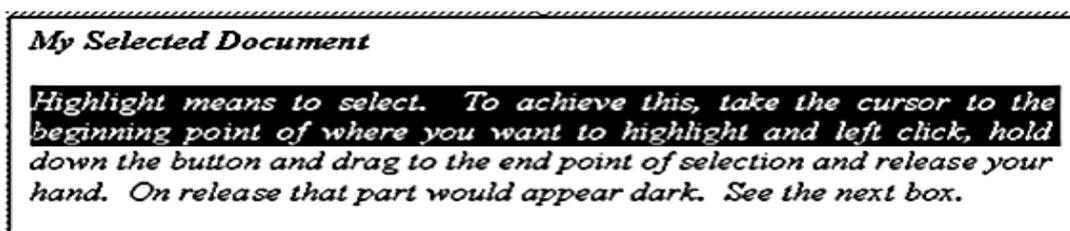
At the end of all selections, click ok at the bottom of the dropped down menu:

Another way of setting the margin is to:

- Double click on the top of the ruler

The Ruler

The ruler shows settings, also you can make indentation and tab changes directly to the ruler to eliminate the display of dialog boxes every time you want to change an indentation or tab value. Click anywhere on the ruler to add a tab stop after you select the appropriate tab from the tab selection area. To remove a tab, drag the tab stop down off the ruler. By dragging an indentation handle, you can change a paragraph's

indentation on the file.

Ruler
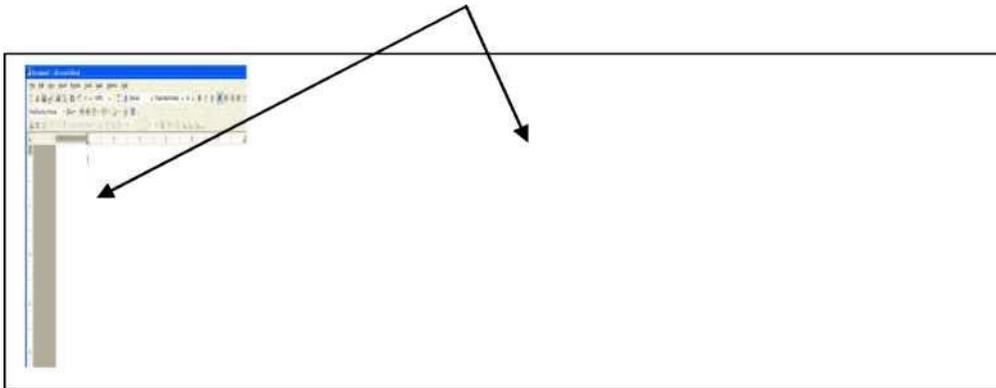
Double click the bottom of the ruler to display the tabs dialog box, and double click the top of the ruler to display the page setup dialog box. We will discuss this later.

Once again go through each of the discussions above and demonstrate each section on your computer as illustrated.

The next major part in the Page Setup is "Paper". A click on " paper" will present this:
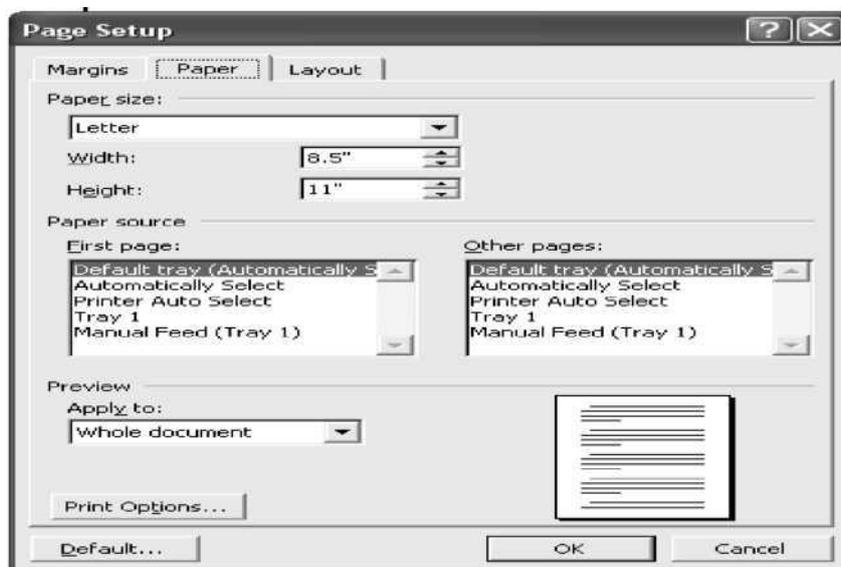
The concentration here will be on the selection of different paper sizes and print options. The procedure for the preview session is the same all the time as the one discussed above. At this level set the paper source as default tray (automatically). It is always on this, so you may not need any adjustment.

The table below shows standard paper sizes

Sizes of Papers and Their Uses

Paper (International	Size		Uses
	Inches		

From the dialog box shown above select the desired paper size.

When you click on the Print Option the following dialog box will appear.
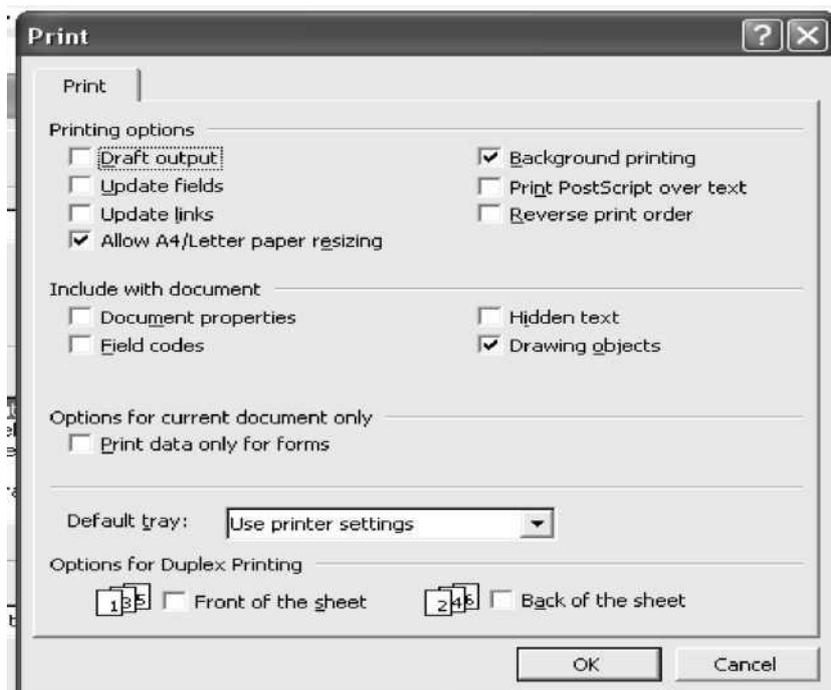
In this box we may only concern ourselves now with the section of Options for Duplex Printing

If it is only the odd numbers in the document that is you require, click on the small box in front of the odd numbers and if it is even numbers you do same in the box in front of the even numbers. A click will show a little tick. See below:
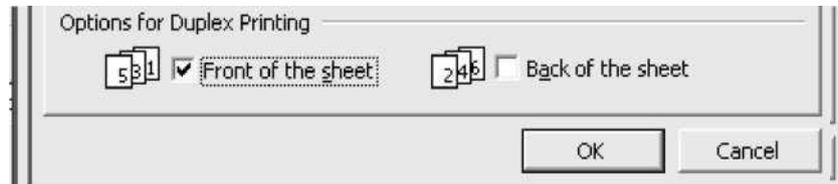
When you are satisfied with your selection, click on OK.

4.0   CONCLUSION

It is very important that a user of the word processor learns how to set his/her document to meet the desired specification. This is to say that knowing how to use the keyboard is not enough in achieving the proficiency required in word processing rather, it is only a stepping stone to the proficiency required. This calls for a thorough understanding of the skills required in document presentation.

5.0   SUMMARY

Page Setup is a function in Microsoft Word that gives the user the opportunity to set his/her documents in the way and manner that he/she desires. To launch Page Setup, click on file on the menu bar and follow the directions in the box.

6.0   TUTOR- MARKED ASSIGNMENT (TMA)

Type Task 41 and:

1.   Set the paper size on landscape

2.   Set the paper size on portrait

3.   Set the top, bottom, left and right margins at 1 inch each

7.0   REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding Skills on Children, Type-to-learn   Software   vs   Covers.   Retrieved   on24th   May,   2020   from   Keyboarding.research.org.

Byers,   E.M.,   Aronvey,   A.   &Zahran,   J.   (2015).   Teaching   and   Learning   Keyboarding. Valdostat University, USA.

NCCE, (2016). List of Colleges of Education in Nigeria. Retrieved on 24th May, 2020   from www.ncceonline.edu.ng

Schorey, P (2015) "Eyes Up" Teaching Students not to look at their fingers or keyboard while typing. Retrieved on 24th May, 2020 from   www.google.com/typinghomeblog.

UNIT 2: LINE SPACING CONTENTS

1.0   INTRODUCTION

The function of Line Spacing is to give you the opportunity of setting spaces between lines of typing the way you like. The type of document determines the type of line spacing that would be set. Well set line spacing enhances the understanding of the information presented in the document and the reverse is the case when a document is not well set.

2.0   LEARNING OUTCOMES

At the end of this unit you will be able to:

•   Set line spacing in different ways

•   Determine appropriate line spacing for a document

3.0   MAIN CONTENT

To launch line spacing in Microsoft Word, click on Format at the menu

Click on format
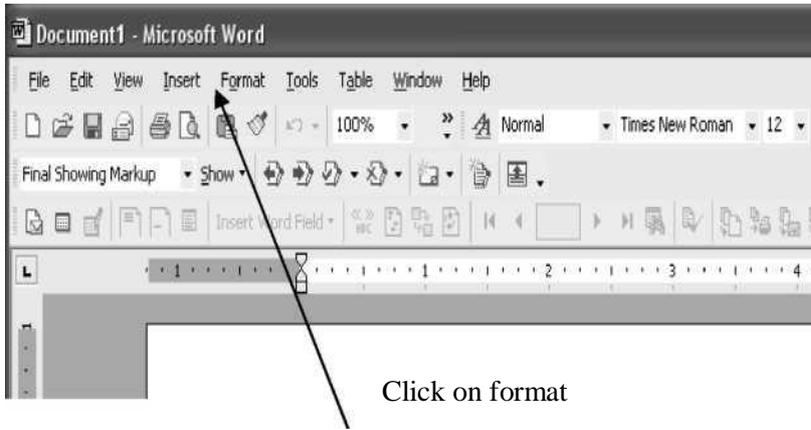
Click on paragraph, and the following dialog box will appear:

The following dropped down menu will appear:
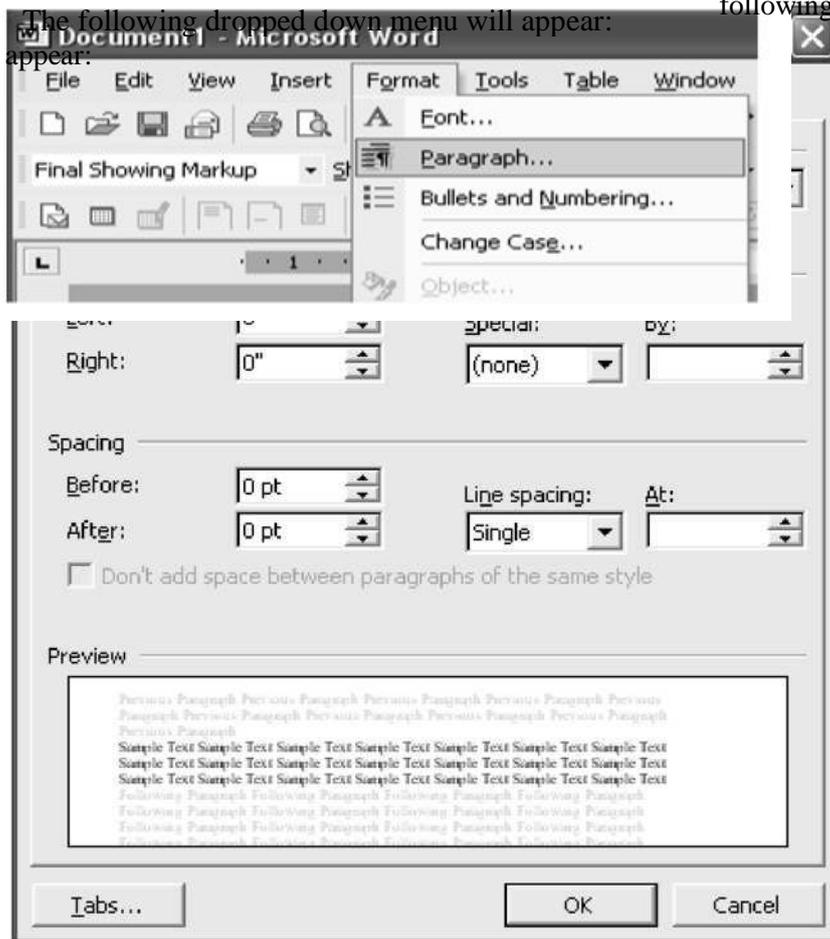
In the dialog box, locate line spacing. Underneath is a box specifying the types of line spacing. Click on the spacing you desire and click OK.

On the left of line spacing underneath, you have Before and After. It is advised that you

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leave the setting at 0 pt except on special a display in which you may need to increase the point (pt). An increase in the point increases the spaces between lines irrespective of the line spacing set

SELF ASSESSMENT EXERCISES

Type a document of your choice. Highlight the document and select each of the line spacing and view the resultant effect. Compare the results and share your comments with your colleagues

Repeat what you have just done and set the spacing at different points. Share your observation(s) with your colleagues.
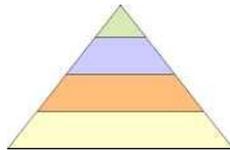
4.0   CONCLUSION

Line spacing is used to demarcate lines of typing. The nature of the document determines the type of line spacing that should be selected. Later in this course you will be taught the appropriate line spacing for different documents.

5.0   SUMMARY

This unit has introduced you to line spacing; how to launch it and how it is applied in a document. Apart from line spacing, the unit also emphasised the use of spacing in terms of points, which further space the spaces between lines irrespective of the line spacing selected. A further practice of this will enhance proficiency.

6.0   TUTOR -MARKED ASSIGNMENT (TMA)

1.   State the difference between line spacing and spacing

2.   Explain the usefulness of line spacing and spacing in a document

7.0   REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding   Skills on Children, Type-to-learn Software vs Covers. Retrieved   on 24th May, 2020 from Keyboarding.research.org.

Byers, E.M., Aronvey, A. &Zahran, J. (2015). Teaching and Learning Keyboarding. Valdostat University, USA.

NCCE, (2016). List of Colleges of Education in Nigeria. Retrieved on 24th May, 2020 from www.ncceonline.edu.ng

Schorey, P (2015) "Eyes Up" Teaching Students not to look at their fingers or keyboard while typing. Retrieved on 24th May, 2020 from www.google.com/typinghomeblog.

UNIT 3: THE USE OF WHITE SPACES CONTENTS

1.0   Introduction

2.0   Learning Outcomes

3.   Main Content

4.   Conclusion

5.   Summary

6.   Tutor -Marked Assignment (TMA)

7.   References/Further Readings

1.0   INTRODUCTION

We are going to discuss two types of White Spaces in this unit. One is the inbuilt white space in Microsoft Word and the other is provided for specific uses in a document. Read the presentations carefully.

2.0   LEARNING OUTCOMES

At the end of this unit you should be able to:

•   Identify the white spaces

•   Utilise the white spaces

3.0   MAIN CONTENT
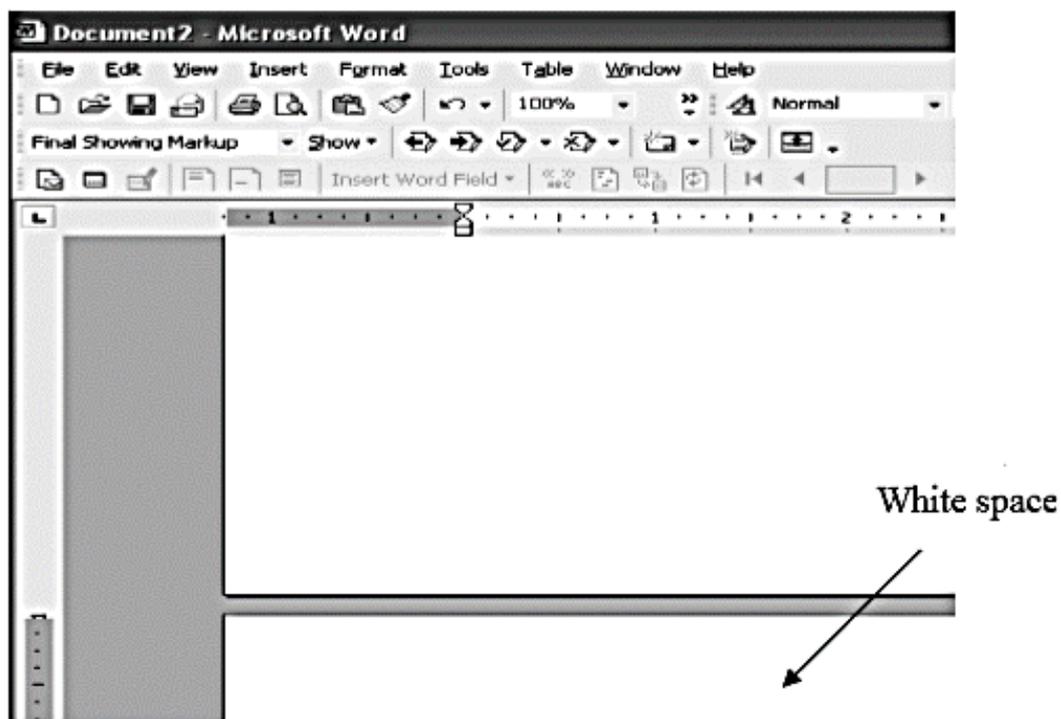
This is the original white space which acts as a demarcation between pages. It enables the user to identify different pages in a document. You can hide the white space by clicking on it. When it is hidden it appears thus;
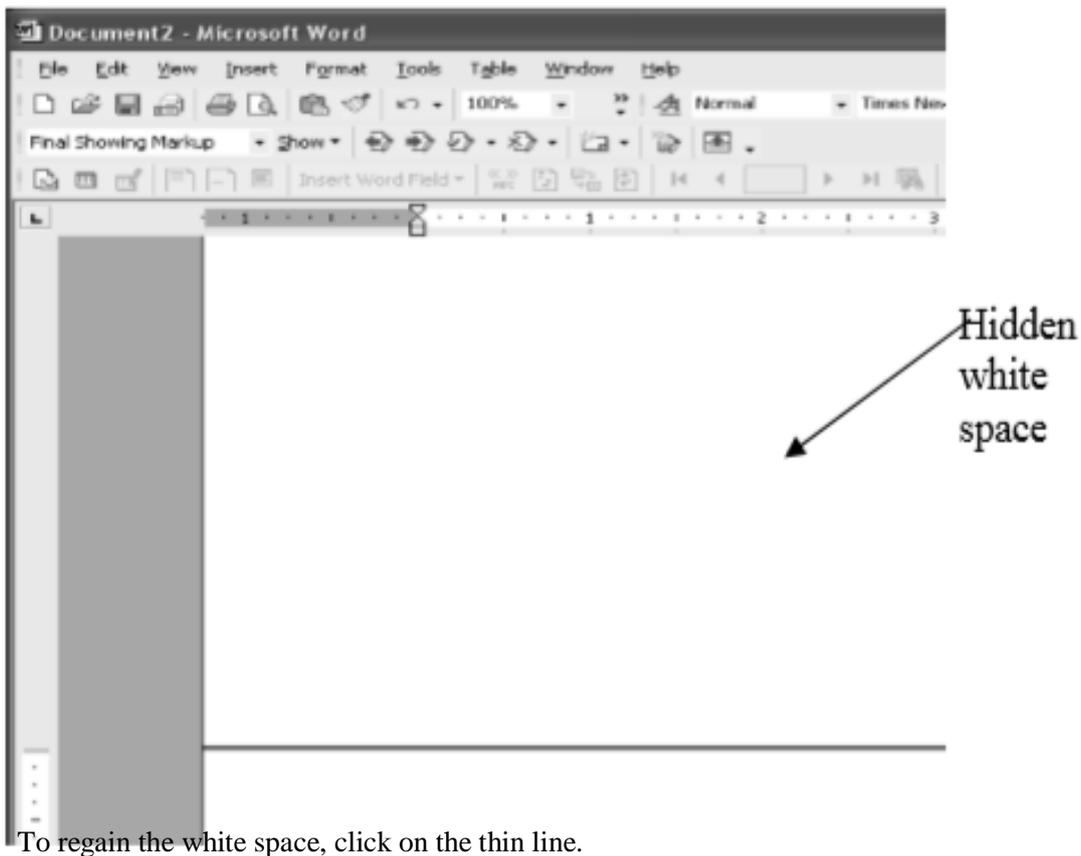
To regain the white space, click on the thin line.

The other white space is purposely created in a document. It is mostly used in documents prepared for distance learning. The purpose is to provide enough space for learners to make side notes when they are reading. See below:

If you look at the above document, you will discover that the spaces with arrows are wider than the inside margin spaces. As earlier mentioned, the spaces are provided for side notes. The outside margin on BED 111 is an example i.e. this material you are reading.

This is only an example, it does not mean that the white space would always form the outside margins; the margins where it would be provided are to be determined by the person creating the document. But it is important to determine the number of spaces that make up a white space. A white space should be set at a minimum of 2 inches and maximum of 3 inches.

SELF ASSESSMENT EXERCISES

i.   Identify the original white space in your document.

ii.   Hide the white space.

iii.   Create a document with a white space for note taking.

4.0   CONCLUSION

When typing, it is good to leave your settings to show the white space because it will easily show you where each page ends and where another begins. Documents that are prepared for adult learners should
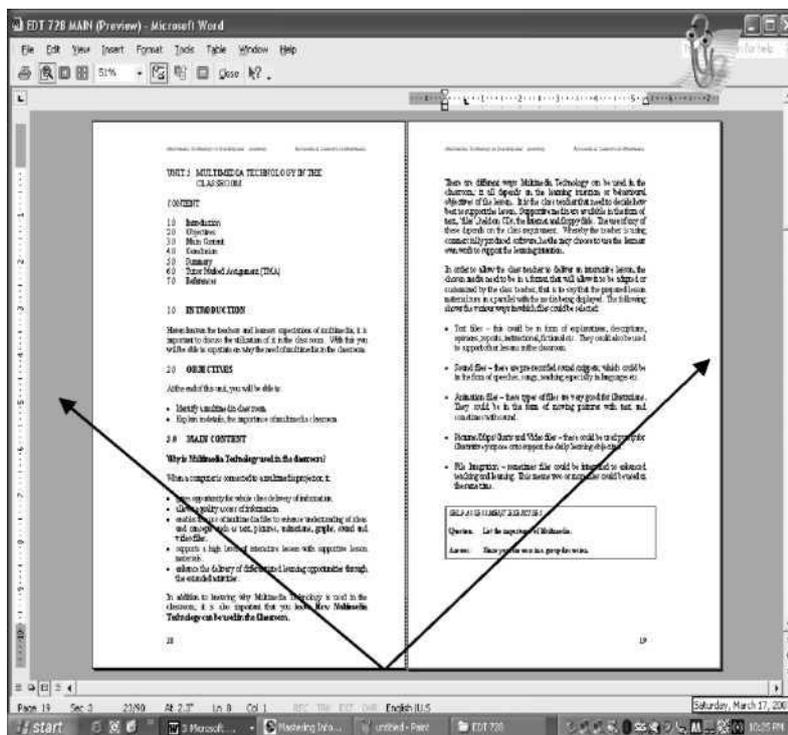
White space

be provided with white spaces for note taking, especially if they are prepared for distance learners.

5.0   SUMMARY

There are two types of white spaces; the original white space that comes with Microsoft Word and the purposely built white space for note taking. The first is used to demarcate pages while the second is meant for learners to jot their side notes while reading. The white space for note taking should be set at a minimum of 2 inches (5cm) and maximum of 3 inches (7^2 cm).

6.0   TUTOR- MARKED ASSIGNMENT (TMA)

Create a two-page document and set white margins for the reader's jotting.

7.0   REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding   Skills on Children, Type-to-learn Software vs Covers. Retrieved   on24th   May,   2020   from Keyboarding.research.org.

Byers, E.M., Aronvey, A. &Zahran, J. (2015). Teaching and Learning   Keyboarding. Valdostat University, USA.

NCCE, (2016). List of Colleges of Education in Nigeria. Retrieved on 24th   May, 2020 from www.ncceonline.edu.ng

Schorey, P (2015) "Eyes Up" Teaching Students not to look at their fingers   or keyboard   while   typing.   Retrieved   on   24th   May,   2020   from www.google.com/typinghomeblog.

UNIT 4 PAGE NUMBERING CONTENTS

1.0   INTRODUCTION

In the last few units you were introduced to Page Setup, Line Spacing and White Spaces. In addition to these functions, there are others that are going to be discussed amongst which is Page Numbering. Why page numbering? Have you ever had a mix up of documents and you tried to sort them out? You will discover that for you to succeed in such sorting, you will need title of the document and more importantly the page numbering which will enable you know where each page of the document falls into. This only helps to highlight the importance of page numbering.

2.0   LEARNING OUTCOMES

At the end of this unit, you will be able to:

•   Launch page numbering functions

•   Select appropriate page numbering formats

•   Apply page numbering on a document

3.0   MAIN CONTENT

In page numbering, the page number should not appear on the first page in all documents, but the next page should read page 2 which by implication shows that the first page is page 1 though not shown as 1.

How do we launch page numbering? This is can be done as shown below:

Click on insert on the menu bar and a dialog box will appear thus:

Click on page numbers, a dialog box will further appear thus:
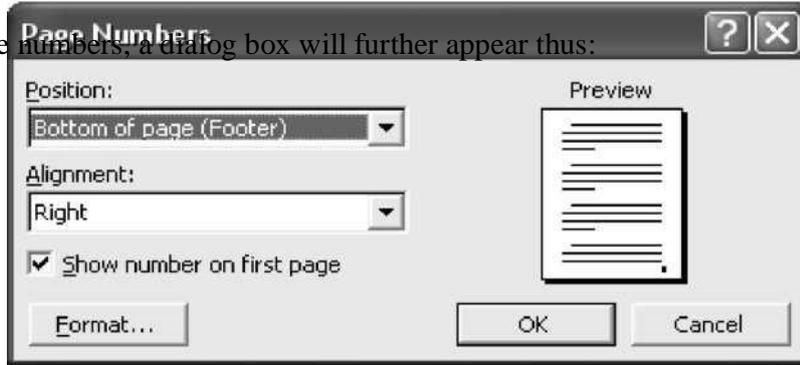
Now study the dialog box above, you have position, alignment, preview, show number on first page, format, OK and cancel. The functions of each of these will be explained.

Position gives you the opportunity to select the portion of the page

where you would like the numbering to appear, usually top or bottom.

Click on the scroll button at the side to show the available options and select as desired.

Preview shows how the document would look like, and when you are satisfied with the selected option(s) as previewed then click on OK .

Alignment helps to determine the side on which the numbering should appear. A click on the scroll button will produce this:
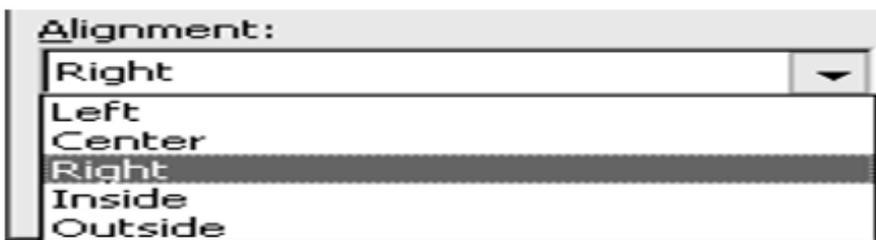
Select as desired. For example let's select "Inside". It will appear thus:

Now let's click on "outside". The result will be:
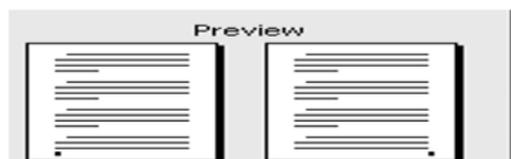
What do you observe?

• The numbering is at the bottom of the page

• The preview formats are in book form.

• The numbering of the inside page numbering is appearing at the right hand margin of the left page and left hand margin of the right page. Since it is in book form the said margins form the inside margin.

• The appearance of the margins set as outside margins are opposite of the inside margins.

To round up this demonstration, let's set the page numbering at the center. The following will be the resultant effect.
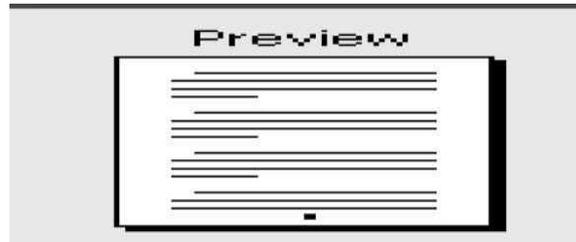
There is a box before the words "show number on first page". If you click in the box and it shows a tick as in the box below it means you want the numbering to appear on the first page.

However if you do not want the numbering to appear on the first page click on that box to remove the tick, which will appear thus:
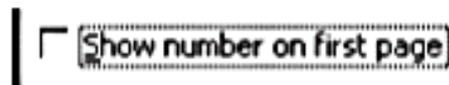
When you are satisfied with these selections, click on OK and it will apply on the document. But should you mistakenly click on page numbering and it is not needed, click on cancel and continue your work.

Repeat each of these stages several times and ensure you master each function. Compare your work with that of your colleagues

Another important aspect we need to discuss is the Format. The function of the format is to enable the user select the desired format for pagination. When you click on format, the following dialog box will appear:

The number format in the above dialog box shows 1, 2, 3, a click on the scroll button will produce other formats thus:
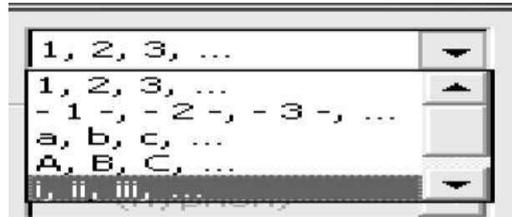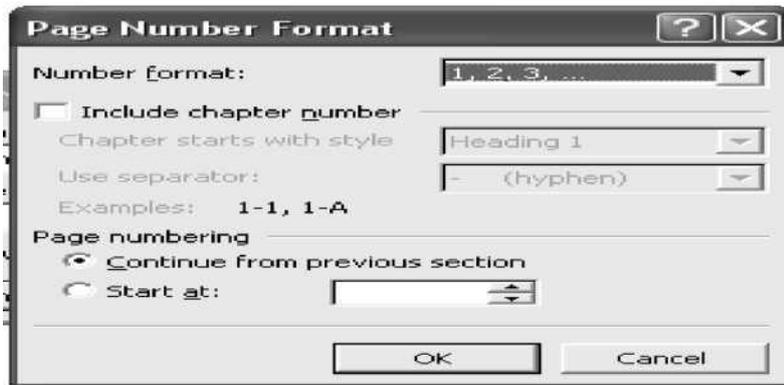
Click on the desired format and click on OK. This box shows the various formats available for page numbering. You may want the page numbering to appear in Arabic, Roman numeral or in letters of the

alphabet.

A look at the Page Number Format box above shows page numbering. Use the scroll button to indicate the number at which you wish the numbering to start.

Type a document and apply the page numbering format above. Should you encounter any problem, ask questions.

4.0   CONCLUSION

To master the use of page numbering you need to practice the explanation given above. Do not assume but practice as directed and you will achieve your goal. Give yourself tasks and practice before going on to the task on TMA.

5.0   SUMMARY

Page numbering is an important aspect of any document because it enables the user of the document to sort the pages for easy reading, especially when the pages fall apart. Microsoft Word does not only provide the function, but also provides alternative formats for page numbering. In which case, the page numbering can be in Arabic, Roman numerals or letters of the alphabet.

6.0   TUTOR- MARKED ASSIGNMENT (TMA)

If you were asked to list all activities you do just for the pleasure of doing them, how many different items would there be in your list? The chances are that the list most of us could compile would contain very few things. Even if we could make a rather lengthy list, it seems likely that most of the activities would be those in which we engage on an irregular basis, if indeed there is sufficient repetition of any one activity to indicate any sort of schedule at all. At first glance, it might seem that such a question has very little significance at all; yet, in a sense, it does seem to be important in the opinion of many

employers.

Every job application form that I can ever remember filling in or studying always had the same question: what do you do with your spare time; how much time do you devote to each activity? Regardless of how the question was worded, the main point of the question seems to be that it is important for a person not to devote too much time to work, the idea being that all work and no play makes you extremely dull.

I feel it must be true that spending several hours a week on activities that are in no way connected with your job, and deriving sheer pleasure and relaxation from doing so, must make a person a less dull individual; however, when I have discussed the subject with other people, it does seem that a great many individuals did not engage in any activity solely for the purpose of deriving pleasure from it. Four persons, who gave me their views on the subject, said that they would be more than happy to take up a hobby of some kind if they could only find the time to research the various pastimes available, and then choose one that they thought might be something that would indeed provide complete relaxation.

The number of working wives and the number of husbands who work at two jobs, one of which is performed on a regular full-time basis and the other on a regular part-time basis, seems to be ample testimony to the fact that a great many people do not have the time for engaging in hobbies at all, to say nothing of doing so for whatever pleasure they may derive from them. Not that the wives and husbands with whom I have spoken feel that they are martyrs of some kind, but they usually point out the economic necessity of having two breadwinners in the family. It seems to me that it is not the person but what he does.

There is just one more point I must mention, and that is to remind you of how difficult it can be for older people to settle down when they retire, and this is especially so if they do not have a hobby.

1.   Type the above document.

2.   Insert page numbering, using the outside format and let the numbering be at the top.

7.0   REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding Skills on Children, Type-to-learn Software vs Covers. Retrieved on24th May, 2020 from Keyboarding.research.org.

Byers, E.M., Aronvey, A. &Zahran, J. (2015). Teaching and Learning Keyboarding. Valdostat University, USA.

NCCE, (2016). List of Colleges of Education in Nigeria. Retrieved on 24th May, 2020 from www.ncceonline.edu.ng

Schorey, P (2015) "Eyes Up" Teaching Students not to look at their fingers or   keyboard while typing. Retrieved on 24th May, 2020 from   www.google.com/typinghomeblog.

NIT 5: HEADERS AND FOOTERS CONTENTS

1.0   INTRODUCTION

This aspect of word processing helps to enhance your document. It makes your document looks great. For example you may want a particular word or sentence to appear as the Header or Footer of all the pages of your document. You do not need to keep typing it at every page, which may be tedious to do; rather you can use either the footer or header in achieving this. This is what this unit is out to teach you.

2.0   LEARNING OUTCOMES

At the end of this unit, you will be able to:

•   Identify headers and footers in any document

•   Create footers or headers in a document

•   Manipulate headers or footers in a document

3.0   MAIN CONTENT

How do I launch my header and footer? Click on view on the menu bar.

It will show the above dropped down menu. From the dropped down menu click on header and footer and the following dropped down menu will appear:
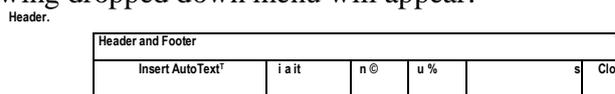
You will observe a broken rectangle with a header at the top and a cursor at the left top corner inside the rectangle which indicates where the typing line starts. There is another long bar below the rectangular box, this carries other functions that could be used along with header and footer. At the end of typing, click on close on the bar and it will automatically appear on all the pages of typing. Let's see the function(s) of the sub menu on the bar.

A click on insert autotext shows the above dropped down menu, they are automatic text. With a click on any of them, the text will automatically appear in the header or footer box depending on the one

that is in operation at a time. For example if you click on page x of y the following resultant effect would occur:
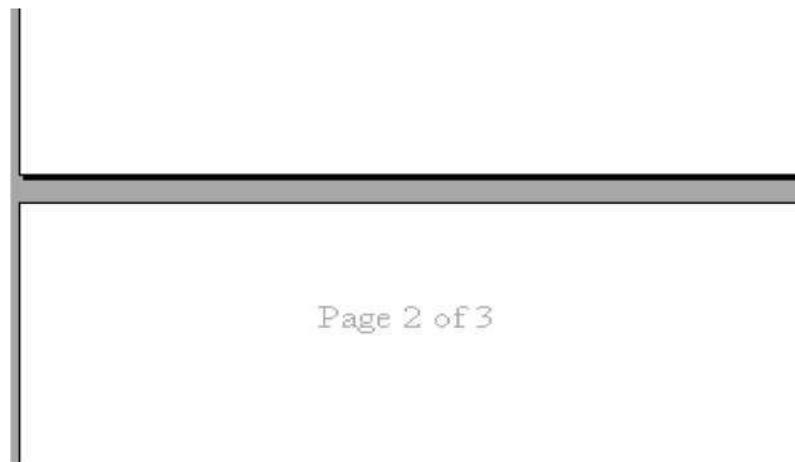
Page 2 of 3

This indicates page 2 out of 3 pages. At a glance you know the total number of pages the document has and the particular page you are currently on.

Check your progress

Click on insert auto text in your header and footer and apply each of the texts in the dropped down menu in your document. What did you observe? Write down your observation(s) and repeat same. Again write down your observation(s) and compare with the first.

Are you happy with your progress?

Now let's proceed.

Header and Footer

Insert AutoText ▾

Insert Page Number

A click on the highlighted icon will automatically insert page number(s).

Now go to your computer and try it. Did you achieve the same result? If not, try again and if yes, repeat to master the function.

Header and Footer

Insert AutoText ▾

Insert Number of Pages

A click on the highlighted icon will insert the total number of pages.

A click on the highlighted icon (page number format) will produce a dropped down menu as shown on the right. This box will enable you to format page numbers as you desire. Click on OK when you have selected the formatting .

Header and Footer

Insert AutoText ▾   [icons]   Insert Date
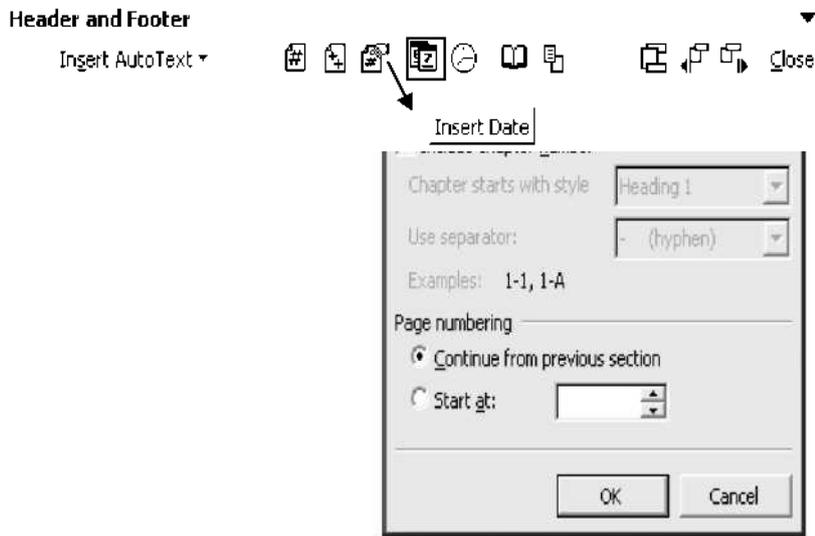
A click on the highlighted icon would automatically insert the current date.

Header and Footer

Insert AutoText ▾   [icons]   Insert Time
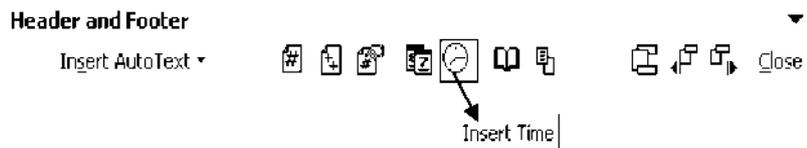
A click on the highlighted icon will automatically insert the current time

on the document.
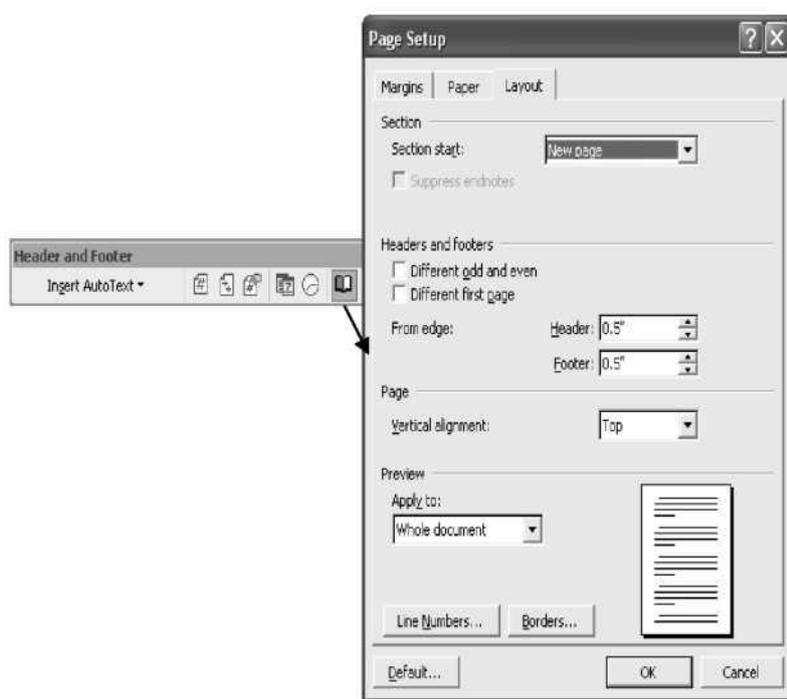
A click on the highlighted icon will produce a page setup dialog box. I hope you are now familiar with the page setup environment. From this dialog box, you can reset the margins, paper size and layout of the document.

Header and Footer

Insert AutoText ▾   [icons]   Show/Hide Document Text

A click on the highlighted icon will either show or hide document text.

A click on the highlighted icon will enable you to switch from header to footer and from footer to header.

A click on the highlighted icon will show previous as indicated above.
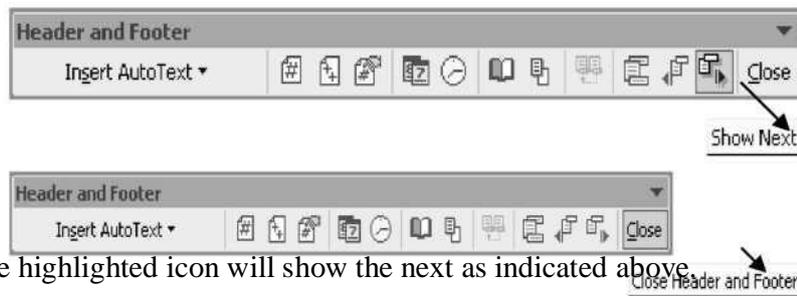
A click on the highlighted icon will show the next as indicated above

A click on the highlighted icon (close) closes the header and footer.

Did you understand the presentations? Don't be confused, a little practice will lead to more understanding.

Now, practice all the presentations above on your computer.

Are you confused, stop for a while and go through the presentation again and continue.

4.0   CONCLUSION

To gain more efficiency on the use of headers and footers, practice more. Create your document and wordings for headers or footers. It is only through several practices can you gain the desired proficiency.

5.0   SUMMARY

Headers and footers are used to enhance documentation. They are created by clicking on view on the menu bar, and clicking on headers and footers from the dropped down menu.Now follow the direction to achieve your goal.

6.0   TUTOR- MARKED ASSIGNMENT (TMA)

Type Task 29 and:

1.   Type *"Introduction to Keyboarding"* as the header

2.   Use page x of y as the footer

3.

7.0   REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding Skills on Children, Type-to-learn Software vs Covers. Retrieved on24th May, 2020 from Keyboarding.research.org.

Byers, E.M., Aronvey, A. &Zahran, J. (2015). Teaching and Learning Keyboarding. Valdostat University, USA.

NCCE, (2016). List of Colleges of Education in Nigeria. Retrieved on 24th May, 2020 from www.ncceonline.edu.ng

Schorey, P (2015) "Eyes Up" Teaching Students not to look at their fingers or   keyboard while typing. Retrieved on 24th May, 2020 from   www.google.com/typinghomeblog.

MODULE 3: FUNCTION KEYS II

This module will introduce you to more functions that are used in Word Processing. They are:

Unit 1   Templates

Unit 2   Document View

Unit 3   Line and Page Break

Unit 4   Print

UNIT 1 TEMPLATES CONTENTS

1.0   Introduction

2.0   Learning Outcomes

4.   Main Content

5.   Conclusion

6.   Summary

7.   Tutor- Marked Assignment (TMA)

8.   References/Further Readings

1.0   INTRODUCTION

Templates are samples of various documents. Creating a document is usually a difficult task for most persons, especially those who did not undergo the training before jumping into word processing. The problem of presentation usually lies with meeting the international standards in line with typewriting skills. Microsoft Word programmers came up with some samples of some commonly used documents to ease the presentation of such documents by the users. All the users need to do is to change the wordings. This unit will expatiate on this.

2.0   LEARNING OUTCOMES

At the end of this unit, you should be able to:

•   Launch templates

•   Identify templates

•   Use templates

3.0   MAIN CONTENT

How do I launch a template? There are two ways to it.

First, as you launch the Microsoft Word environment, the task pane will appear on the right side of the screen thus:
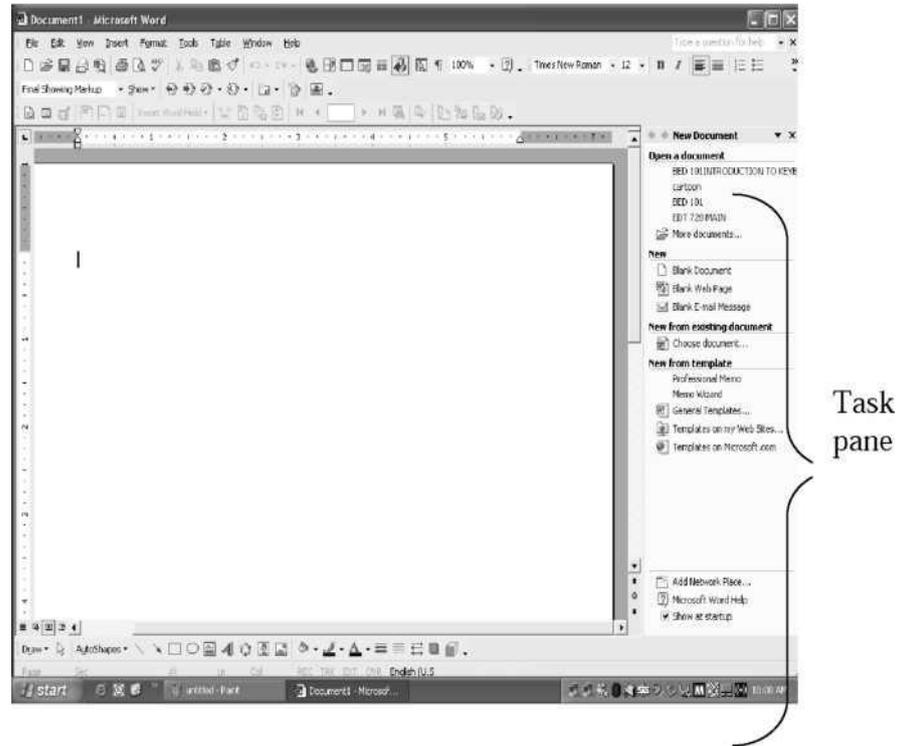
Below is a bold look of the task pane:

Open a document - This shows recently opened documents. To go to any of the documents, all the user needs to do is to click on the desired document and it will open. This is a short cut to the document.

New - Any of the documents listed underneath can be created. When you click on " blank document", it gives you opportunity to work on a new document; a click on "blank web page" takes you to the Web page. It is a short cut. Blank e-mail message is a short cut to e-mail message, a click on it automatically takes you there. With these short cuts you may not need

to go through the longer process.

New from existing document - This gives you opportunity to open a document that has been saved. A click on it takes you to the save document environment as shown below:
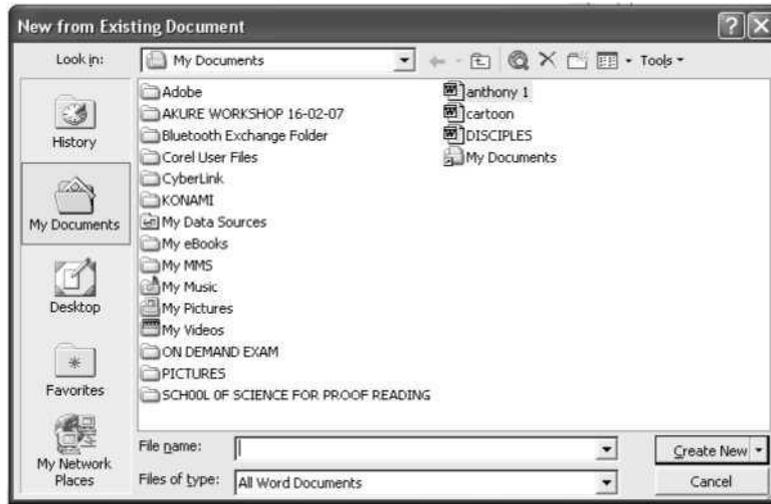
New from template - There are different templates presented here; templates for memos and general templates. Should you want to type a memo and you are confused on how to present it, just click on the memo template, which will automatically give you different styles of memos. A click on memo wizard will produce the following:

To the left, you have start, style, title, heading fields, recipient, closing

fields, header/footer and finish. A click on each of these will give you the opportunity to effect the desired information. For example a click on style will produce the following result:
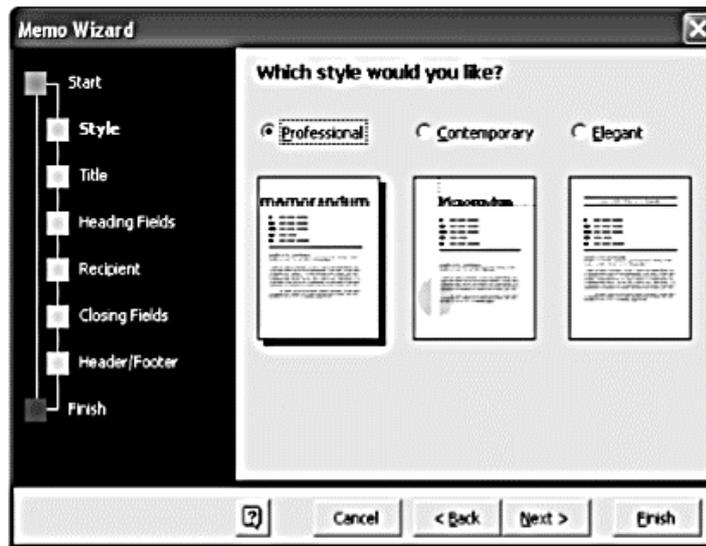
All the user needs to do is to select the desired pattern - professional, contemporary or elegant. A click on any of the sub titles on the left will give you the opportunity to effect the necessary information as you desire.

Now let's work on the general template. A click on it will produce this:
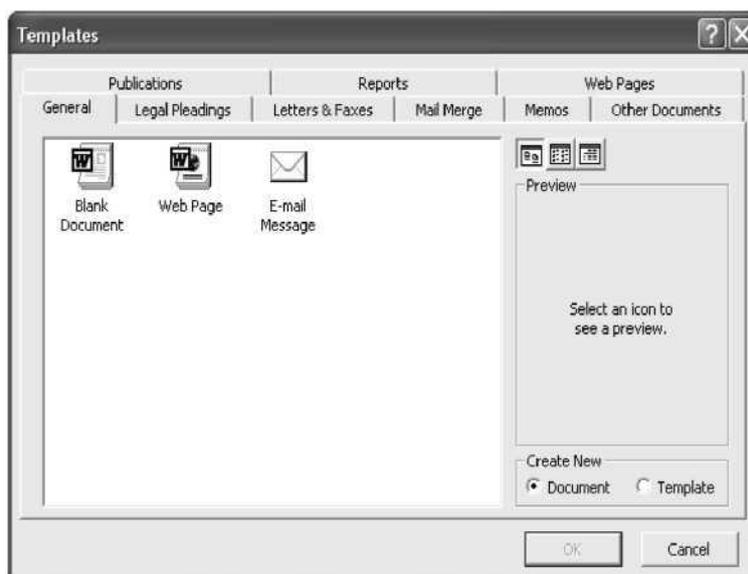
At the top of the dialog box, you have general, legal pleadings, letters & faxes, mail merge, memos and other documents. A click on each of these will give you a different dialog box, which produces other documents for you to select on. Like the face of the dialog box above itshows the face of the general dialog box. Now let's see the face of the dialog box of letters and faxes:

A click on any of these will further produce a dialog box. Follow the direction(s) and you
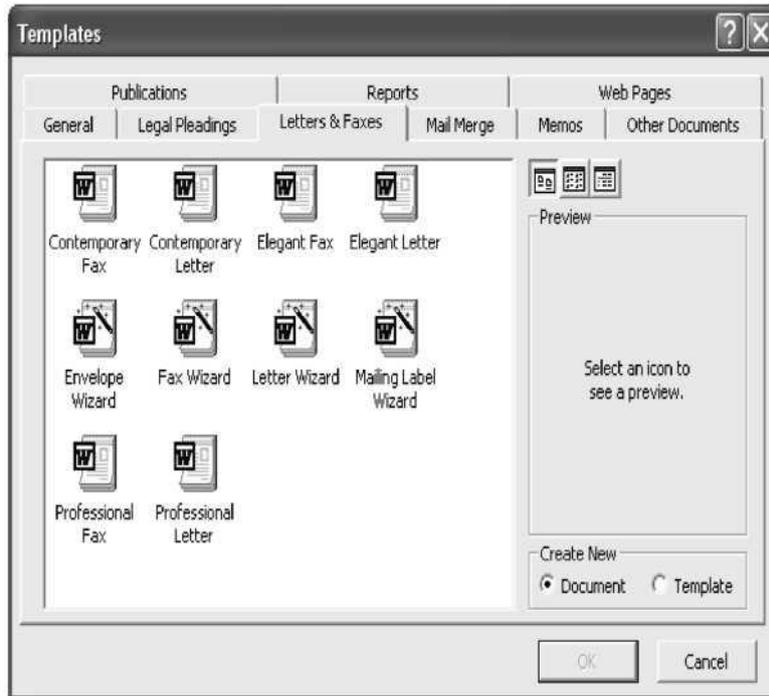
will achieve the desired goal.

Through this process, you can easily mail merge by clicking on mail merge, and it will appear thus:
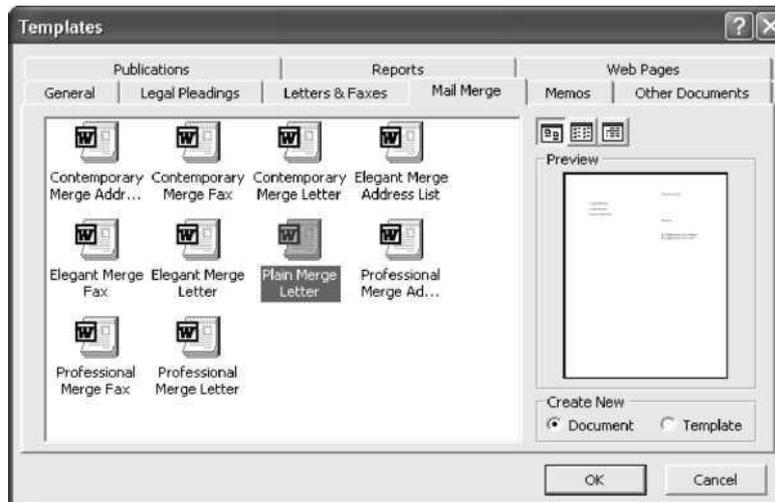
Point to any of the icons and view the preview on the right, on satisfaction, click on OK or double click the desired icon. Then follow the directives. This is a short cut to mail merge. Where the template does not meet your need, you can add your own information or improvise.

The second way is to click on view on the menu bar and click on task pane for it to appear on the right hand side of the screen.

Practice working with all the templates and you will be happy you did.

4.0 CONCLUSION

To effectively use the template, follow the guide lines given once you click on the template. And where you cannot get the information required you can either improvise or supply your information.

5.0 SUMMARY

Templates are samples of documents that are commonly used in day to day business. They serve as short cuts in document creation. There are two ways of launching a template in Microsoft Word; either it appears on the right hand margin as soon as you launch the Microsoft Word environment or you click on view on the menu bar and click on task pane. The second method is used when it is no more visible on the screen. A good use of it enhances speed in document creation.

6.0 TUTOR -MARKED ASSIGNMENT (TMA)

Click on the various memo templates and write out your observations.

7.0 REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding Skills on Children, Type-to-learn Software vs Covers. Retrieved on24th May, 2020 from Keyboarding.research.org.

Byers, E.M., Aronvey, A. &Zahran, J. (2015). Teaching and Learning Keyboarding. Valdostat University, USA.

NCCE, (2016). List of Colleges of Education in Nigeria. Retrieved on 24th May, 2020 from www.ncceonline.edu.ng

Schorey, P (2015) "Eyes Up" Teaching Students not to look at their fingers or keyboard

while typing. Retrieved on 24th May, 2020 from www.google.com/typinghomeblog.

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UNIT 2: DOCUMENT VIEW CONTENTS

1.0   Introduction

2.0   Learning Outcomes

3.0   Main Content

4.0   Conclusion

5.0   Summary

6.0   Tutor -Marked Assignment (TMA)

7.0   References/Further Readings

1.0   INTRODUCTION

The past units dwelled on how to create a document. It is also important to view the document created and know if it is well presented or not. To save costs, it is always advisable to view the document on the screen to ensure that it meets with the desired layout before it is printed out on paper, which serves as the hard copy. This unit will therefore take you through how you will view your documents before printing.

2.0   LEARNING OUTCUMES

At the end of this unit, you should be able to:

•   Launch a document view

•   View a document

3.0   MAIN CONTENT

To view a document, click on view on the menu bar and it will produce the following:
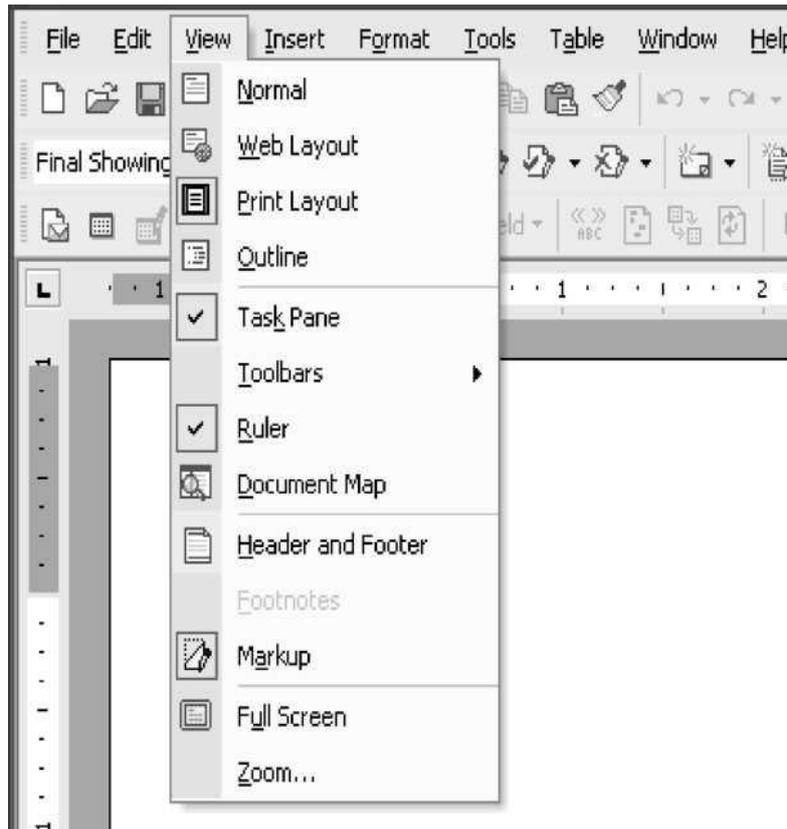
From the dropped down menu, the frequently used document views are normal, web layout, print layout and outline. Now let's click on each and see the resultant effect.
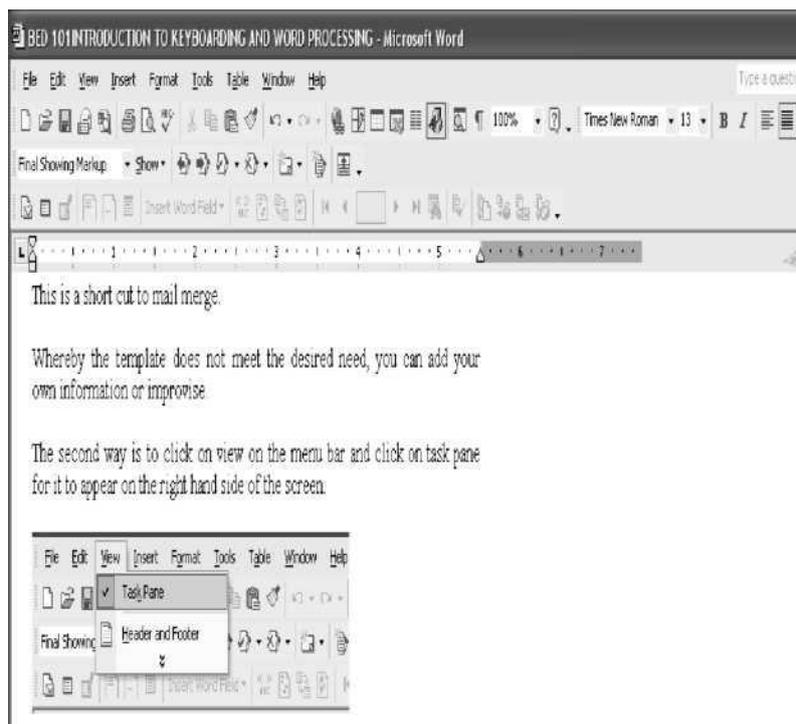
Normal View

Web Layout
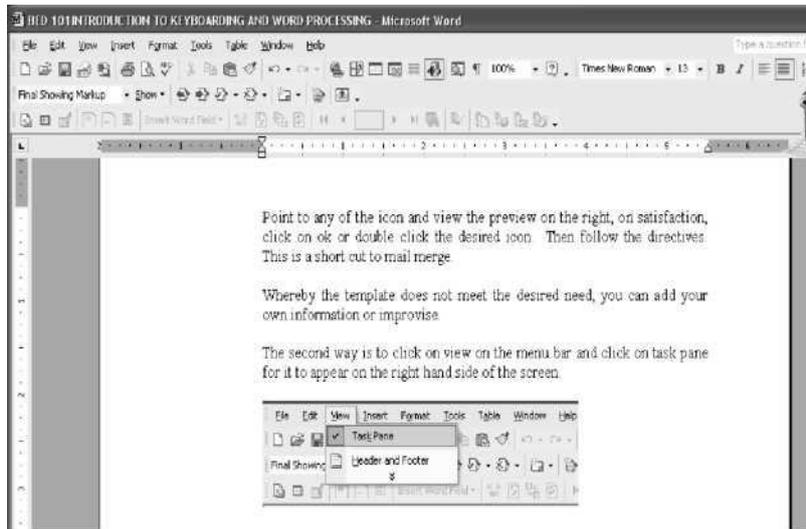
Print Layout
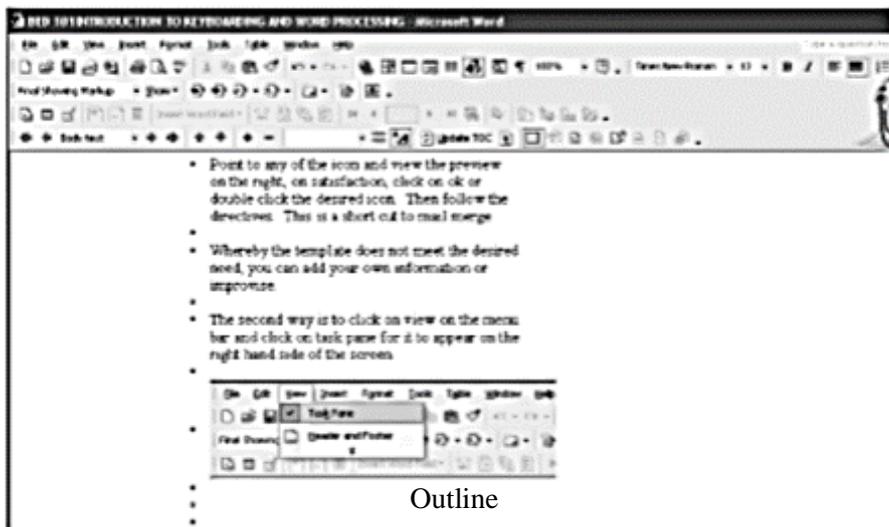
Outline

If you look at the different views above, you will observe that each view has its unique form. Among the four views stated above two will be further highlighted.Theoutlines of which show dots to indicate the lines of typing. For normal typing, the document should be set at print layout because it gives a full view of how the typed document would look like when it is printed on paper.

Apart from using this process, there is a short cut, which is shown as follows:
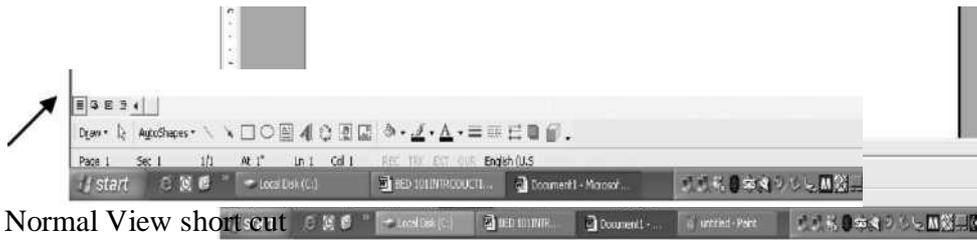
Normal View short cut
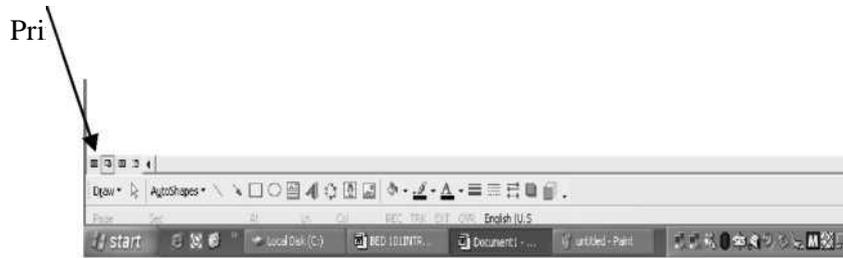
Web Layout View short cut

Outline View short cut

The highlighted parts; where the arrows are pointing to indicate the point to click on to give the resultant effect. To locate this in your computer, locate the start menu at the bottom part of the screen and atthe third row above the start menu at the left hand corner you will find the short cut as shown in the above displays.

4.0   CONCLUSION

To have a good grip of this function, practice more of it and compare your results with the displays given in this text. You can also discuss with your colleagues. Should you encounter any problem, go through the presentations above once more and repeat your practice.

5.0   SUMMARY

Document view is an essential function that gives opportunity to a computer operator to view his/her document before printing. There are four common document views - normal view, web layout view, print layout view and outline view. The commonly used document view is the print layout view because it shows the exact way the document will appear on paper after printing.

6.0   TUTOR -MARKED ASSIGNMENT (TMA)

1.   Why is document view necessary in word processing?

2. List and explain four forms of common document views you know

3. Why is print layout view becomes most commonly used?

7.0   REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding Skills on Children, Type-to-learn Software vs Covers. Retrieved on24th May, 2020 from Keyboarding.research.org.

Byers, E.M., Aronvey, A. &Zahran, J. (2015). Teaching and Learning Keyboarding. Valdostat University, USA.

NCCE, (2016). List of Colleges of Education in Nigeria. Retrieved on   24th May, 2020 from www.ncceonline.edu.ng

Schorey, P (2015) "Eyes Up"   Teaching Students not to look at their fingers or keyboard while typing. Retrieved on 24th May, 2020 from www.google.com/typinghomeblog.

UNIT 3: LINE AND PAGE BREAKS CONTENTS

1.0   INTRODUCTION

The last unit emphasized four different ways in which you can view documents - normal view, web layout view, print layout view and outline view. Through these views the computer user or operator is able to ascertain the document's position before it is finally used. This unit will introduce you to another function that will help to further enhance your documents. This will be treated as Line and Page Break.

2.0   LEARNING OUTCOME

At the end of this unit, you should be able to:

- Utilize line and page breaks in a document.

3.0   MAIN CONTENT

When you click on the paragraph from format, a dialog box showing the line and page breaks tab is displayed:
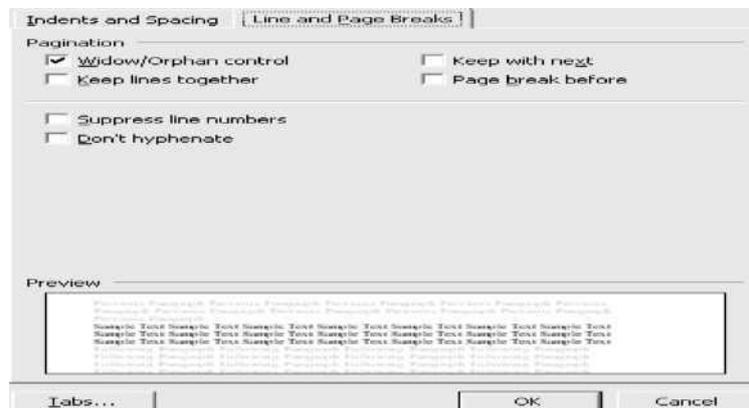
Note:

As you click on paragraph two major headings are shown within the dialog box - "indents and spacing" and "line and page breaks". To get the exact dialog box above; click on "line and page breaks" when you get to the paragraph environment.

We can briefly talk about the sub titles on the dialog box. A **widow** is a paragraph's last line that prints at the top of the next page, and an **orphan** is a paragraph's first line that prints at the bottom of a page. Most of the time, widowed and orphaned lines look

incomplete. If you click the widow/orphan control option, Word adjusts page breaks, if necessary, so that two or more paragraph lines always begin a page and so that two or more paragraph lines always end a page.

The "keep lines together", check box ensures that a page break never breaks the selected paragraph. The "keep with next" check box ensures that a page break never appears between the current paragraph and the next. The "page break before" check box forces a page break before the selected paragraph even if a page break would not normally appear for several more lines.

Another important aspect that needs to be discussed in this dialog box is the "tab" option. The tab option is used to set the tab. Tab is the abbreviation for tabulation. In word processing the use of tabs is inevitable. Tabs are used for paragraphing or for tabular jobs. A tab controls the vertical spacing for certain items in your text.

Tab Settings

Click on format from the menu bar, click on the paragraph dialog box, click on the tab command.

Option Description
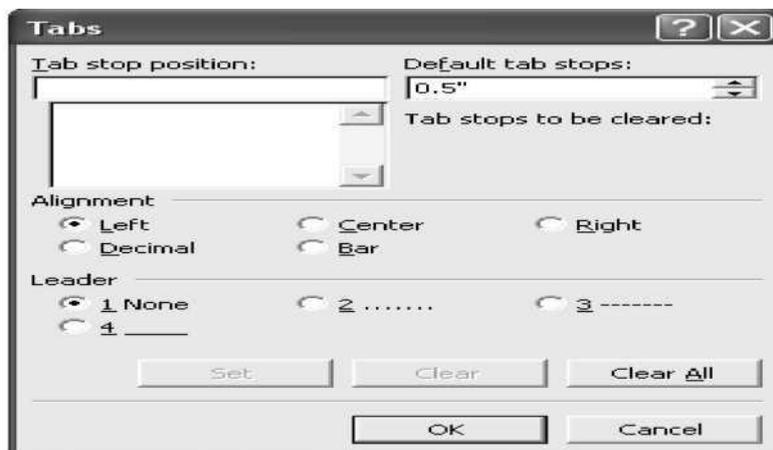
Tab stop position allows you to enter individual measurement values such as 25" to represent one-fourth of an inch. After you type a value, press set to add that value to the list of tab settings. To clear a Tab stop, select the value and click clear. Click clear all to clear the entire Tab list.

a) **Left** left-aligns text at the tab stop (the default).

b) **Center** centers text at the tab stop.

c) **Right** right-aligns text at the tab stop

Decimal aligns lists of numbers by ensuring that their decimal points align with each other.

Leader /none

Displays a series of hyphens inside the tabs.

Displays a series of underlines inside the tabs.

Character Spacing

You could determine the space you want between characters before or after typing. To achieve this, do the following:

- Click on format.

- From the drop-down menu, click on font

- From the dialog box, click on character spacing

Note that the computer is already formatted for normal character spacing, you only need to change it if you desire to use spacing outside the normal spacing.

Unusual Character Spacing

You could sometimes experience an unusual character spacing while typing a text. Instead of normal one space per character, the space in between the characters may be more than one. If such happens, do the following to format the character spacing to match each other or be the same.

- Highlight the text you want the unusual text space to be like

- Left-click on format Painter (a small black brush will appear)

- Move the pointer along with the brush to the text you want to adjust.

- Drag the pointer through the text.

- The unusual text will be the same as first highlighted.

4.0 CONCLUSION

In addition to the format stated above, tabs can also be set on the ruler, by clicking directly on the ruler the spot where you want the tab to stop. A click will form a small dark 'L' shape; and to remove, left click on the "L" shape, hold the mouse down and drag it to the extreme left corner to meet the "L" shape in that corner. See example of a tab set on ruler:

wji Document! - Microsoft Word

File Edit View Insert Format Tools Table Window   Help   Type a questic

ftfiln®   ,| Times New Roman - 12 t B I[^]|

M Final Showing Markup ' Show* il!3 т% St

! IS I if | Pi Pi H   ! I | N
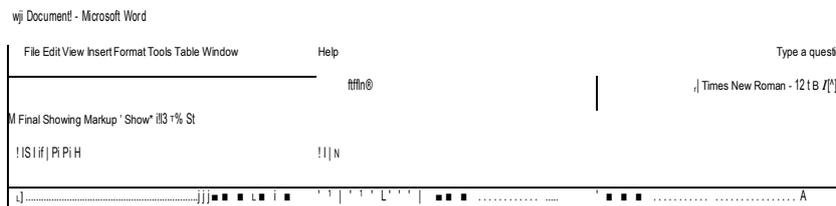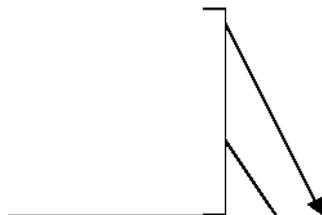
The arrows are pointing to the small "L" shapes where the tabs are set. From the setting, the tabs are set on ^, 2, 3 and 4 on the ruler. The implication is that once the tab key is pressed, the cursor would automatically move to ^xk and pressing the tab key from ^xk moves the cursor to 2, pressing, it again moves the cursor to 3 and pressing it again moves cursor to 4 . This means you have given a command of where the cursor should go each time you press the tab key .

5.0   SUMMARY

Line and page break, tabs play a unique role in document creation. A good setting of line and page breaks makes the paragraphs and continuation pages of a document to appear neatly. While the setting of the tabs enhance tabular work.

6.0   TUTOR- MARKED ASSIGNMENT (TMA)

1.   State the usefulness of line and page break in word processing

2.   How would tabular set enrich a document?

3.   Explain in steps how you will adjust unusual character spacing.

7.0   REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding Skills on Children, Type-to-learn Software vs Covers. Retrieved on24th May, 2020 from Keyboarding.research.org.

Byers, E.M., Aronvey, A. &Zahran, J. (2015). Teaching and Learning Keyboarding. Valdostat University, USA.

NCCE, (2016). List of Colleges of Education in Nigeria. Retrieved on 24th May, 2020 from www.ncceonline.edu.ng

Schorey, P (2015) "Eyes Up" Teaching Students not to look at their fingers or keyboard while typing. Retrieved on 24th May, 2020 from www.google.com/typinghomeblog.

UNIT 4: PRINTS

CONTENTS

1.0   INTRODUCTION

The use of paper work cannot be totally eliminated from the business environment. The use of paper documents calls for printing; which is the only way hard copies of documents typed can be produced. A hard copy is a copy of document printed on paper. Can you recall how many printed documents you have come across recently? If not, you may recall your admission letter. Apart from your seeing your name in the soft copy among the list of students given admission on NOUN web site, you were also given a hard copy of your admission letter, which invariably served as an evidence for your admission. This unit will show you how to print your document on paper.

2.0   LEARNING COUTCOMES

At the end of this unit, you should be able to:

•   Select a print format

•   Print a simple document

3.0   MAIN CONTENT

When do we print?

Print after you have previewed your document. To preview means you have to look at your document in a paper format while still in the computer to ascertain the correctness of the layout in the way it is designed before sending it to print. There are two major ways of launching a print preview. You may either use the short cut on the tool bar

or click on file on the menu bar, and click on print preview.

File	Edit View Insert	Format Tools Table Wine	
□	New...		Ctrl+N
\Mr	Open...		Ctrl+O
	Close		
-jd	Save		Ctrl+S
	Save As...		
Jgl	Save as Web Page...		
	Search...		
	Versions..,		
	Web Page Preview		
	Page Setup...		
a	Print Preview		
m	Print...		Ctrl+P
	Send To		▶
	Properties		

Print Preview will appear thus:

The purpose of bringing this part out is to highlight the function of each icon.

A click on this icon will result to printing. But the printer type needs to have been installed in the computer failing which printing will not take place, it will rather produce a dialog box alerting you that the printer is not installed. The same thing happens when the printer is not connected to power.

A click on this produces a magnifier. Take the magnifier to the document and click on it; this will make the document to be enlarged for view. Should you want to enlarge it further re-click on it in the same manner.

A click on this icon makes you view your document a page at a time. To scroll from page to page, you can use the scroll button on the right hand corner of the screen or use the four directional arrow keys.

£ BED 101 INTRODUCTION TO KEYBOARDING AND WORD PROCESSING (Preview) - Microsoft Word

File Edit View Insert Format Tools Table Window Help
i g H H =« ■ M?|ll|cl.se Iff.

IM4 PRINT

CONTENT
1.0 Introduction
2.0 Objectives
3.0 Mini Content
4.0 Conclusion
5.0 Summary
6.0 Tutor-marked Assignment (TMA)
7.0 References

1.0 INTRODUCTION

The use of paper word cannot be totally eliminated from the business environment. The use of paper document calls for printing, which is the only way hard copy of document typed can be produced. Hard copy is a copy of document printed on paper. Can you recall how many of printed documents you have come across? If no one, you may recall your admission letter. Apart from you seeing your name, in a soft copy among the list, of students given admission in NOUN web site, you were also given a hard copy of your admission letter, which invariably serve as an evidence for your admission. This unit will expose you to how you will print your document on paper.

2.0 LEARNING OUTCOMES

At the end of this unit, you shall be able to:

a) Select print format

b) Print simple document

3.0 MAIN CONTENTS

When do we Print?

Print after you have previewed your document. To preview means you have to look at your document in a paper format while still in the computer to ascertain the correctness of the layout in the way and manner it is deserved before sent to print. There are two ways of handling print preview. You may either use the short cut on the tool

Scroll buttons

A click on the upper scroll button moves the document to the previous page, and a scroll of the lower button moves the document to the next pag^e-

Use this icon when you want to view more than a page at a time. A click on it produces a dialog box through which the required number of pages required to be viewed at a time is selected.
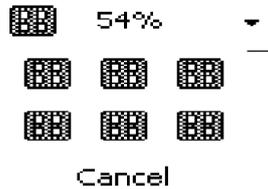
Let's assume we are selecting 1 x 2 pages. In this case you would click on only the first box in the dialog box and the resultant effect would be:
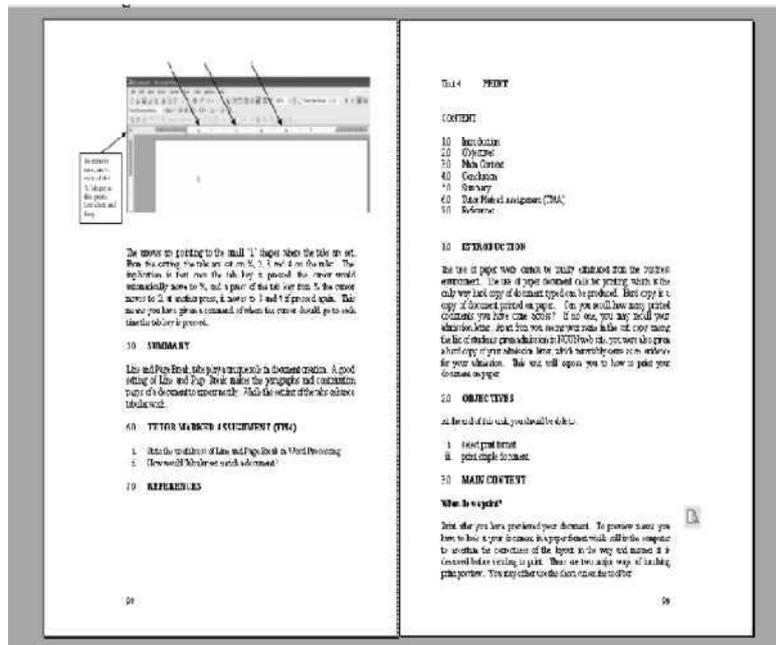
And if it is 2 x 2 pages it will appear thus:
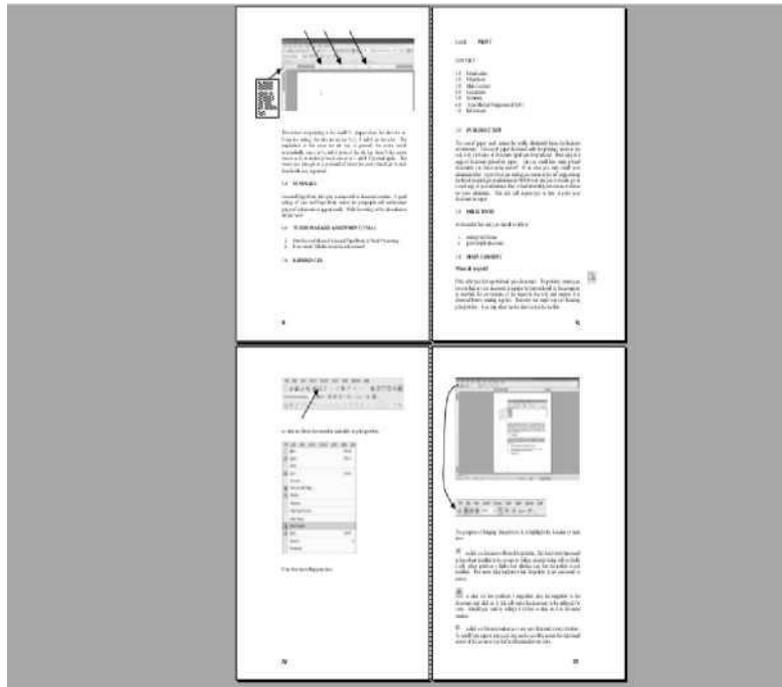
You may ask: "How would I know 1 x 2 and 2 x 2?" As you point your cursor on the sub icon of the icon of multiple pages 1 x 2, 2 x 2 etc would appear; It depends on how the icons are highlighted.

1 x 2 Pages   2 x 2 Pages   1 x 4 Pages   2 x 4 Pages
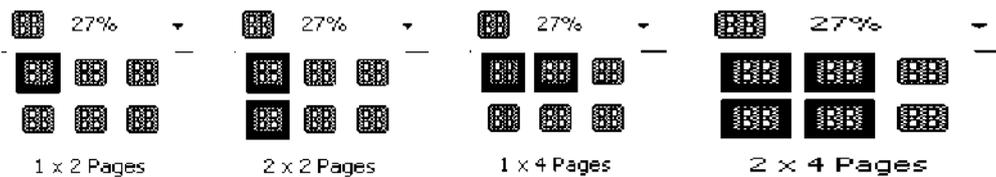
27%

^{T} shows the percentage of document width. The percentage could be increased or decreased by using the scroll button at the side.

FS   Click on this icon if you want to view ruler.

Click on this icon if you want the document to shrink and fit into a page. You should use it when you know that the document would not normally fit into a page and you want such a document to go into a page.

A click on this icon enables you to view your document in full screen.

close click on icon close the view and takes you back to the original document.

Click on this icon when you need clarification.

Through this process necessary adjustments are made on the document. If you are satisfied, proceed. A click on the print option would produce a dialog box thus:
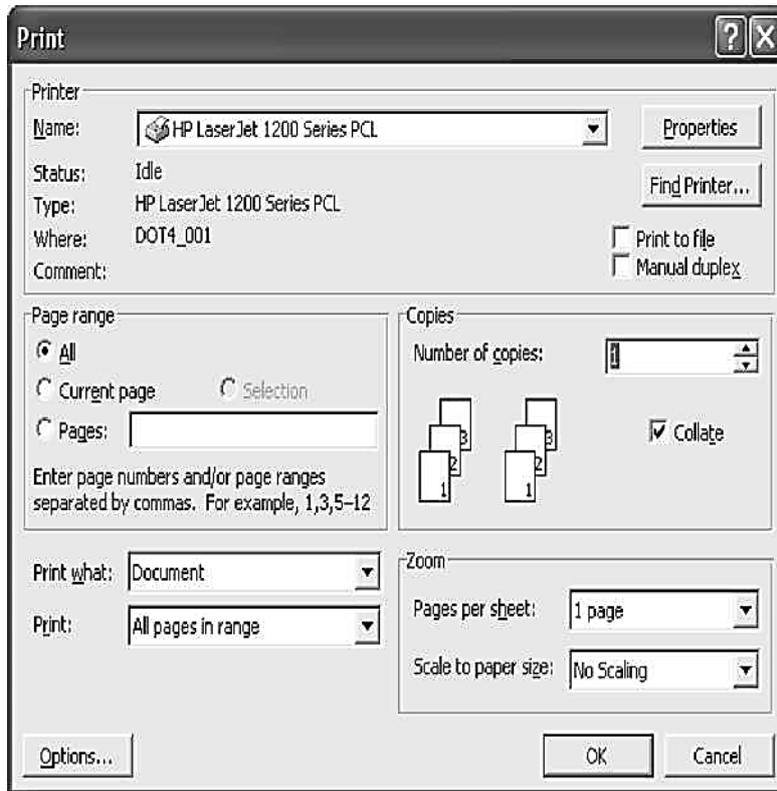
There are a few things that we need to discuss in the above dialog box. **Name**

The name may not all the time be "HP Laser Jet 1200 Series PCL" as shown in the dialog box. The type of printer in use would determine the name that would be in the box name. Where several printers have been installed in the computer, use the scroll button by the side to select the right printer, failing which there would be print failure.

Page range
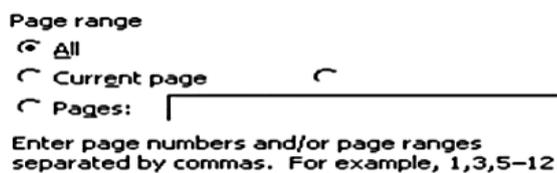
Click on "all" when printing all the pages in the document; click on "current page" when printing the page where the cursor is; click on "selection" when printing only the highlighted part(s) in a document and click on "pages" when printing a selection of pages and indicate the pages in the box in front thus: 12 - 26.

Copies
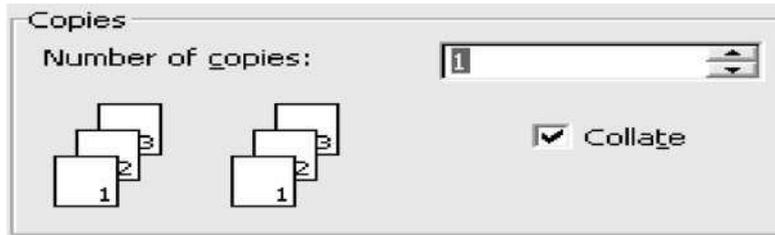
Indicate the number of copies required in the box, either by typing it in or by using the scroll button. Click on "collate" to show a tick, if you want the machine to do that and if not re-click on it to remove the tick.
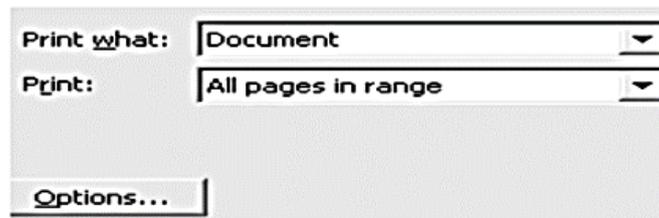
Under "print what", use the scroll button to select what you want to print. If it is a document, you do not need any selection since "document" is already selected.

The print option in the dialog box is requesting for how the printing should be. A click on the scroll button would produce this:
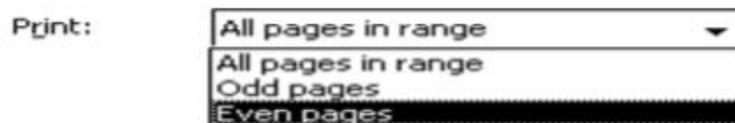
Select "all pages in range" if printing all pages in the document; select "odd pages" if printing just the odd pages and select "even pages" if printing only even pages.

The "option" allow you to further format your print as desired. A click on the option button will produce:

At this stage, you may not need to do any adjustment here until later when you have been exposed to some other topics.
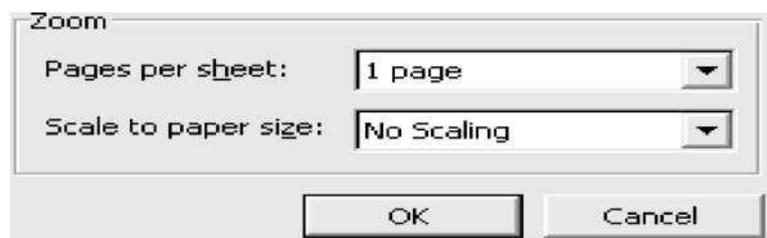
"Pages per sheet" in the above box indicates the numbers of document pages that may be printed on a sheet. Click on the scroll button and select the number of pages needed on a sheet.

Use "scale to paper size" when you want the document to fit into a particular size of paper. Click on the scroll button and select as you desire.
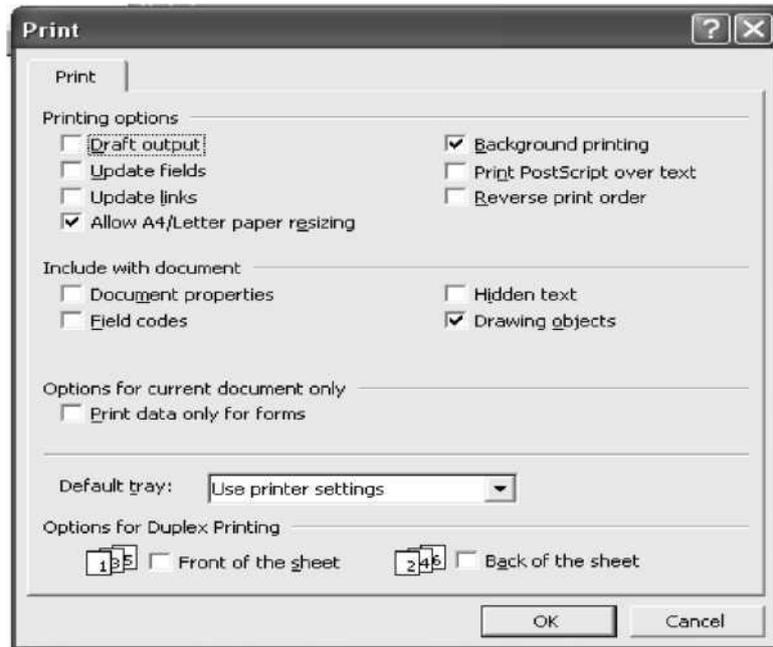
Click on "ok" if you are satisfied with all selections. As soon as this is clicked the document goes on printing. But remember to put papers into the tray. When you no more require printing, click on "cancel" to leave the print environment.

Go to your computer and practice each of these. Should you encounter any problem, stop and go through the presentations once more before you continue.

Remember it is only through practice you can gain proficiency.

4.0   CONCLUSION

To reduce the number of papers wasted during printing, always preview your work before printing. What do you need to look out for? Check the size of paper, margins and general display of the document. It is always better to waste a little more time in adjusting your document before sending it for printing than printing before adjustment. Wasting of papers is a result of inefficiency.

5.0   SUMMARY

Printing is the only way a soft copy can be duplicated on paper. Paper work is sometimes vital in business and therefore we can not do without having hard copies of some documents. To access the print dialog box, you could click on file and access or use short cuts, either Ctrl + P or a click on the printer icon on the menu bar. Any method of launching the printer's box is acceptable, it all depends on the one the user finds most convenient. Before clicking on OK in the print box ensure that you have supplied the necessary

information.

6.0   TUTOR -MARKED ASSIGNMENT (TMA)

Explain the usefulness of the following icon in a printer's dialog box:

Page range
- All
- Current page   Selection
- Pages: [   ]

Enter page numbers and/or page ranges
separated by commas. For example, 1,3,5—12

Copies
Number of copies: [1]   ▼ Collate

7.0   REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding Skills on Children, Type-to-learn Software vs Covers.   Retrieved on24th May, 2020 from Keyboarding.research.org.

Byers, E.M., Aronvey, A. &Zahran, J. (2015). Teaching and Learning Keyboarding. Valdostat University, USA.

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Schorey, P (2015) "Eyes Up" Teaching Students not to look at their fingers or keyboard while   typing.   Retrieved   on   24th   May,   2020   from www.google.com/typinghomeblog.

MODULE 4: PRODUCTION

All that you have learnt in modules 1 to 3 are preliminaries which will enhance the main work. A good knowledge of keyboarding and different functions in Microsoft Word is the basic knowledge required in production work. At this point you are going to be introduced to production work in word processing. Production work is the main documents typed. But to make this document presentable, some intricacies are required, which is why the need for the basic and elementary parts of production are critical. For example, should you need to type a business letter or memorandum, you won't need to be told how to set margins, or the type of heading or paragraph that you should use, all that would be expected is a good document that is presentable. And making a document presentable would involve all that we have discussed earlier.

This module is designed to teach:

Unit 1   Manuscript
Unit 2   Simple Editing
Unit 3   Paragraphs
Unit 4   Headings
Unit 5   Formatting/Other Functions

UNIT 1   THE MANUSCRIPT

CONTENTS

1.0   Introduction

1.1   Learning Outcomes

3.0   Main Content

4.0   Conclusion

5.0   Summary

6.0   Tutor -Marked Assignment (TMA)

7.0   References/Further Readings

1.0   INTRODUCTION

Many people still do not know how to use the personal computer all on their own, especially in the developing countries. Some who know how to do a few things on the computer find it easier to do so by looking at the manuscript and not by working directly on the computer. This invariably indicates that the use of manuscripts is still very much on the high side in our society. One way or the other, we all work with manuscripts. It therefore means we need to study it so as to be able to cope with it accurately.

2.0   LEARNING OUTCOMES

At the end of this unit, you should be able to:

- Interpret the printer's signs

- Type a simple manuscript

3.0 MAIN CONTENT Meaning of Manuscript

A Manuscript is the representation of spoken sound on paper with the use of a pen. A manuscript is usually hand written. The art of writing with pen can not be removed from communication. Most times we need to write with pen and paper before the material is typed out with the machine. During this process of writing, the writer has to make one adjustment or the other. In typing, these adjustments have to be put in the proper order. The signs that are usually used by the writer are referred to as the printer's signs. Some of such printer's signs are given below.

No	Marginal Mark	Instruction	Textual Mark	Explanation
1		Delete	Cross the0 matter	Remove the matter entirely
2		Delete and close up		This tells you to remove the matter entirely and close up
3		Close up		Remove the space by closing up the words or letters
4	Trs	Transpose	Between letters or words	Putting letters or words in their right positions
5	N.P.	Begin new paragraph		Start a new paragraph
6	run on	No fresh paragraph	Between Paragraphs	To continue without giving paragraph
7	⊙	Substitute or insert full stop	/ Through character Or where required	to put a full stop in the place indicated.
8	caps	change to capital	☰ put this under letter or words to be changed	The underline words or letters should be changed to capital
9	bold	change to bold type	under the character to be changed	Change the type face to bold type face

The Printer's Signs/Proofreader's Marks

Type the following: Exercise 1

$^{\text{Caps}}$ NP

A manuscript is the representation of spoken sound on paper with the use of a pen. A manuscript is usually hand written. The art of writing with a pen can not be removed from communication. Most times we need to write with pen and paper before the material is typed out with the machine. During this process of writing, the writer has to

make one adjustment or the other. In typing these adjustments have to be put in the proper order. The signs that are usually used by the writer are referred to as the printer's signs. Some of such printer's signs are given below.

Exercise 2

central processing unit (cnu) - The CPU of a personal computer contains the power unit. The CPU contains the processor, main memory, disk drives and parts for output or input devices. The processor unit helps to process the changing data by input the input data into machine code in the language the computer would understand. The computer can not read our normal way of writing; it works in BINARY form, accepts ONE (1) or ZERO (0). The main memory helps to store information and releases it when retrieved. The disk drive is the compartment provided for a floppy disk/diskette which is used for external storage.There is also the zip drive and CDROM which are the compartments for zip and compact disk used for large documents.

Exercise 3

Proofreading is a skill and like any skill it must be practiced. If you are to become efficient at spotting errors of all kinds, it is necessary to undergo training in the art of proofreading. To be effective a ~~proof~~ reader needs to be able to spell and punctuate correctly, and to know the basic rules of grammar, as well as acceptable typewriting display and layout.

If the transcription is from shorthand notes, it is a good plan to check the transcript very closely with the notes to make certain that nothing has been omitted. Keep one finger following the shorthand notes with a finger of the other hand following each word.

It is not a question of just reading through a completed piece of typescript in case a typing error may have been overlooked; it is often necessary to ask the help of a colleague to read through the copy to make certain that figures are correct, that nothing has been omitted, or that unreadable handwriting has been deciphered correctly.

It may be that you are an audio typist and that you have to listen to a recording on a transcribing machine. You will need to take great care when proofreading, and, in order to check certain details, it may be necessary for you to play part of the recording again.

If you are proofreading from VDU, it may be helpful to use the cursor to guide the eye across the screen, and to vary the density of the brightness on the screen. Make sure that you have used the correct stationery, typed accurately any labels or envelopes required, and attached any enclosure before the documents are placed for signature.

4.0   CONCLUSION

It is always better to read through your manuscript before typing. This will enable you get familiar with the hand writing and at the same time let you have a good knowledge

of all the instructions. If you don't read the manuscript before setting out to type you may run into the problem of reduced speed in completing the task on the typed copy. Take particular care with words that sound alike but are spelt differently - homophones, e.g., check and cheque; aloud and allowed. If you have any doubt as to which spelling is required, check the meaning of the word in a dictionary.

5.0   SUMMARY

A manuscript is the representation of spoken sound on paper with the use of a pen. The legibility of what is written is dependent of the writer's hand writing. This therefore calls for a careful study of handwriting to be able to understand what is written. People have different ways of writing and not all handwriting may be appealing at a time. Also you can not totally condemn the way an individual writes. Writing varies from person to person.

6.0   TUTOR- MARKED ASSIGNMENT (TMA)

Type the following:

The ability to speak effectively is nowhere put to a more rigorous test than in a meeting. The following rules-of-thumb illustrate areas involving such skills:

Listen first Each meeting develops its own climate. Its temperature may become boiling or frosty. where sympathies or antipathies lie By~~listening~~ and waiting, you will be able to assess not only the general climate, but also the moods and attitudes of individuals. Test the temperature first, before diving in!

See where the land lies Most meetings tend to comprise sub-groups or caucuses allied to achieve common objectives. While speaking or providing feedback, others may reveal.

Timing If your contribution is to be important, then timing the moment to speak is all-important. Personal judgement is effective here to perceive when a developed argument proposed by another is falling, or when the ground has been prepared and participants are sympathetic or amenable.

7.0   REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding Skills on Children, Type-to-learn Software vs Covers. Retrieved on24th May, 2020 from Keyboarding.research.org.

Byers, E.M., Aronvey, A. &Zahran, J. (2015). Teaching and Learning Keyboarding. Valdostat University, USA.

NCCE, (2016). List of Colleges of Education in Nigeria. Retrieved on 24th May, 2020 from www.ncceonline.edu.ng

Schorey, P (2015) "Eyes Up" Teaching Students not to look at their fingers or keyboard while typing. Retrieved on 24th May, 2020 from www.google.com/typinghomeblog.

UNIT 2: SIMPLE EDITING

CONTENTS

1.0   INTRODUCTION

In the last unit, we discussed the manuscript. From the manuscripts presented it would be observed that there were some transpositions, deletions and restatement of words. In typing also, there are times you may need to change or transpose words or make a total change in the construction of tenses. All these call for a re-typing and some times a re-display. This unit is therefore designed to educate you on how corrections can be affected.

2.0   LEARNING OUTCOMES

At the end of this unit, you should be able to:

•   Locate the tools for computer editing

•   Effect simple corrections on soft copy documents

3.0   MAIN CONTENT Meaning

Editing means to correct or to set the document in the way you want it. Some simple editing tools are:

        Insert & delete text Copy, cut and paste Locate text fast Selecting text

        Auto correct and auto formatting

If you have already typed a text and you want to replace the typed text with a new one all you need to do is to highlight the text and press the insert key on the control keys and type the new text.

To delete already typed text, highlight the text to be deleted and press the delete key on the control keys. You may also use the back space key (^) on the keyboard.

To highlight;

a) Take the cursor to the beginning point of what you want to highlight,

b) Left-click on that point;

c) Hold the left button, and;

d) Drag through the position of all you want to highlight

e) Release your finger and it will show a dark shade.

    E.g.

    --------- THE MAN ---

To copy a text that is already typed, highlight the text, click on edit on the menu file. From the dropped down menu click on copy. See picture:

Step 1   God is good

    highlight the text click on edit on the menu file.

Step 2
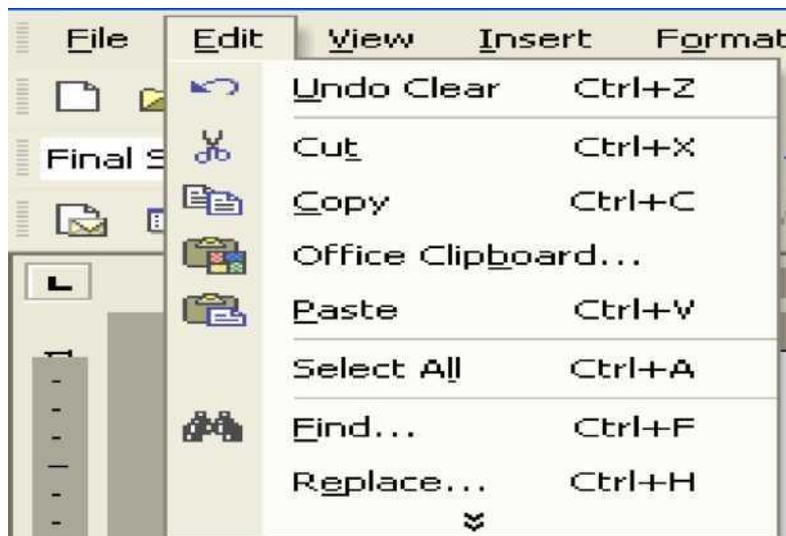
From the dropped down menu click on copy

Step 3
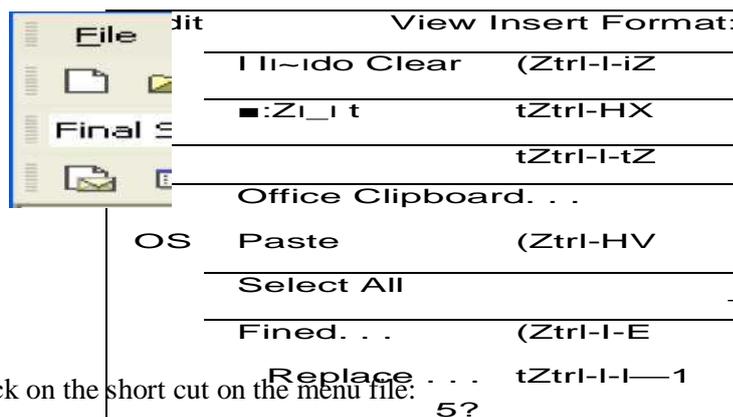
Or click on the short cut on the menu file:
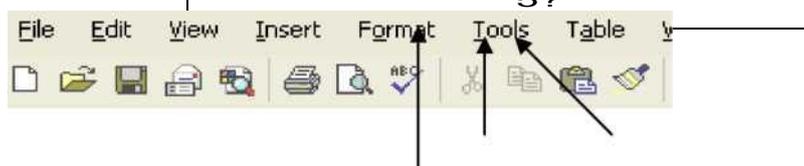
Copy paste

Cut

Next, take the cursor to the point where you want the text and click on paste either from edit or short cut. If you want to cut, use the same procedure, the difference between cut and paste is that when you cut the text will change its position entirely from the original position, but when you copy, the text remains in its original position, it only duplicates itself in another environment.

Locating a text

To locate a text fast, select edit/find; a dialog box will appear. From the space provided type the text you want to locate.

E.g.

File	Edit		View Insert For met
= □ 1		Undo Typing	Ctrl-I-Z
2 F i n -	&	Cut	Ctrl-HX
a 1 L:: C		Copy	Ctrl-I-C
Ci		OFFice Clipboard. . .	
■-	CS	Paste	Ctrl-I-V
——		Select AN	Ctrl-I-A
-	41	Find. . .	Ctrl-I-F
r--.		P.enlace. . .	Ctrl-I-H
	1 5? 1		

When you click on "find" a dialog box will appear thus:
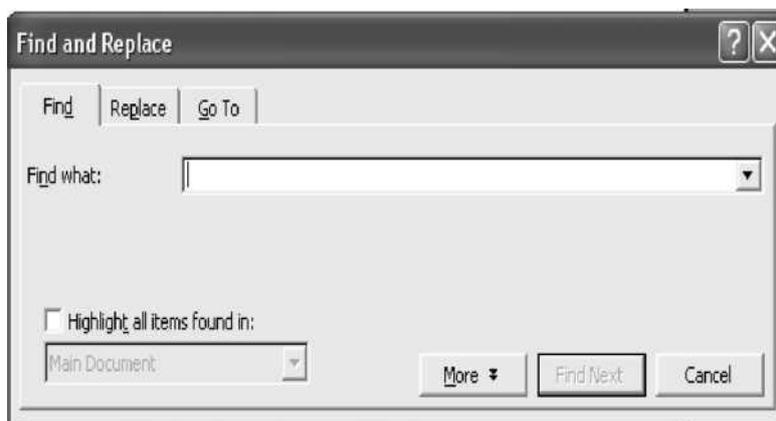
On the dialog box, you have, find, replace and go to. A click on "find" would ask find what. In front of the find what is a white box.. Type in the word you want to find and click on find next or press the enter key, the word is automatically highlighted. Click on find next if the word appears in more than one place, keep doing that until a command tells you no more.

E.g.:
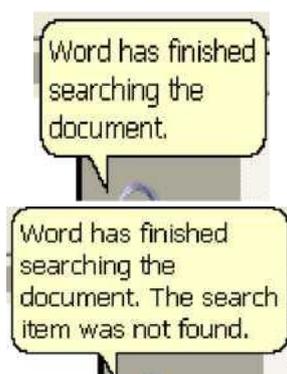
But if the word you are looking for is not available it will show:

If you need to replace such a text, click on replace and follow the instruction provided in the dialog box.
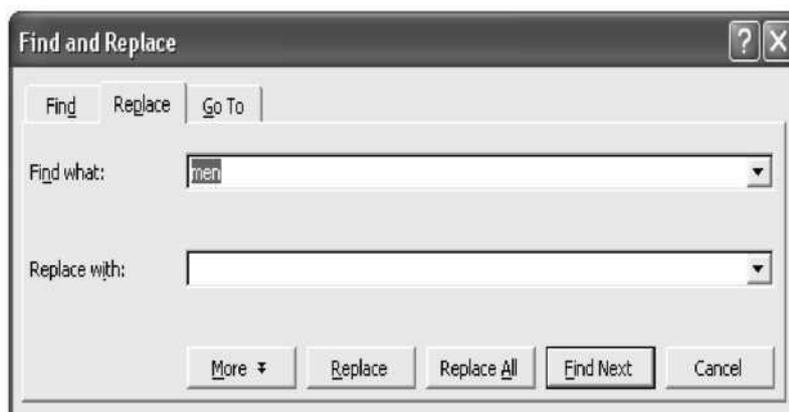
The box above indicates that what you want to find is "men". Under replace you need to indicate what you want to use to replace men; e.g. women. Then type women on the box of replace thus:

A click on replace at the bottom would replace "men" with "women" at a time, but a click on replace all would replace all "men" in the document with "women"

Selecting Text means highlighting the text that you want to work on as a single block. This is usually referred to as selection.

Another way of launching the find command is to press Ctrl + F. Click on the undo function "undo" in the dialog box under "edit" when you want to undo a command.

How did you find reading through this session? Was it interesting? Now go through this session again with careful practice on your computer.

4.0   CONCLUSION

Should you make a mistake when typing, do not worry; you do not need to start all over, there is a way out. All you need is to locate the right command you need to effect the correction; be it to delete, copy, cut, paste, find, replace or undo.

5.0   SUMMARY

Effecting corrections or setting documents in the desired order is referred to as editing. Sometimes there is a need to delete, copy, cut, paste, undo, find and replace words. These are some of the functions that were very difficult with manual typewriters and a little better off with electric typewriters but professionalised with the personal computer. The beauty of these functions makes word processing more interesting.

6.0 TUTOR- MARKED ASSIGNMENT (TMA)

Explain the following as used in word processing:

1. Cut

2. Paste

3. Copy

4. Undo

5. Replace

7.0 REFERENCES/FURTHER READINGS

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UNIT 3: PARAGRAPHS

CONTENTS

1.0   INTRODUCTION

Paragraphing is a very important aspect of written communication; it helps in expression coordination. The grammarians would say that every new idea forms a new paragraph. This calls for a good display to facilitate the reader's understanding.

Pick a text and identify the number of paragraphs in it. Now answer the following questions:

•   How many paragraphs do you have in the text?

•   How did you identify the paragraphs?

•   Did the beginning line of each paragraph start at the same point? Share your answers with your colleagues and facilitator.

2.0   LEARNING OUTCOMES

At the end of the unit, you should be able to:

•   Identify different types of paragraphs

•   Format a document in different kinds of paragraphs

3.0   MAIN CONTENT

There are three main types of paragraphs, namely

•   Blocked paragraphs

•   Indented paragraphs

•   Hanging paragraphs

Blocked Paragraphs

All lines begin at the left-hand margin, e.g.

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxx

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Blocked Paragrphs**Note:**

Give one clear space between paragraphs if you are using single line spacing. To achieve this, press the enter key twice before you start the next paragraph. If you are using one and half line spacing, give two clear spaces i.e. press the enter key twice. Since you already set it to a one and half line spacing, it will automatically give two clear spaces. Also if you are using a double line spacing, give three clear spaces i.e. press the enter key twice. Since you have set a double line spacing it will automatically give you three clear spaces.

See the following examples:

Xxxxxxxxxxxx	xxxxxxxxxxxxx	xxxxxxxxxxxxx
xxxxxxxxxxxxx	xxxxxxxxxxxxx	Xxxxxxxxxxxx
xxxxxxxxxxxxx	Xxxxxxxxxxxx	xxxxxxxxxxxxx
xxxxxxxxxxxxx	xxxxxxxxxxxxx	xxxxxxxxxxxxx
xxxxxxxxxxxxx	xxxxxxxxxxxxx	xxxxxxxxxxxxx
x	xxxxxxxx	xxxxxxxxxxxxx
Xxxxxxxxxxxx	Xxxxxxxxxxxx	

Single line spacing One and half line spacing $D_{ou}bl_e$ li_{ne}

Indented Paragraphs

In the indented style, the first line in each paragraph begins at five spaces to the right while subsequent lines begin at the left hand margin. E.g.

Xl x xx x xx x xx x xx x xx x xx x xx x xx
×× × ×× × ×× × ×× × ×× × ×× × ×× × ×× × ×× × ×× × ××
× × ×× × ×× × ×× × ×× × ×× × ×× × ×× × ×× × ×× × ××
× ×× × × ×× × ×× × ×× × ×× ×
Xxx×× × ×× × ×× × ×× × ×× × ×× × ×× × ×× × ××
xx x xx x xx x xx x xx x xx x xx x xx x xx x xx x
×× × ×× × ×× × × ×× × ×× × ×× × ×× × ×× × ×× × ×× × ××
× × ×× × ×× × ×× × ×× × ×× × ×× × ××

Indented Paragraphs

Note:

Give one clear space in between paragraphs if you are using the single line spacing (press the enter key twice). For a one and half line spacing, give two clear spaces (press the enter key twice). If you are using double line spacing, it is advisable that you maintain it all through, but remember to indent the first line in each paragraph.

It is advisable that you always set the line spacing before you start to type. You don't need to end your typing before setting or formatting your document, it then becomes more difficult. So avoid it. Once you set the line spacing, the only thing you then need to control is the enter key to get the clear spaces you need between paragraphs.

See the following examples:

Xxxxxxxxxxxxxxx	Xxxxxxxxxxxxxx	xxxxxxxxxxxxxxx
xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxx	xxxxxxxxxxxxxx
xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxx	xxxxxxxxxxxxxx
xxxxxxxxxxxxxxxX	xXxxxxxxxxxxxx	xxxXxxxxxxxxxx
xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxx	xxxxxxxxxxxxxx
xxxxxxxxxxxxxxxx	xxxxxxxxxxxxxx	
xxxxxxxxxxx x	Xxxxxxxxxxxxxx	

Sinole line spacing   One and half   Donhle line

Hanging Paragraphs

The first line in each paragraph starts from the left hand margin, while subsequent lines start at least two and at most five spaces to the right,

i. e. you indent the subsequent lines. E.g.

<div align="center">

Xxixixmmxxxraraxxiixixxxixxxunxix

xxxxxiixxnxxxxxxxxxxnxxxxxixmx

xxxxxixxxxxxxxxxxxxxxixxxxxxxxnxx

xxxxxxxxxxxxxxxxxxxxxxxxxx

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxhxxx

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

XXX   xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxxxxxxxxxxxxx

</div>

Hanging Paragraphs **Note:**

For hanging paragraphs, the most commonly used line spaces are single and one and half. The space in between paragraphs is the same with that of indented paragraphs.

Use the tab to get the indentation you require.

Go through the presentations once again and practice as you read through. Should there be any problem, go through it again and ask your facilitator questions.

4.0   CONCLUSION

To achieve a well set paragraph, determine the line spacing you wish to use and where each line of the paragraph should begin. Remember there are three main types of paragraphs - blocked, indented and hanging. The type of document you are typing may also serve as a determinant of the type of paragraph to use.

5.0   SUMMARY

Paragraphs help to determine the idea in a text and therefore are set out into make readers have a good understanding of the text. The three types of paragraphs begin in different ways. All lines of typing in a blocked paragraph begin from the left hand margin; the first line of typing in an indented paragraph is indented five spaces to the right while the first line of typing in a hanging paragraph begins from the left hand margin and the subsequent lines in the paragraph are typed five spaces to the left.

6.   TUTOR- MARKED ASSIGNMENT (TMA)

Exercise I

The ability to speak effectively is nowhere put to a more rigorous test than in a meeting. The following rules-of-thumb illustrate areas involving such skills:

Listen first Each meeting develops its own climate. Its temperature may become boiling or frosty. where sympathies or antipathies lie By~~listening~~ and waiting, you will be able to assess not only the general climate, but also the moods and attitudes of individuals. Test the temperature first, before diving in!

See where the land lies Most meetings tend to comprise sub-groups or caucuses allied to achieve common objectives. While speaking or providing feedback, others may reveal.

Timing

If your contribution is to be important, then timing the moment to speak is all-important. Personal judgement is effective here to perceive when a developed argument proposed by another is falling, or when the ground has been prepared and participants are sympathetic or amenable.

Type the above text in:

1.   Indented paragraphs

2.   Hanging paragraphs

Exercise II

Type the following in blocked paragraphs

We can supply large prints, and we should be pleased to arrange a sitting at short notice when convenient to you.//May we also mention that we offer a service for NP business men which is both efficient and complete in every way. We will be pleased to show you numerous pictures which show clearly the eye-catching style presented by our photographers. We enclose a list of firms that employ us and for whim we have produced many advertisements for industrial magazines. // Transfer NP Travel, our branch in high street, can help you in a UC number of ways to solve your travel and transport queries. In these days when time seems to be the most important commodity of all, you can depend on Transfer Travel to deal with all your arrangements. Just telephone Sean Gallagher and he will use both his own and his staff's time in dealing with the hundred and one irritating little things that crop up, but which are best resolved by the expert who has made the whole subject his own intimate profession. Should you wish to do business with a country with which you are not in touch, our agents will be pleased to help you with advice and contacts. We understand that you will be leaving this country shortly to take a job overseas, and thought that your friends and family might like an up-to-date photograph of you before you leave.

7.   REFERENCES/FURTHER READINGS

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UNIT 4: HEADINGS CONTENTS

1.0   Introduction

2.0   Learning Outcomes

3.   Main Content

      3.1   Main Headings

      3.2   Sub Headings

      3.3   Side Headings

      3.4   Paragraph Headings

      3.5   Shoulder Headings

      3.6   Headings in Spaced Capitals

4.   Conclusion

5.   Summary

6.   Tutor- Marked Assignment (TMA)

7.   References/Further Readings

1.0   INTRODUCTION

Headings are used as caption for readers, and therefore need to be well structured and displayed to appeal to the reader. *Have you ever been attracted to a story because of the caption?* Or *you were attracted to buy a particular textbook or novel because of the title?*

If yes, that tells you the importance of captions. Captions are so important that we should be particular about their structure and the way they are displayed.

Headings also serve vital role when sorting documents in the office. It is the heading that is used to determine what document should go where. Therefore a document that is wrongly headed or has a wrong display of its heading may be wrongly placed; which may affect the decision to be taken on such document.

It is therefore important that you ensure that the headings of all your typed documents are well structured and displayed if they must get the required attention.

2.0   LEARNING OUTCOMES

At the end of this unit, you should be able to:

•   Identify different types of headings

•   Type different types of headings

3.0   MAIN CONTENT

The following are the common types of headings used:

   Main headings

      Sub headings

   Side headings

Paragraph headings

Shoulder headings

Headings in spaced capitals (caps)

3.1 Main Headings

Main headings are the headings that carry the main idea of what the document is all about. A main heading may be blocked or indented; it all depends on the required style. With the blocked style, the heading is typed and flushed to the left-hand margin but if it is indented the heading is typed to center on the typing line or the paper. A main heading may be typed with capital letters, with or without an underscore. But if the heading is bold, do not underscore. "Bold" and "underscore" perform the same function of emphasis. E.g.
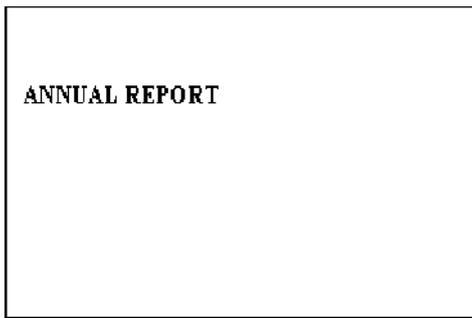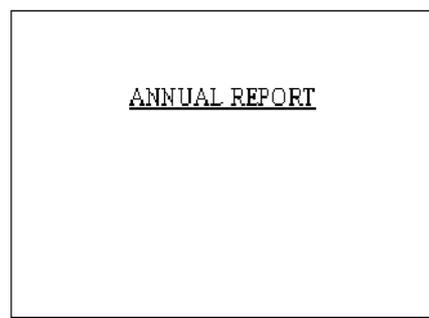
Blocked style   Indented style

To centralise the heading, do the following:

•   Type the text

•   Highlight the text

•   Click on the centralised short cut icon on the menu bar
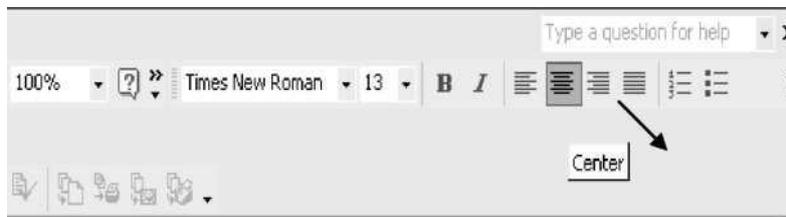
and it will automatically centralise the text.

3.2   Sub Headings

Sub headings are usually typed after the main heading. Sub headings are expressions within the main headings. Give one clear space between a sub heading and the main heading. The style used in typing the main heading determines the style to be used for sub headings. For example,. if the blocked style is used for the main heading, it means the blocked style will also be used for the sub headings. Sub headings could be typed in capital letters or in initial capitals. See the following example.

<u>CREATING WEALTH</u>

A----   One-clear space

<u>The Grass Roots</u>

       Blocked style

CREATING WEALTH

One-clear   space
    The Grass
    Roots   Indented style

3.3   Side Headings

Side headings are typed on the left-hand side of the paper while the contents are typed on the right hand side. Give two or at most five clear spaces between the heading and the content. Where there are several headings to type, use the heading with the longest line to determine the space to be left for the headings. Also, where you have a long heading to type, use your own discretion to break the line to run through the following line.

General	Contains the document's file information, including the date and time you created, last modified, and last accessed the document.
Statistics	Tracks the document's numeric statistics, such as character, word, and page counts, and total amount of editing time consumed for the document.
Spell Checker	Checks your spelling either as you type or for your entire document at once.
Grammar Checker	Checks your grammar either as you type or for your entire document at once.

From the box above we can see there are four headings - General, Statistics, Spell Checker and Grammar Checker. Counting the strokes on each of the headings, General is 7, Statistics 10, and Spell Checker 13. Grammar Checker occupies two lines because of its length, but should we consider the spaces, we will choose the longer of the two lines which is "Grammar"; it has 7 spaces. These strokes represent the number of spaces required for

typing. Talking about the number of spaces required, the longest heading - Spell Checker has to be considered to determine the space between the headings and the contents. Do not allow the heading to occupy too much space since you have more to type on the right hand side than the left. Once the spaces to be left between the heading and the content have been determined, use tab to set stops for the beginning of the content.

SELF ASSESSMENT EXERCISE BREAK

Try what you have learnt so far in your computer. How did you find the practice? Practice several times before you continue, to ensure proper mastering.

3.4   Paragraph Headings

Paragraph headings form part of the paragraph. After typing the heading, you may end it with a full stop or colon. Give two or at most five spaces between the heading and the content. The heading may be typed in initial capitals or in capital letters. The heading may or may not be underscored. But you must not underscore when the headings are typed in bold letters.

E.g.

THE PAGE LAYOUT

If you want to view your document exactly the way the document will print, select the page layout view. The page layout view shows any details, such as headers and footers, and shows you where page breaks occur.

Or

THE PAGE LAYOUT

If you want to view your document exactly the way the document will print, select the page layout view. The page layout view shows any details, such as headers and footers, and shows you where page breaks occur.

Or

The Outline View

This gives you true expandable and collapsible views of your document in outline form. If you prefer to write an outline, you can use word predefined heading styles to create your document's outline, and then expand the outline when you're ready to add detail.

Or

The Outline View

This gives you true expandable and collapsible views of your document in outline form. If you prefer to write an outline, you can use word predefined heading styles to create your document's outline, and then expand on the outline when you're ready to add detail.

3.5   Shoulder Headings

Shoulder headings are typed one clear space above the contents. The headings could be typed in initial capitals with an underscore or in capital letters with or without an underscore or in bold letters without an underscore.

E.g.

THE PAGE LAYOUT

If you want to view your document exactly the way the document will print, select the page layout view. The page layout view shows any details, such as headers and footers, and shows you where page breaks occur.

THE OUTLINE VIEW

This gives you true expandable and collapsible views of your document in outline form. If you prefer to write an outline, you can. Use word predefined heading styles to create your document's outline, and then expand the outline when you're ready to add detail.

How do I differentiate between initial capitals and capitals?

Capitals. *All letters are typed in capitals.*

E.g. **THE OUTLINE VIEW**

Initial Capitals. The first letter in a word is typed in capital while others are typed in small letters .E.g. The Outline View

3.6 Headings in Spaced Capitals (CAPS)

Some times headings are typed in spaced capitals either because the heading is too short or for emphasis. To type a heading in space caps means leaving one space in between letters and three spaces between words. E.g. E X I T I N G W O R D. Headings typed in spaced caps may or may not be underscored.

NOTE: HEADINGS WITH MORE THAN A LINE **MUST** BE TYPED IN SINGLE LINE SPACING TO SHOW THAT THEY ARE TOGETHER AND PROPER ALLIGNMENT MUST BE MADE. .

E_g.

MANAGING DOCUMENTSAND CUSTOMISING WORD

4.0 CONCLUSION

We have discussed six different ways of presenting headings. The most important thing that concerns us is the display pattern. We should be able to display the skill of appropriate display each time we type. Our headings should not be placed haphazardly, rather they should be orderly.

5.0 SUMMARY

There are six major ways of presenting headings in a document -The main heading, sub heading, side heading, paragraph heading, shoulder heading and headings in spaced capitals. Each of these headings has its peculiar way of display and is applicable at different times. It is important for you to know when each can apply.

6.0 TUTOR- MARKED ASSIGNMENT (TMA)

Type the following Visual Thinking

Preparation for a multimedia script is a process of visual thinking or visualisation. The dictum is - "Think Visually". In order to think visually, you need to create an overall conceptual design of the programme that you are planning to make. Creation of mind maps of the content area is a good first step. However, the words in the mind map must synchronise graphically. When you have an idea, consider relating it to some graphics and see how the idea can be represented graphically.

The process of visualisation is basically section, creation, and editing of images into a meaningful sequence. In reality it takes a lot of practice to "see" the programmes to be

developed successfully.

The Scriptwriting Process

The scriptwriting process has the following stages:

Programme idea: The programme idea needs to be discussed vis-a-vis the strength of multimedia. You must ask at this stage: why is it necessary to have a multimedia programme for this particular idea?

Programme brief: At this stage, the programme idea needs to be expanded to include the title, target audience, objectives of the programme, content outline, etc. A rationale for the multimedia programme and project beneficiaries is useful, if included in the programme brief.

Research: Planning and carrying out a thorough research on the topic of the programme idea and the target audience will be useful in designing the multimedia. Identifying relevant graphics content and experts on the programme will be useful to consult and select appropriate content.

Identify and select content elements: Having done the research, it is appropriate to develop the best way or a sequence to deliver the message. Though multimedia provides the user with a hypermedia navigation opportunity, it is important to have a "'default' sequence. The content elements can be visualized in terms of text, audio, video, graphics animation, etc.

Interface design and layout: The interface design is one of the most creative stages of scripting for multimedia. Here, the look and feel of the programme needs to be decided. While deciding on this, it is important to keep in mind the target audience's choice and the nature of the topic.

There can be so many ways of designing the interface depending on the creativity of the designer. However, it is essential to decide on one layout design in the beginning and stick to that for uniformity and also for the reason that the learners will not appreciate a different layout for all different screens of the multimedia programme.

Preparing the storyboard: The storyboard is a detailed shot-by-shot or screen-by-screen description of the programme on a sheet of paper or card. The storyboard forces the scriptwriter to think in terms of multiple media use in a multimedia programme. It is also a blueprint for action that can be given to a multimedia designer to execute as depicted in the storyboard. It allows the working of different groups of people in the same project developing different components of it with similar design and compatibility. We will now present to you a systematic approach to preparing a storyboard for multimedia.
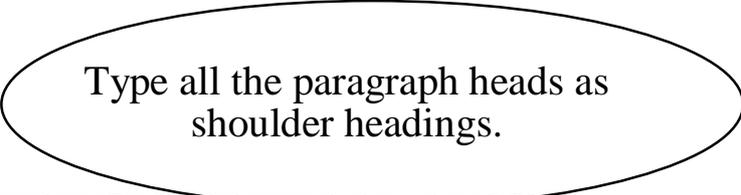
Type all the paragraph heads as shoulder headings.

7.0 REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding Skills on Children, Type-to-learn Software vs Covers. Retrieved on24th May, 2020 from Keyboarding.research.org.

Byers, E.M., Aronvey, A. &Zahran, J. (2015). Teaching and Learning Keyboarding. Valdostat University, USA.

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UNIT 5: FORMATTING AND OTHER FUNCTIONS

CONTENTS

1.0   Introduction

2.0   Learning Outcomes

3.0   Main Content

4.0   Conclusion

5.0   Summary

6.0   Tutor- Marked Assignment (TMA)

7.0   References/Further Readings

1.0   INTRODUCTION

In the last two units we discussed paragraphs and headings. The purpose was to ensure that our documents are set out in an attractive manner. This takes us to formatting and other functions that can make our documents more presentable. There are different ways of presenting documents, and there are functions provided to make this a success. This unit is designed to educate us on how to use these functions in achieving our aims.

2.0   LEARNING OUTCOMES

At the end of this unit, you should be able to:

•   Format simple documents

•   Apply the different functions required in formatting

3.0   MAIN CONTENT

Formatting means choosing a style with which a document could be displayed. There are different styles of typing. In typing a document the typist has to choose a desired style to display or present the document. It could also be seen as the way in which we want our document to appear. The following are the different types of formatting.

•   Simple character formatting; e.g. underline, bold, italic etc.

•   Special character formatting; e.g. font colour, colourize the document background, subscript, superscript, strike through, double strikethrough, shadow, outline, emboss, engrave, small letters, capital letters, hidden, etc.

•   Paragraph formatting

Simple Character Formatting; e.g. underline, boldface, italicise your text. To achieve this, click on edit on the menu bar and from the drop down menu click on the format you desire. You could also use the short cut keys. Press ctrl + B for bold, ctrl + L for italics and ctrl + U for underscore. Press one of the short cut keys before you type the text you want to format. When you want to stop formatting press the same short cut key to turn off the formatting.
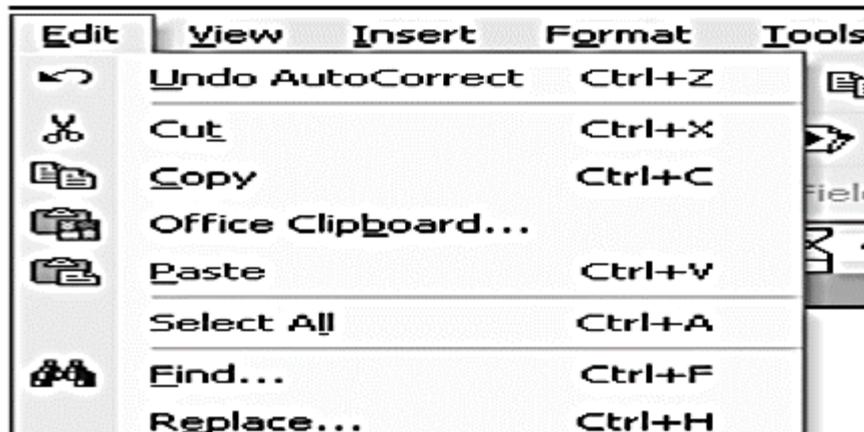

Go through Unit 2 of this module once more to refresh your memory on this. Remember to always highlight the text before you click on "edit" in the menu bar; if not the required function will not be highlighted.

Special character formatting; e.g. font colour, colourize the document background, subscript, superscript, strike through, double strikethrough, shadow, outline, emboss, engrave, small letters, capital letters, hidden etc.

- Font colour
- Colourize the document background
- Subscript
- Superscript
- Strike through
- Double strike through
- Shadow
- Outline
- Emboss
- Engrave
- Small cap
- All caps
- Hidden

To achieve any of these, click on "format"; from the drop down menu click on "font". Again

from the dropped down menu click on the option you require.
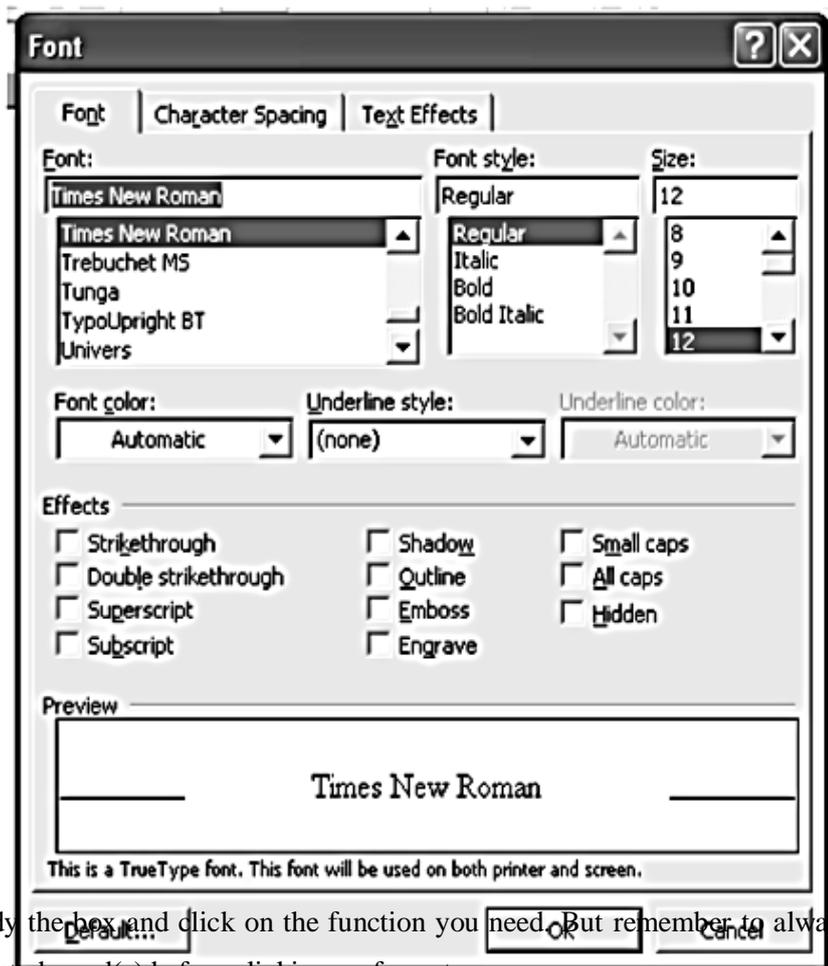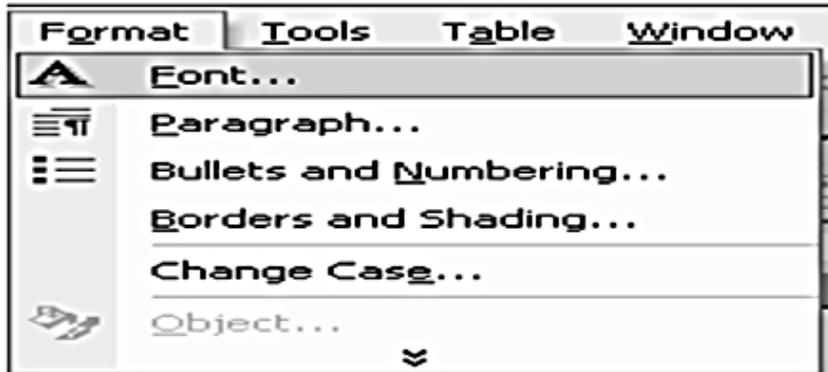
Study the box and click on the function you need. But remember to always highlight the affected word(s) before clicking on format.

Stop for a while and try your hands on what you have just studied. Did you understanding it? Do not rush over it, study it carefully and you will achieve your aim.

Paragraph Formatting

Part of paragraph formatting has been discussed above in addition; justification of text may

apply as stated below:

- Left-justification
- Right-justification
- Center-justification
- Full-justification

To justify text do any of the following:

1. Click on format, paragraph and indent and spacing and select the one you require from alignment using the scroll button.
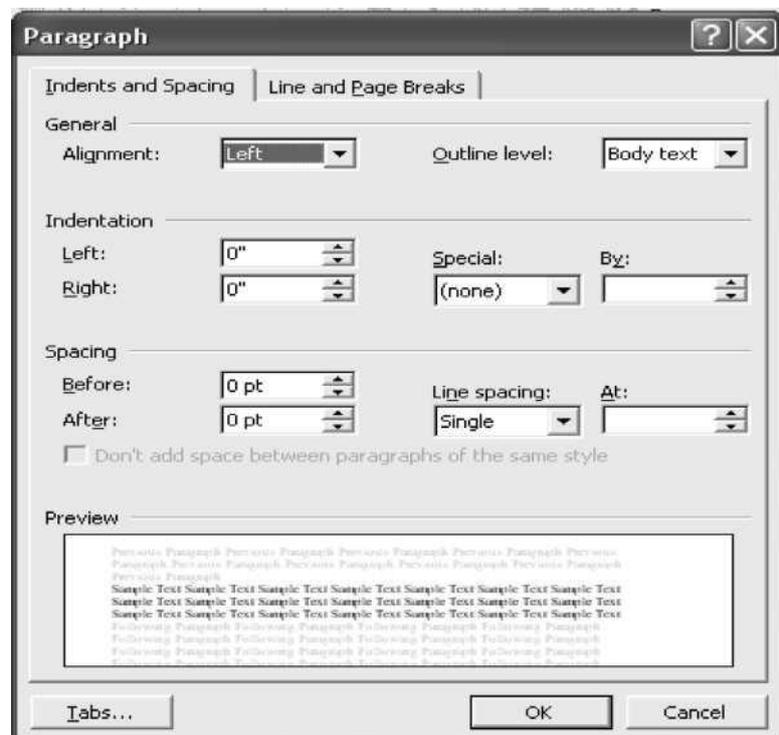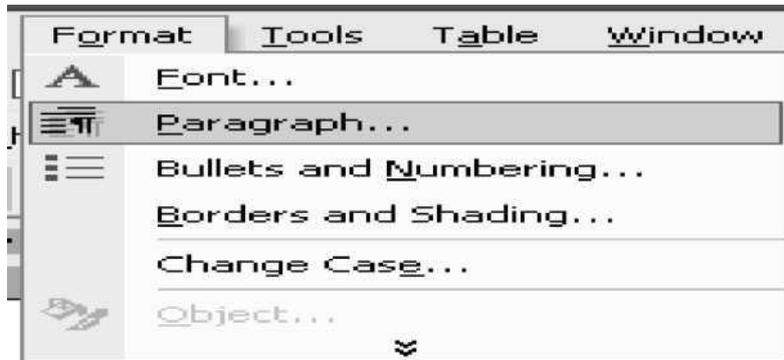

Justify

When you click on justify, all the lines of typing will flush at both left and right hand

Drop down menu from alignment

2. Use the short cut in the menu bar:
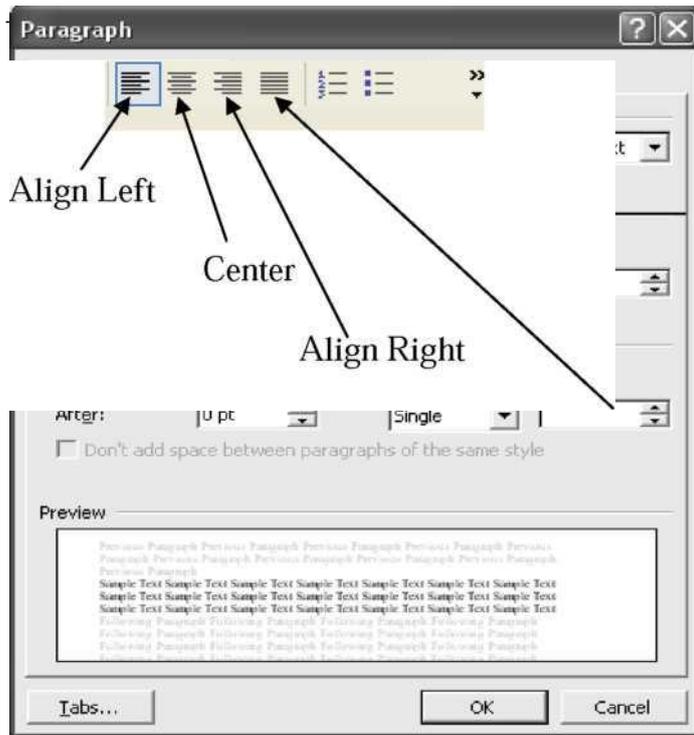
margins.

E.g.

Paragraph A

In a class the class teacher wanted the class to participate in one of the pupil's birthday celebration. The said pupil was absent from school on account of ill health. The teacher then asked: "When is Yetunde's birthday?" Abu answered and said it was 6th of March 2007 but Maria disagreed, saying Abu was not right, because he did not know the exact date. Nobody knew the date.

Paragraph B

In a class the class teacher wanted the class to participate the birthday of one of the pupils who was absent from school on account of ill health. The teacher then asked: "When is Yetunde's birthday?" Abu answered and said it was 6th of March 2007 but Maria disagreed, saying Abu was not right because he did not know the exact date. Nobody knew the date.

In the two paragraphs above, you will observe that paragraph A has a better line ending. All the lines of typing in paragraph A are aligned at both left and right, this shows the paragraph is justified. But in paragraph B, the lines of typing only align on the left and do not align on the right. Always justify your document, it presents a better appearance.

Click on this to get more short cut icons. After clicking, a dropped down menu will appear thus:
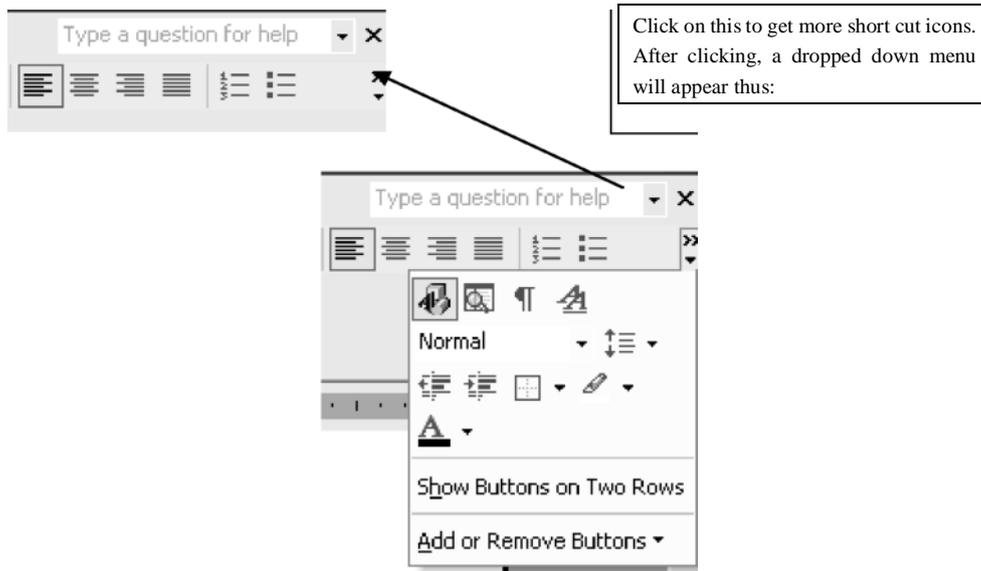
Select as appropriate.

Drop Cap

To achieve this, type the word, highlight the letter you intend to drop, click on format, from the drop down menu, click on "drop cap". See below:

1. Type the word e.g. Man
2. Highlight the letter e.g.
3. Click on format, from the drop down menu, click on drop cap.
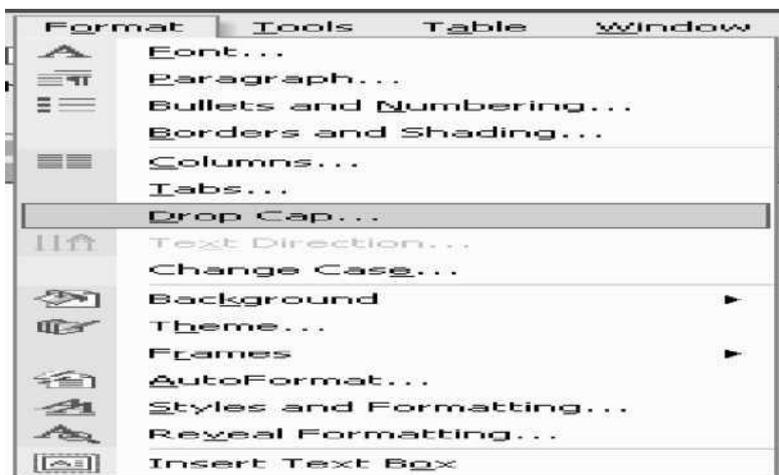
4. As you click on drop cap, the following dialog box will appear:
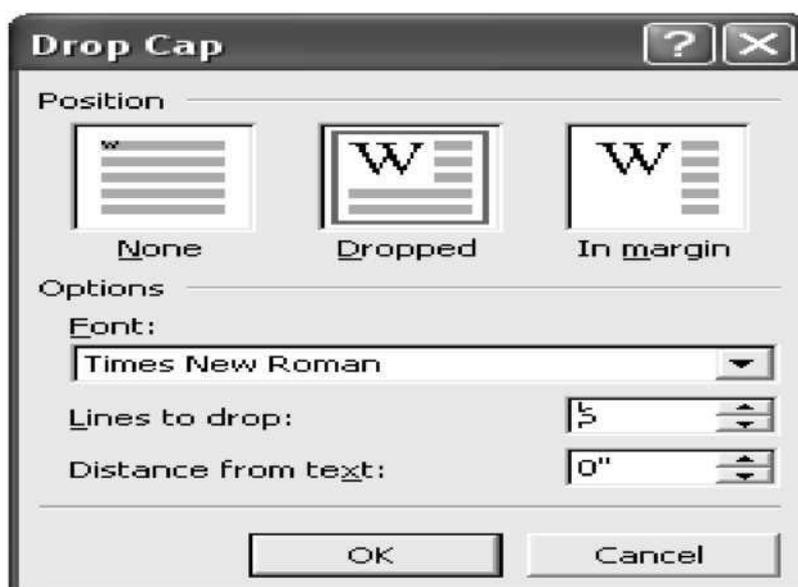
In the box, identify "position" and "option". Under position you have "none", "dropped" and "in margin". Click on none when you do not want drop cap; click on dropped when you want a letter to drop and click on in margin when you want the letter to be in margin. Under "options", there is "font"; click on the scroll button and choose the font type you require. Under "font" there is "lines to drop". Use the scroll button to indicate how many lines you wish the letter in question to cover. For the "distance from text" indicate how far the said letter should be from the text. See the following example:

P politics would have been cherished by everyone in the nation, but the way politicians take it is what make most people to refer to it as a dirty game. For example, a politician always fails torecognise the good his opponent has done. Instead of facing facts they deceive. Even when you notice the deceit in them, they argue with you.

Auto Text Entries

Follow the following procedure:

1.   Type and format the text you want to add to the auto text entries.

2.   Select the text.

3.   Select insert/auto text/auto text. Word displays a dialog box.
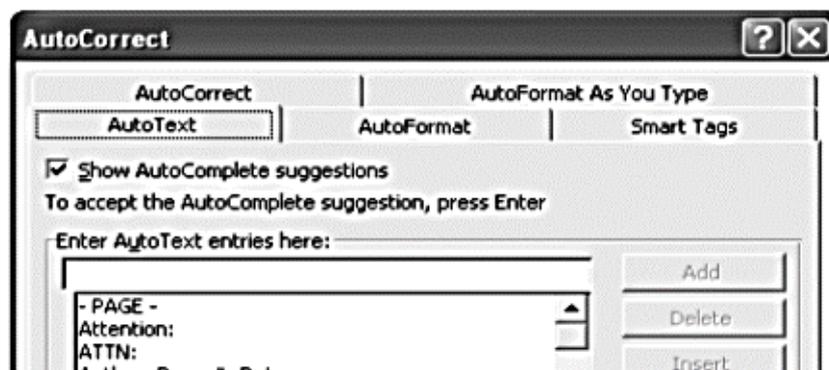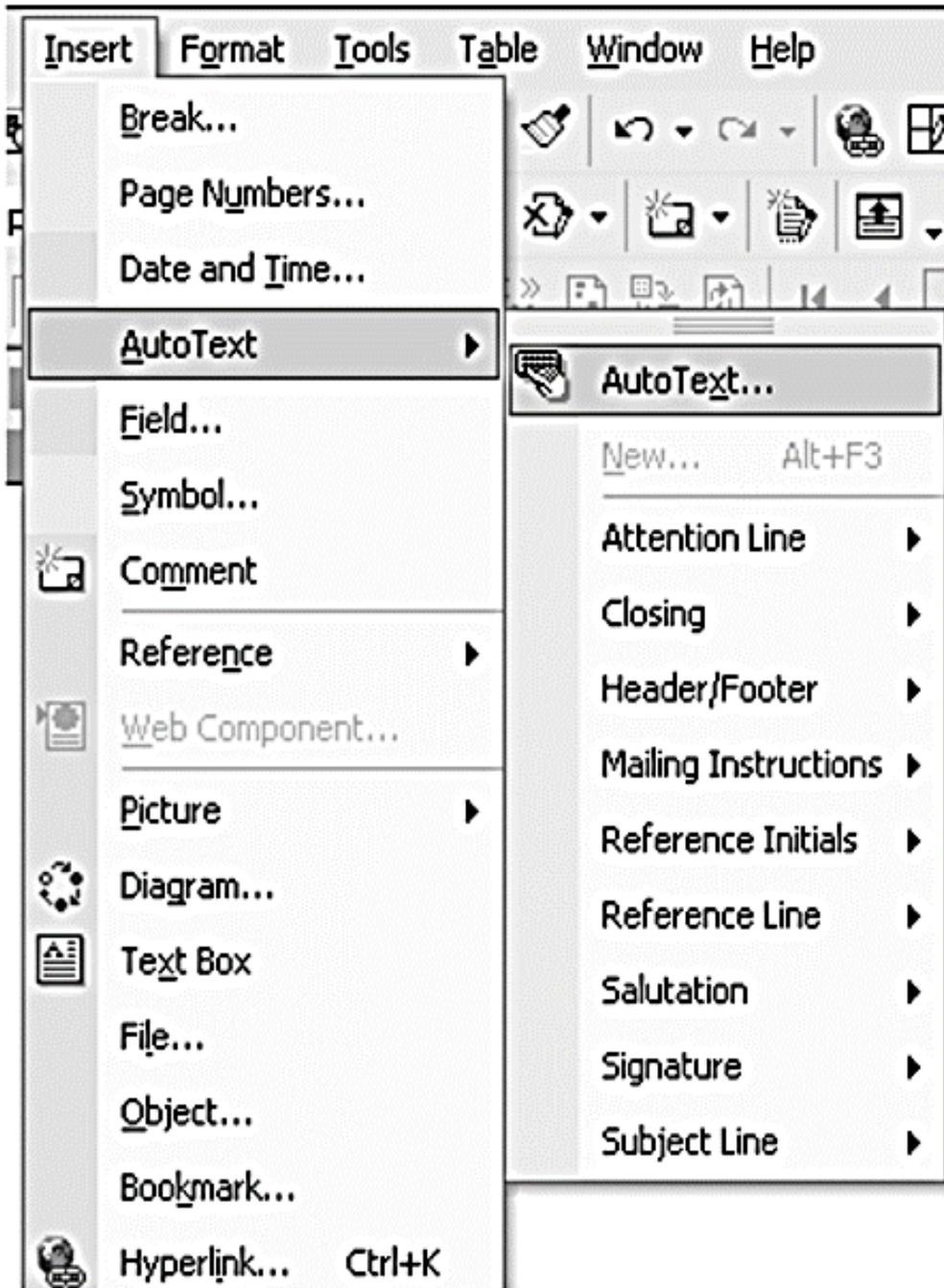
Where you have auto text entries in the box, type in the new word you want to add and click on add and ok. With this, each time you need to use the word, you may not need to type it. You could instead use the insert auto text by clicking on the word among the auto text.

4. Type and abbreviate for the auto text entry in the field labeled. Enter auto text entries here.

5. Press enter.
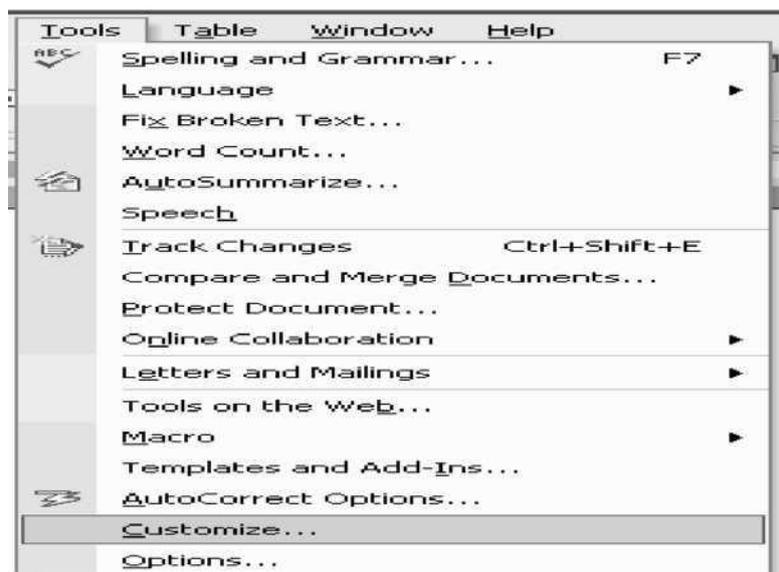
Customize: If you don't like the way Word does something, you can customize Word to act the way you want. The tool menu contains options that let you customize Word.

Customize

Toolbars Commands j Options |

To add a command to a toolbar: select a category and drag the command out of this dialog box to a toolbar.

Categories: Commands:

File		New...
Edit		New
View		New
Insert		New Web Page
Format		New E-mail Message
Tools		
Table		
Web		
Window and Help		
Drawing		

Selected command:

Description   Modify Selection ▼
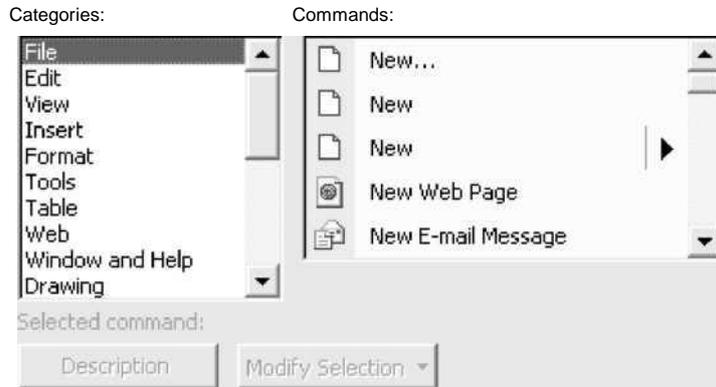
Save in: Normal   Close

J3j =<

Customize lets you change the layout of Word toolbars and menus.

Options let you control the behaviour of most of Word's automatic and manual editing features

Options

Security | Spelling & Grammar | Track Changes
User Information | Compatibility | File Locations
View | General | Edit | Print | Save

Save options

☐ Always create backup copy   ☐ Prompt for document properties
☐ Allow fast saves   ☐ Prompt to save Normal template
☑ Allow background saves   ☐ Save data only for forms
☐ Embed TrueType fonts   ☑ Embed linguistic data
   ☐ Embed characters in use only
   ☑ Do not embed common system fonts
☐ Make local copy of files stored on network or removable drives
☑ Save AutoRecover info every: [10] ↕ minutes
☑ Embed smart tags
☐ Save smart tags as XML properties in Web pages

Default format

Save Word files as: [Word Document (*.doc)] ▼
☐ Disable features introduced after: [Microsoft Word 97] ▼

OK   Cancel

Note: You may not need to use these options except when it is essential for you to do so.

Special Characters

Symbols are special characters that don't always appear on your keyboard. To insert a special symbol, select "insert/symbol" to display the symbol dialog box. If you don't see the symbol you want to insert, select a different font from the font drop-down list. Many fonts, such as wing dings, supply special symbols from which you can choose.
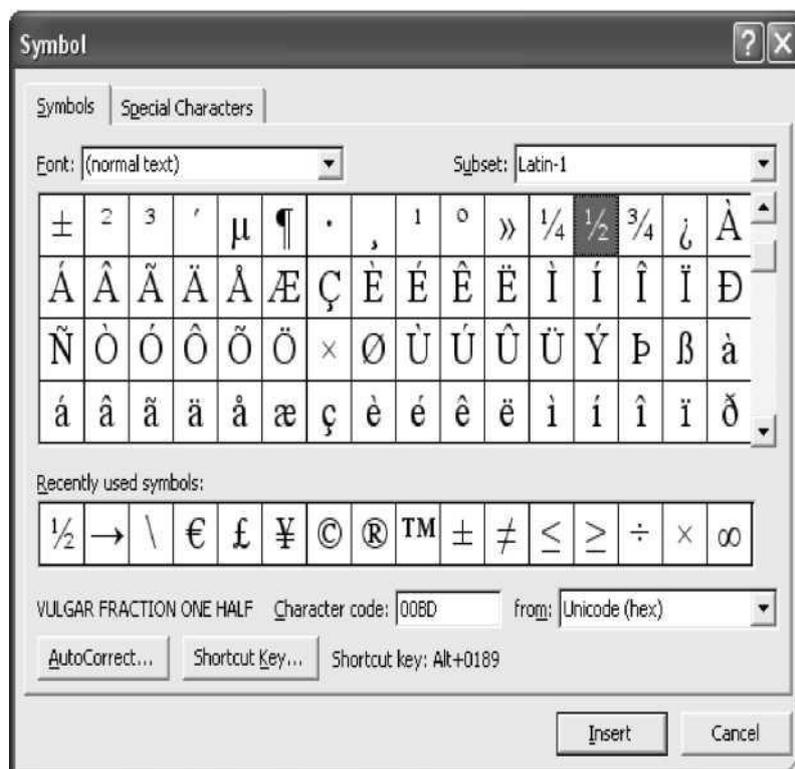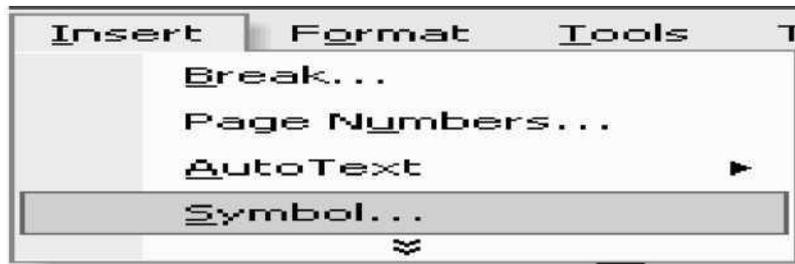
From the box, click on what you need and click on "insert" and the symbol will automatically be inserted where you place the cursor.

If you need to insert a particular symbol often, add that symbol to the auto correct table. Click on the auto correct button to see the auto correct dialog box, type the auto correct entry that you will use to produce the special symbol, press enter, and you would have created the auto correct entry for that symbol. You can also assign a short cut key to any symbol; such as alt + shift + S, press enter.

Additional Insert

• You can insert date and time. Select Insert/Date and Time.

- Insert Page Numbers. Select Insert/Page Numbers

You can insert a comment. A comment does not print but does show up on your screen highlighted in yellow so you're sure to see it. You can read or remove the comment whenever you want. To insert a comment in your text, select insert/comment. When you type your comment and click on close, Word attaches the comment to your text and indicates the comment by highlighting the anchor text in bright yellow and inserting the comment name inside square brackets. Subsequently, when you edit your document, you will see the comment in yellow. If you right click on the comment, Word pop-up lets you edit the comment, or it deletes the comment from the text.

Using the Spell Checker: Word helps in checking spelling and grammar as you type.

A red wavy underline suggests a suspicious spelling problem:

Womin

A gray wavy underlines suggest a grammar problem:

Edit

When you see a red wavy line, you can correct the problem in any of these ways:

- Edit the misspelling.
- Right-click on the misspelling to display the pop-up menu. You can select from the suggested options.

To check for miss-spelt word(s) apart from the method stated above, you may do this: click on tools and click on spelling and grammar.
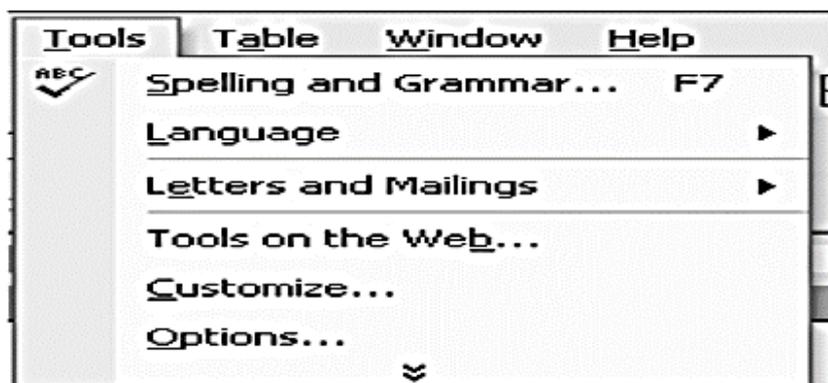
Using the Thesaurus:

The Thesaurus helps to check for synonym (a different word whose meaning is similar). To see a list of synonyms, select a word and select tools/language/thesaurus (or Press Shift + F7). Word displays the thesaurus dialog box.
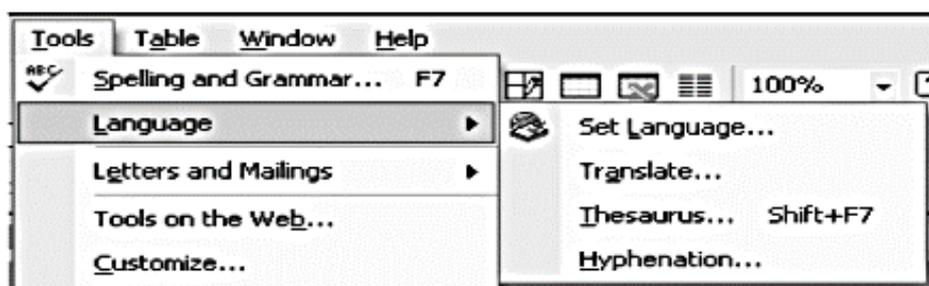
Note:

It is not all errors that the computer can detect through advanced proof reading. There are errors that need to be corrected manually; such as display, transposition of words and inconsistency in spelling e.g. British or American or native.

Using Automatic Hyphenation: To automatically hyphenate your document as you type, select tools/language/hyphenation to display the hyphenation dialog box. The hyphenation zone lets you determine the amount of space between the end of a line's last word and the right margin. A higher value reduces the number of hyphens that Word adds.

To manually hyphenate your document after you have created it, do the following;

    a) Select tool/language/hyphenation

    b) Click on manual
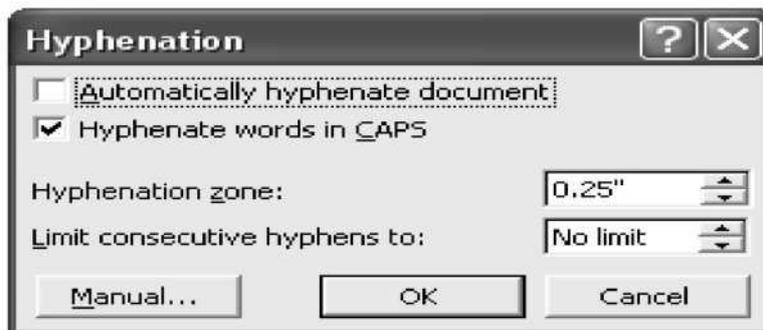
To manually hyphenate your document after you have created it, select tools/language/hyphenation and click on manual.

Word prompts for your approval at each hyphen location. If you want to stop Word from

Manual Hyphenation: English (U.S.)

Hyphenate at: | in-struc-tion

Yes   No   Cancel
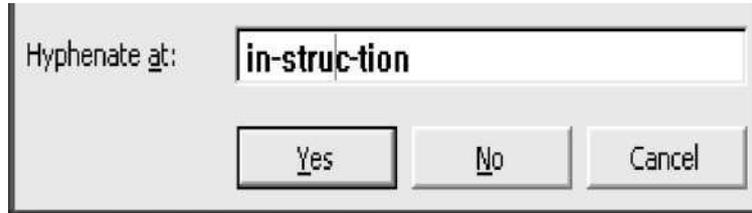
hyphenating particular paragraphs, select those paragraphs, then select format/paragraph, click on the line and page breaks tab, and check the don't hyphenate option.

Did you stop at each stage to practice what you have learnt in your computer? If no, go

through once more and practice. If yes, go through again and ensure mastery.

4.   CONCLUSION

Know what you want and it will aid you to know how to get it. There is no sure way of using these functions other than working with them; therefore create time to practice and master them. When you do not understand it; slow down the pace of reading and study line by line with practice.

5.   SUMMARY

There is no way we type documents without formatting and using some special functions. The type of formatting that are often used in documents include paragraph formatting, formatting with styles, drop caps, auto correct; and for functions we have spell checker, grammar checker, thesaurus and hyphenation.

6.   TUTOR- MARKED ASSIGNMENT (TMA)

Write brief note on the following:

1.   Drop Caps

2.   Auto Correct

3.   Thesaurus

4.   Hyphenation

5.   Grammar checker

7. REFERENCES/FURTHER READINGS

Anna. C., Deryl, & Antti, F.O. (2016). Increasing Touch- Keyboarding   Skills on Children, Type-to-learn Software vs Covers. Retrieved   on24th   May, 2020 from Keyboarding.research.org.

Byers, E.M., Aronvey, A. &Zahran, J. (2015). Teaching and Learning Keyboarding. Valdostat University, USA.

NCCE, (2016). List of Colleges of Education in Nigeria. Retrieved on 24th May, 2020 from www.ncceonline.edu.ng

Schorey, P (2015) "Eyes Up" Teaching Students not to look at their fingers or keyboard while typing.   Retrieved on 24th May, 2020 from www.google.com/typinghomeblog.