Code # BU09

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

|  |
| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| J.K. Sinclaire 10/3/2013 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| John Robertson 10/3/2013 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

CIT 3103

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Keyboarding for Educators

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only.

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

This course is designed to provide future teachers with the knowledge and skills required to effectively teach keyboarding.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

There are no prerequisites beyond the College of Business lower level prerequisites that apply to all upper level classes in the College of Business.

b. Why?

Enter text...

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Email Address, Phone Number)

Dr, Ralph Ruby, Jr.

OFFICE: COB 419C

PHONE: 870.819.1770

EMAIL: [rruby@astate.edu](mailto:rruby@astate.edu)

11. Proposed Starting Term/Year

Spring 2014

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? No

If yes, what course?

Enter text...

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course is designed to provide future teachers with the knowledge and skills required to effectively teach keyboarding.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

This course introduces the BSE student to the methods and materials of teaching one of the business technology courses that is commonly taught in K-12 schools.

c. Student population served.

BSE in Business Technology students.

d. Rationale for the level of the course (lower, upper, or graduate).

The course is an upper level course because the material covered is specific rather than general, and because students are required to show a significant amount of initiative to successfully complete the course.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Keyboarding for Educators**

**CIT 3103 COURSE SYLLABUS**

**INSTRUCTOR: Dr, Ralph Ruby, Jr.**

**OFFICE: COB 419C**

**PHONE: 870.819.1770**

**EMAIL**: [**rruby@astate.edu**](mailto:rruby@astate.edu)

**REQUIRED TEXT:**

***Teaching Keyboarding,* (3rd Ed.) by Gary N. McLean, Delta Pi Epsilon, 1995**

***Keyboarding Methodology Instructional Guide for Teachers and Administrators*,** 130 pages– Commonwealth of Virginia, Department of Education, Office of Career and Technical Education. [PDF file] [**http://www.displaystands4you.com/InstructionalGuide.pdf**](http://www.displaystands4you.com/InstructionalGuide.pdf)

**REQUIRED READINGS:**

**The Case For Teaching Texting**

<http://www.guardian.co.uk/teacher-network/2011/sep/19/texting-language-teaching-resources>

**Teachers Bring Text Messaging to the Classroom**

<http://www.edtechmagazine.com/k12/article/2012/01/teachers-bring-text-messaging-classroom>

**10 Reasons Schools Should Teach Text Speaking**

<http://theinnovativeeducator.blogspot.com/2011/10/10-reasons-schools-should-teach-text.html>

**COURSE OVERVIEW:**

This course is designed to provide future teachers with the knowledge and skills required to effectively teach keyboarding. Included in the teaching of keyboarding is the touch method and skill building. This course is designed to provide future teachers with the background and content knowledge and methodology to effectively teach each of these topics as well as planning for and developing course content and standards.

**COURSE OBJECTIVES:**

Upon completion of this course students should be able to complete the following:

1. Define keyboarding and explain its function within the curriculum.
2. Describe methods and criteria for determining keyboarding course content and methodology.
3. Develop a course outline appropriate for any keyboarding course at the elementary, middle school, secondary school or collegiate level.
4. Develop a grading plan and appropriate standards for any keyboarding course at the elementary, middle school, secondary school or collegiate level.
5. Describe valid methods of determining approaches to teaching keyboarding.

6. Describe and provide rationale for appropriate methods of introducing

and teaching the keyboard.

7. Describe, provide rationale for, and apply appropriate methods of keyboard skill building.

8. Develop, describe, provide rationale for, and apply your own appropriate methods of presenting the 10-key number pad.

10. Describe, use, and critique methods of evaluating straight-copy timed writings and methods of evaluating production tasks.

11. Describe the relationship between straight-copy and production keyboarding and the implications for instruction.

12. List criteria to be used in selecting instructional materials; apply the criteria to recommend specific instructional materials.

13. Describe the factors to be considered in designing keyboarding activities.

14. Make recommendations regarding the purchase and maintenance of equipment and/or software.

15. Make recommendations for learning environment layout.

16. Describe incidental learning and language development possibilities within the keyboarding classroom and other possible environments.

17. Integrate composition and non-typing skills in the keyboarding course.

18. Trends

**EVALUATION AND GRADING PLAN:**

Evaluation of students will be based on the following point structure:

Assignments, homework, quizzes, in-class activities: 50 points

Course Outline: 100 points

Grade Management Project: 100 points

Lesson Plan and Teaching Demonstration: 100 points

Portfolio: 50 points

Final Exam: 100 points

Total points available: 500 points

**GRADE STRUCTURE**

The grading structure for this course will be based on total points and the following percentages:

90-100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

BELOW 60% = F

**COURSE OUTLINE:**

Select one semester from any keyboarding course. Outline the content of that course. Be sure to include descriptions of the following MINIMUMS for your plan:

1. **Introductory information**:

Grade level, semester taught, prerequisites, required or elective course, number of semesters of keyboarding taught at this school, etc.

1. **Objectives:**

List the specific course objectives (instructional goals).

1. **Outline**:

List the topic outline devotee to each topic.

1. **Standards**:

List the standards.

1. **Grading**:

Identify the grading plan.

1. **Additional information**:

include any additional information you feel is necessary to adequately outline the course. This could include anything from textbooks, resources, or other materials required for the course to additional course policies and procedures.

**LESSON PLAN, TEACHING DEMONSTRATION, AND CRITIQUE:**

Each of you will be required to make one 25-minute teaching demonstration.

A lesson plan for a 50-minute period must be developed before this demonstration. You need to dress professionally as a business technology teacher for the demonstration. In addition, as student participants of your peers’ teaching demonstrations, you will be asked to complete a review sheet for each of their teaching demonstrations.

**PORTFOLIO:**

You are to compile a teaching portfolio of all handouts, readings and materials you have collected during this course. You are expected to include materials in this portfolio that you have found in other sources as well. Additional readings include articles that you have read, photocopied, highlighted, and included in your portfolio within the appropriate sections. These readings are to be taken from as many different sources as possible: journals, monographs, methods textbooks, yearbooks, online, etc. For three of the articles you find or for three of the articles I have given you, you need to provide reviews or abstracts (please put these three together in a section of your portfolio).

Your abstracts should be prepared as follows:

1. Author, title of article, journal number, volume number, date, pages(s)

2. Statement of the article or chapter theme/thesis

3. Summary of key ideas or concepts (8-10 major points)

4. Your reaction to the article. (Was the article well written? Do you agree/disagree with the article? How does this fit in with your own ideas and beliefs on this topic? How are you going to incorporate this concept into your own teaching?) If there is NOTHING valuable in the article, then you need to pick another one!!

All abstracts are to be printed, errors corrected and one page (single-spaced) in length (but be sure to double space between paragraphs). The quality is more important than the quantity—if you need a little more than one page, use it; but do be concise.

**FINAL EXAM:**

The final test will be a comprehensive. You will work on your exam individually and your answers will be reflective of your own thoughts and beliefs about keyboarding, supported by research and experts in the field. Please note—with limited experience, your classmates do not yet count as “experts” in the field and you may **not** use them as sources for your test!

**YOUR ROLE AS A LEARNER:**

This course is designed to help prepare you for your role as a teacher. You will find exacting expectations throughout this course as well as a high level of demands placed on you. However, the course will only be as valuable as YOU make it. You are responsible for taking a proactive role in your learning.

You are expected to contribute to discussions and activities, to ask questions when appropriate, to seek additional information and resources, to share materials and resources with your peers, to provide support and/or assistance to your peers, to provide constructive feedback to your peers, to cooperate and collaborate with your peers, to enhance the learning environment in any way possible.

You are expected to complete your homework assignments and to have your readings completed BEFORE class. As potential teachers, you should realize the importance of being prepared for class—not just being prepared to teach, but also being prepared to learn. As we learn more about the role of the teacher, it is my hope that your own beliefs about education will view the teacher as not

just a disseminator of knowledge, but rather as a Manager of the Learning Environment. We are all learners and we are all teachers.

**TENTATIVE COURSE SCHEDULE:**

**Week 1:** Introduction to Course, Philosophy of Keyboarding.

**What is Keyboarding?**

**Week 2:**

|  |  |  |
| --- | --- | --- |
| Keyboarding  Laptop/Desktop | Keyboarding  Cell Phones | Keyboarding  Tablet |
| Qwerty and Dvorak Keyboards | Multiple Keyboards | Multiple Keyboards  Bluetooth |

**Week 3:** **Continued from Week 2.**

**Week 4:** **A Basis for Decision-Making.**

**Week 5: Content in Keyboarding.**

**Week 6: Methods of Instruction: How Do We Develop Keystroking**

**Skills?**

**Week 7: Methods for Application.**

Relationship between Straight Copy and Production Keying.

**Week 8: How Can We Evaluate and Grade Students Fairly and**

**Accurately?**

**Week 9: Individualization of Learning: How Do We Meet the Needs**

**of EACH Student?**

**Week 10: Teaching Demonstrations.**

**Week 11: Teaching Demonstrations.**

**Week 12: Elementary School Keyboarding.**

**Week 13: Materials for Use in Instruction.**

**Week 14: Software & Materials Analysis and Selection.**

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Course outline, lesson plan, teaching demonstration, portfolio, final exam

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No

20. What is the primary intended learning goal for students enrolled in this course?

After completing this course, the student will be able to develop and teach a keyboarding class.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Teaching Keyboarding, (3rd Ed.) by Gary N. McLean, Delta Pi Epsilon, 1995

Keyboarding Methodology Instructional Guide for Teachers and Administrators, 130 pages – Commonwealth of Virginia, Department of Education, Office of Career and Technical Education. [PDF file]

b. Number of pages of reading required per week: 15-20

c. Number of pages of writing required over the course of the semester: 10-15

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Develop a course outline appropriate for any keyboarding course at the elementary, middle school, secondary school or collegiate level.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Reading, internet research

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Students will submit a sample course outline

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

Describe, provide rationale for, and apply appropriate methods of keyboard skill building.

Learning Activity:

Reading, internet research.

Assessment Tool:

Students will prepare a lesson plan and will make a teaching demonstration.

**Outcome #3**:

Enter text...

Learning Activity:

Enter text...

Assessment Tool:

Enter text...

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

The bulletin can be accessed at http://www.astate.edu/a/registrar/students/

**BTEC 429V. Special Problems in Business Technology** Individual problems in Business Technology arranged in consultation with the instructor, must be approved by the department chair. Special course fees may apply. Demand.

**Computer Information Technology (CIT)**

**CIT 1503. Microcomputer Applications** Students will learn basic computer skills that can be used immediately, throughout college, and beyond. Emphasis on learning basic office applications in word processing, spreadsheets, databases, and presentation graphics. Fall, Spring.

**CIT 2033. Programming Fundamentals** An introduction to Windows programming using Microsoft Visual Studio or a similar integrated development environment. Students learn to write programs using an object oriented programming language and incorporating sequence, selection, and repetition structures. Prerequisite, completion of computer proficiency requirements required. Fall.

**CIT 2413. Word Processing I** Introduction to word processing concepts and applications. Prerequisite, Ability to keyboard. Fall.

**CIT 2523. Telecommunications and Networking Essentials** This course will examine basic networking fundamentals. These include networking media, connectivity, devices, telecommunica­tions protocols, and different networking models. Spring.

**CIT 2543. Keyboarding for Professionals** Covers entry level and advanced level job simu­lations in legal, medical, technical, accounting, and other firms. Prerequisite, Keyboarding I or equivalent. Summer. (ACTS#: BUSI 1103)

**CIT 3013. Management Information Systems** Provides understanding of information needs of management, information technology used by various business subsystems, and how technology can be utilized for competitive advantage. Fall, Spring, Summer.

**NOTE: Satisfying the College of Business computer proficiency requirement is a prerequi­site, AND CIT 3013 is a prerequisite or corequisite for ALL upper-level CIT courses.**

**CIT 3033. Advanced Visual Basic Programming** Second course in Visual Basic programming with emphasis on creating multiple document applications, classes, active server pages, ADO.NET, and reading and writing files. Prerequisite, C or better in CIT 2033. Spring.

**CIT 3103. Keyboarding for Educators.** This course is designed to provide future teachers with the knowledge and skills required to effectively teach keyboarding. Fall.

**CIT 3353. Mobile and Web Applications Development** Development of web and mobile ap­plications from design to deployment. Includes markup, client-side and server side, stylesheet, and related languages, as well as associated development technologies. Prerequisite, programming course with a grade of C or better. Fall, even.

**CIT 3403. Database Management** Enterprise-wide database theory and SQL with the use of industry standard DBMS, such as MySQL, Oracle, or SQL Server. Fall.

**CIT 3413. Advanced Database Management** Extends the coverage of CIT 3403 using a popular DBMS. Topics include client applications, object oriented database development, and data security. Prerequisite, C or better in CIT 3403. Spring.

**CIT 3523. Operations Management** Introduction to the operations function in manufacturing and services. Emphasis on continual improvement of systems for producing goods and services. Prerequisite, ECON 2113. Fall, Spring, Summer.

**CIT 3533. Microcomputer Applications II** Continuation of CIT 1503 to cover topics in the area of operating systems, word processors, spreadsheets, presentation techniques, and PC databases. Prerequisite, CIT 1503 or demonstrated proficiency. Fall.

**CIT 3623. LAN Administration** Covers topics pertinent to the administration of a local area network. Topics include, user management, file management, security, and network printing. Pre­requisite, Computer literacy. Fall.

**CIT 3663. Data Mining** Theory and practice of knowledge discovery in databases (KDD) with emphasis on predictive modeling and model evaluation using computer software such as SAS to perform data mining. Prerequisite ECON 2113 or approval of instructor. Fall - Odd Years.

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