

# Idaho PTE Business Education Course with Essential Learning Outcomes and Learning Indicators

Course Title	INPUT TECHNOLOGIES II (formerly known as Keyboarding/Production)		
SDPTE Course ID	BE 0120	IBED	IBED 12005

A course designed to advance skills in the use of input technologies for original composition and refinement of unarranged or rough draft materials. Emphasis is placed on employability keyboarding skills and productive ability with other forms of input technologies such as voice recognition, handwriting recognition, image and text scanning, and tablet forms of input. Emerging technologies are introduced.

Term	Semester	Preq	BE 0022 / BE 0110
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Notes:

## Career Development CDev\_1: Demonstrate Knowledge of Self-Awareness

**CDev\_1.2 Assess personal strengths and weaknesses as they relate to career exploration and development.**

Learning Indicator: CDev_1.2.1	Identify personal strengths and weaknesses
Learning Indicator: CDev_1.2.2	Assess and analyze strengths and weaknesses relative to a variety of career options
Learning Indicator: CDev_1.2.3	Formulate and implement a plan to address identified weaknesses
Learning Indicator: CDev_1.2.4	Enhance identified strengths related to selected career options
Learning Indicator: CDev_1.2.5	Monitor progress and restructure the plan as needed to manage identified weaknesses
Learning Indicator: CDev_1.2.6	Reassess personal strengths and weaknesses in relationship to career development

## Career Development CDev\_3: Demonstrate Knowledge of Workplace Expectations

**CDev\_3.4 Relate workplace communication skills to career development.**

Learning Indicator: CDev_3.4.1	Practice effective interpersonal skills in a work relationship
Learning Indicator: CDev_3.4.2	Express thoughts and ideas succinctly using various forms of communication (e.g., verbal, written, body language, etc.)
Learning Indicator: CDev_3.4.3	Explain the importance of tolerance and flexibility in interpersonal and group situations
Learning Indicator: CDev_3.4.4	Illustrate strategies for responding to and working with individuals under stress
Learning Indicator: CDev_3.4.5	Develop skills to give/receive constructive criticism
Learning Indicator: CDev_3.4.6	Demonstrate appropriate workplace communication skills and competencies

## Communications Comm\_1: Demonstrate Knowledge of Foundations of Communications

**Comm\_1.3 Communicate in a written format in a clear, courteous, concise, and correct manner on personal and professional levels.**

Learning Indicator: Comm_1.3.1	Discuss the importance of correct spelling, grammar, word usage, mechanics, and legible writing
Learning Indicator: Comm_1.3.2	Write logical, coherent phrases, sentences, and paragraphs incorporating correct grammar, mechanics, and word usage
Learning Indicator: Comm_1.3.3	Compose simple requests for information, reports, and summaries; edit and revise written work
Learning Indicator: Comm_1.3.4	Outline to facilitate logical and understandable written documents
Learning Indicator: Comm_1.3.5	Use acceptable standards for grammar, mechanics, and word usage
Learning Indicator: Comm_1.3.6	Write coherent business correspondence, instructions, descriptions, summaries, and reports using appropriate formats
Learning Indicator: Comm_1.3.7	Proofread documents to ensure correct grammar, spelling, and punctuation

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Learning Indicator: Comm_1.3.8	Distinguish between paraphrasing, documentation, and plagiarism; use proper documentation procedures to avoid plagiarism
Learning Indicator: Comm_1.3.9	Demonstrate a sensitivity to language bias (e.g., sexist, gender, race, religious, physically challenged, etc.) and avoid use of language bias
Learning Indicator: Comm_1.3.10	Use note taking skills incorporating critical listening and reading techniques
Learning Indicator: Comm_1.3.11	Identify factors affecting the readability of text
Learning Indicator: Comm_1.3.12	Compare drafts to final documents and make editorial changes
Learning Indicator: Comm_1.3.13	Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous
Learning Indicator: Comm_1.3.14	Compose messages that promote positive human behavior
Learning Indicator: Comm_1.3.15	Use a wide variety of references and resources (both electronic and printed) for the purpose of writing business documents
Learning Indicator: Comm_1.3.16	Write formal and informal reports using suitable format supported by appropriate graphic aids
Learning Indicator: Comm_1.3.17	Use the direct or indirect approach in appropriate correspondence situations
Learning Indicator: Comm_1.3.18	Analyze and respond in writing to routine business problems both individually and collaboratively
Learning Indicator: Comm_1.3.19	Write business communications that are sensitive to multicultural situations
Learning Indicator: Comm_1.3.20	Write appropriate messages for specific audiences, i.e., using empathy in a message, or addressing specific needed improvements
Learning Indicator: Comm_1.3.21	Write business communications that reflect international differences and address current practice and protocol

### **Communications Comm\_3: Demonstrate Knowledge of Technological Communications**

#### **Comm\_3.1 Use technology to enhance the effectiveness of communications.**

Learning Indicator: Comm_3.1.1	Demonstrate proper telephone etiquette, including cellular phones
Learning Indicator: Comm_3.1.2	Demonstrate basic keyboarding and computer functions
Learning Indicator: Comm_3.1.3	Use basic software applications (e.g., word processing, spreadsheets, etc.)
Learning Indicator: Comm_3.1.4	Use CD-ROMs, laser disks, videos, and modems for knowledge acquisition
Learning Indicator: Comm_3.1.5	Project a positive first impression on the telephone
Learning Indicator: Comm_3.1.6	Use the telephone to gather personal and consumer information
Learning Indicator: Comm_3.1.7	Use basic functions of databases, spreadsheets, and programming languages by formatting documents
Learning Indicator: Comm_3.1.8	Refine documents using an electronic spell checker, a thesaurus and a grammar checker
Learning Indicator: Comm_3.1.9	Use a wide variety of references and research resources such as electronic bulletin boards and information services
Learning Indicator: Comm_3.1.10	Operate electronic message technologies to include voice mail, conference calls, pagers, and e-mail
Learning Indicator: Comm_3.1.11	Use computer networks (e.g., communicating computers, Internet, or on-line databases) to facilitate collaborative or individual learning and communicating
Learning Indicator: Comm_3.1.12	Discuss the use of the following communication systems: WATS lines, LAN systems, cellular technology, and voice recognition dictation

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- Learning Indicator: Comm\_3.1.13 Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware
- Learning Indicator: Comm\_3.1.14 Address the ethical issues regarding ownership of information generated electronically
- Learning Indicator: Comm\_3.1.15 Apply the rules of electronic messaging etiquette
- Learning Indicator: Comm\_3.1.16 Evaluate the select messages which may be addressed best by electronic media
- Learning Indicator: Comm\_3.1.17 Incorporate the use of international electronic resources such as the Internet to complete higher level projects
- Learning Indicator: Comm\_3.1.18 Use techniques to protect confidential messages that are transmitted via technology to avoid identity theft

## Information Systems *IS\_1: Demonstrate Knowledge of the Foundations of Information Systems*

### IS\_1.1 Identify and use various input technologies that include keyboarding, voice recognition, handwriting recognition, optical character recognition, and other forms of emerging input technologies.

- Learning Indicator: IS\_1.1.1 Develop proper input techniques for the keyboard and 10-key pad
- Learning Indicator: IS\_1.1.2 Build keyboarding skills, including speed and accuracy
- Learning Indicator: IS\_1.1.3 Master touch-keying for letter, punctuation, numeric, and symbol keys
- Learning Indicator: IS\_1.1.4 Apply proofreading skills
- Learning Indicator: IS\_1.1.5 Select and apply various appropriate input technologies such as image and text scanning, voice recognition, handwriting recognition, digital cameras, student response systems, touch screen mouse or stylus and tablet forms of input
- Learning Indicator: IS\_1.1.6 Develop proper input techniques for emerging technologies to optimize performance in composing documents
- Learning Indicator: IS\_1.1.7 Describe ergonomic issues and recognize how to prevent repetitive stress injuries related to input technologies
- Learning Indicator: IS\_1.1.8 Demonstrate proper safety techniques using input technologies (e.g., burning and copying media and DVD's)
- Learning Indicator: IS\_1.1.9 Organize and arrange workspace area

### IS\_1.2 Demonstrate a knowledge of computers and the ability to use them.

- Learning Indicator: IS\_1.2.1 Describe how to cold boot (start up) and warm boot (restart/reset) a computer. Explain the difference. Which should be attempted first?
- Learning Indicator: IS\_1.2.2 Identify (list) the basic components of your computer system and peripherals
- Learning Indicator: IS\_1.2.3 Define, explain or demonstrate written knowledge of the following components: Ports Modem, RAM, CPU, Mouse, File Server, Network (LAN & WAN), Serial Ports, Parallel Ports, Operating Systems, Files, Folders, Subfolders, Hard Drive, Storage Disks, CD-ROM, Zip Drives, LCD Displays
- Learning Indicator: IS\_1.2.4 List and describe the different types of printers available and their main differences

### IS\_1.3 Identify the need for applications of technology in business, industry, society and on a global scale.

- Learning Indicator: IS\_1.3.1 Demonstrate the ability to access information regarding applications of computers and technology in business, industry, society and on a global scale
- Learning Indicator: IS\_1.3.2 Cite uses of computer and technology in business, industry, society and on a global scale

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Learning Indicator: IS\_1.3.3 Create a brief list of business, industry, society and global references and sources where information about applications of computers and technology can be found

## Information Systems IS\_2: Demonstrate Knowledge of Industry Standard Software Applications

### IS\_2.1 Select and apply word processing software.

Learning Indicator: IS\_2.1.1 Explain the purposes, functions, and common features of word processing software

Learning Indicator: IS\_2.1.2 Explain the meaning of common word processing terminology

Learning Indicator: IS\_2.1.3 Sequence and define steps of an information processing cycle

Learning Indicator: IS\_2.1.4 Use word processing software to demonstrate file functions including creating, modifying, storing, retrieving, printing, and merging documents

Learning Indicator: IS\_2.1.5 Demonstrate editing functions including cutting, pasting, importing and exporting text and graphics

Learning Indicator: IS\_2.1.6 Apply layout and insert functions including tabs, margins, hanging indents, word-wrap, columns, headers/footers, and tables

Learning Indicator: IS\_2.1.7 Apply formatting functions including fonts, sizes, styles, and positioning

Learning Indicator: IS\_2.1.8 Apply word processing functions including spell checking, thesaurus, grammar checking, and the help functions of the software

Learning Indicator: IS\_2.1.9 Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation

Learning Indicator: IS\_2.1.10 Input, edit, store, and output letters, memorandums, tables, and reports

Learning Indicator: IS\_2.1.11 Use an office operations manual

## Information Systems IS\_3: Demonstrate Knowledge of Common Applications of Information Systems

### IS\_3.1 Identify, select, evaluate, and use application software.

Learning Indicator: IS\_3.1.1 Identify the types of application software and explain their purpose or use

Learning Indicator: IS\_3.1.2 Select application software types appropriate for specific tasks

Learning Indicator: IS\_3.1.3 Describe emerging application software

Learning Indicator: IS\_3.1.4 Use reference materials, such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software

Learning Indicator: IS\_3.1.5 Identify, select, and apply the features of software products, such as galleries, templates, and macros

Learning Indicator: IS\_3.1.6 Evaluate application software products in terms of their features

Learning Indicator: IS\_3.1.7 Select application software products appropriate to various computer platforms

Learning Indicator: IS\_3.1.8 Import and export text, data, and images between software programs