Office occupations/word processing curriculum guide

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OFFICE OCCUPATIONS/WORD PROCESSING

CURRICULUM GUIDE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Vocational Education

by

Jeanne Joanne Holmes

December 1997
OFFICE OCCUPATIONS/WORD PROCESSING

COURSE OUTLINE

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Approved by:

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5/88/97
Date

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ABSTRACT

This project was created to develop a new course outline for the Office Occupations/Word Processing course offered through the Riverside County Office of Education Regional Occupational Program. The current course outline’s last revision was in 1990 with an emphasis on training on typewriters and DOS/286 computers. A literature review was done to affirm the skills and knowledge necessary for students who will be moving into the workforce in the 21st century. The design of the curriculum was made so that beginners as well as advanced students would be successful in the course. A comparison of the old course outline, another agency’s course outline, and a new course outline was included to illustrate the changes that were made. Finally, samples of student projects generated from the new course outline are provided.
ACKNOWLEDGMENTS

I would like to thank my husband, Dr. Dale S. Holmes, without whose support and encouragement the completion of my educational goals would not have been possible. I would also like to thank my daughter, Michelle Bern, who has also been a force that has prodded me to keep moving forward. Additionally, I would like to thank my faculty advisor, Allen Truell, Ph.D., for the help and support which he provided to me. He has been there when I needed the motivation to complete this project.
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CHAPTER ONE

Background

Introduction

The contents of Chapter One present an overview of the project. The context of the problem is discussed followed by the purpose and significance of the project. Next, the limitations and delimitations that apply to this project are reviewed. Finally, a definition of terms is presented.

Context of the Problem

Computers have changed many jobs in today’s workworld, but perhaps none so much as that of the office worker. While the electric typewriter was considered a major advancement 25 years ago, the development of computers and word processing software has changed the office environment forever. Today’s office worker must be a skilled computer operator, able to learn new software programs, and flexible enough to adapt to changing technology. Thus, the need for computer training is critical for students who are entering the workforce or college. With businesses using e-mail and scrambling to create web sites and universities expecting freshmen to be computer literate in order to use on-line catalogs, Internet search engines, and electronic journal indexes, computer course curriculum must be carefully planned in order to meet these needs. Without computer skills, employment is extremely difficult, if not impossible, in any modern office today; consequently, the need for quality computer training is imperative!
Vocational-technical education has an opportunity to help students build pathways of learning that will lead to productive work.

Computer training courses offered by the Riverside County Office of Education Regional Occupational Program began to make some radical changes in the mid 1980s. Previously, the Office Occupations/Word Processing classes were teaching primarily general office skills (i.e., filing, telephone techniques, and business letter formatting on typewriters); however, with the explosion of the PC in the workplace, it became obvious that the direction of the course and the equipment would require some changes. New hardware and software was purchased to emphasize computer skills rather than typewriter skills. The course outline, however, was not changed significantly or quickly enough to keep up with what is actually being taught in the classroom.

**Purpose of the Project**

The purpose of this project is to design a new course outline for the Office Occupations/Word Processing course for high school and adult students. Specifically, the course outline will serve students who are at least 16 years old. The content of the course consists of interpersonal and communication skills, hardware/software management, text editing concepts and skills, clerical skills, job search skills, data entry and database, information processing, and telecommunication skills.

**Significance of the Project**

The present Office Occupations/Word Processing course outline is not adequately reflecting the content to prepare students for the current technological skills students need
to be competitive for the job market. This project’s proposed course outline will reflect a curriculum that: 1) provides students with the skills necessary to gain and maintain meaningful employment requiring technological skills after graduating from high school, 2) allows students to upgrade their computer skills to enable them to enter educational programs for advanced training, or 3) provides students with a foundation for success in pursuing a post-secondary education. This course outline also meets the requirements for articulation with the Riverside Community College course--Computer Information Systems 81 (CIS 81).

Limitations and Delimitations

A number of limitations and delimitations surfaced during the development of this project. These limitations and delimitations are presented in the next section.

Limitations. The following limitations apply to this project.

1. The Office Occupations/Word Processing course was developed based on the hardware available in the Riverside County Office of Education Regional Occupational Program.

2. The Office Occupations/Word Processing course was developed based on the software available in the Riverside County Office of Education Regional Occupational Program.

Delimitations. The following delimitations apply to this project.

1. The Office Occupations/Word Processing course outline was developed specifically for instruction on an IBM PC or compatible hardware.
2. The course outline was designed for use with a computer running on a PC 386 or higher.

3. The course outline was designed for use with a laser quality printer.

Definition of Terms

The following terms are defined as they apply to this project.

**Interpersonal/Communication Skills** - The ability to interact and work with other individuals and to communicate effectively (i.e., listening, speaking, reading, and writing).

**Hardware/Software** - Hardware is the physical components of the computer system. Software is the program of instructions that tells the computer what to do.

**Text Editing** - Formatting a document.

**Clerical Skills** - Customizing, editing, and proofreading a document using appropriate grammar and punctuation.

**Job Search Skills** - The process of searching for a job, applying for a job, interviewing for a job, and retaining a job.

**Data Entry/Database** - A computer program that manages the collection, storage, access, and organization of data.

**Information Processing** - The preparation and production of documents using automated equipment.

**Telecommunication Skills** - The process of utilizing e-mail and accessing information on the Internet.
Organization of the Project

This project is divided into five chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations, and definition of terms. Chapter Two consists of a review of the literature. Chapter Three outlines the population to be served and the project design. Chapter Four reviews the budget required for implementing the project. Chapter Five presents the conclusions and recommendations gleaned from the project. The appendixes and references follow Chapter Five.
CHAPTER TWO

Review of the Literature

Introduction

Word Processing plays a key role in preparing all students for success whether preparing them for an immediate occupation or preparing them for further training and/or postsecondary education. The purpose of this review is to examine what are going to be the needs for preparing students for the 21st century.

Educational Requirements

According to the California Second To None report (Agee, Cohen, Marsh, & Stemmler, 1992), as the 21st century approaches, more students than ever before need to be educated to higher levels so that they can compete successfully in the increasingly technological job market. Our schools were originally designed to meet the needs of a rural, agrarian society but gradually adapted to the needs of an urban, industrial society. Now, high schools must enter the next stage--to help prepare students to qualify for technical programs and jobs. This report specifically insists that educators must attempt to match students’ courses of study with their aspirations to be a part of the global community.

Students today have reason to be concerned because the workplace has little patience with employees who do not know how to take responsibility for their own learning and who think that the need to learn ends once they begin working (Gorback, 1997). What better way can educators assure employers of the opportunity for a
successful business than by developing and training well-prepared, job-ready workers who think on their feet, learn on the job, and take on new challenges. Threatened with a severe shortage of talent, corporate America is being a supporter of and active player in changing the way we educate our youth. Companies are looking for ways to communicate to schools the skills employers need in workers and to insure that the schools are capable of producing entry-level workers who have those skills (Moorhouse, Byrne, & Smith, 1989).

**Technology Changes**

Many educators throughout this country are struggling with questions about how to best prepare their students to be workers of the 21st century. Clearly, as our students approach the workplace of tomorrow, they will still need strong basic skills. However, in addition to these basic skills, students’ technological competence will be paramount to their success as they leave school and enter the workplace of tomorrow. Students use of today’s technology will promote problem-solving and reasoning skills vital to meeting the technological challenges they will encounter in the 21st century workplace (Ingwerson, 1996). This statement illustrates how quickly technology affects our thinking when compared to a report that was published just ten years ago indicating that educational resources might be better allocated to teaching the basic skills rather than intensive computer or technology skills because the majority of jobs continue to require strong basic skills and only minimal computer training (National Commission for Employment Policy, 1986).
The name of the game for business has always been change. Business educators changed from teaching typewriting on a manual machine to teaching information processing on a microcomputer. Because the microcomputer continues to operate more efficiently, software also continues to change. As Office Occupations/Word Processing teachers strive to keep abreast of technology, they must ask themselves this question: Am I updating my hardware and software appropriately? Word processing teachers must be constantly evaluating and adjusting computer based programs. Although the general concepts may remain somewhat constant (information processing, editing, spreadsheets, data entry, telecommunications, and so on), the way that we approach teaching will be in a state of fluctuation because of our rapidly changing technology. A few years ago e-mail was an unfamiliar term and certainly no one had heard of the World Wide Web!

Curriculum

*T.H.E. Journal* (Join 21st Century Teacher Challenge!, 1996) reported that President Clinton in May 1996, created a new voluntary corps--21st Century Teachers--whose mission was to help all teachers learn how to use new technology to improve teaching and learning in every school, classroom, and home in America. A recent survey by the U.S. Department of Education found that roughly half of the nation's public schools have Internet access--up from 35% in 1994--and three-fourths of the schools without Internet access, plan to connect in the future. What does this mean for the word processing classroom? Teachers must be comfortable with technology so they can appropriately train students. Technology is an important component of the secondary
curriculum. Computers are changing how businesses do business and how secondary
schools teach. Technology brings a dimension that provides opportunities for students to
engage in higher-level activities (Hoyt, 1996). Post-secondary schools are also expecting
students to be prepared when they arrive at the university doorstep. Chapman University
in Clarmont, California has instituted a course required of all freshmen called InfoMagic
Explorer because the university wants their students to start off their college experience
as global citizens.

Job Skills and Knowledge

Increasing students' communication skills and ability to gather information from
a variety of technological sources are two ways educators can prepare youth for future
jobs. Students must develop proficiency in computer applications and the applied use of
technology. Skills such as communication, the ability to use and apply technology, and
critical-thinking aptitudes will be important for the future workforce. Students need to
realize that the better prepared they are for the workplace, the better they will do. This is
a generation that will require life-long learning skills. It will be necessary to continue
learning and growing in knowledge and skills for the rest of their lives (Jones, 1989). In
addition, because the workforce of the 21st century will include more older people,
immigrants, minorities, and women, the competition for employment will be much more
competitive. No longer are employees at any level able to be unskilled, independent
workers. A real need exists for all who enter the workforce to be problem solvers, critical
thinkers, cooperative, flexible, responsible, and highly-skilled employees, in other words,
multi-talented workers. Consequently, the classroom must not only teach the technical methods of using a computer, but also incorporate high standards and multi-tasked activities that are challenging and thought-provoking.

The Secretary's Commission on Achieving Necessary Skills identified five competencies as critical for success in the workforce (Brock, 1992):

1. The ability to allocate resources, such as time, money, and materials.
2. Good interpersonal skills that allow workers to work on teams, to teach others, to serve customers.
3. The ability to acquire and evaluate information and data, including the ability to use computers.
4. The ability to monitor and to evaluate systems and performance so that they can be improved.
5. The ability to utilize technology and tools.

The workplace, jobs, and the nature of work are obviously changing and will continue to be redefined. Employees will be more mobile, communicating by using multiple technologies and working in highly diverse environments (PS No. 58, 1996).

Consequently, the structure of the curriculum in Office Occupations/Word Processing will have to adjust to provide educational opportunities for students to develop the necessary skills and knowledge to meet this challenge.

The public television station WQED-Pittsburgh recently produced Special Jobs: The Class of 2000. The program reported on a survey conducted by American Viewpoint, Inc. that indicated most Americans (66%) think schools should prepare students for careers as well as offer a strong academic foundation. Support for career preparation in school increases to 71% among parents of children under 18 and to 76%
among working women. Of the survey's 1,000 respondents, 84% said career preparation should begin before or during high school, and 49% said it should begin before high school. Of the respondents, 73% said business should play a larger role in the education system (Strong Public Support, 1996). The inclusion of corporate America in our classrooms is at hand. Developing basic skills, learning about the demands of the workplace, developing a network of adult contacts and role models who are gainfully employed, and learning how to present oneself to an employer are important steps toward obtaining employment. Businesses can help youth make the connection between what they learn today and what they can do tomorrow (Moorhouse et al., 1989). Utilizing a community classroom/co-op or developing a mentor program as a component of an Office Occupations/Word Processing class can be extremely valuable and a positive connection with employers. The experience that students gain from a community classroom/co-op cannot be duplicated in a classroom because teachers do not have the resources to offer simulations on equipment that is common in a modern business office (i.e., FAX, e-mail, Internet access).

Summary

Education has a role in preparing students for the world of work at many different levels. Work can become a potent tool in dealing with the deepest issues of our lives. Thus, it is imperative that teachers utilize creative and challenging projects that effectively and efficiently prepare students for successful entry or re-entry into the world of work. The world has become technologically based and interconnected. The skills,
knowledge, and behaviors needed in this changing world are different from and more complex than those from the past. Our nation’s productivity and competitiveness depend on our ability to maintain a quality workforce. The classroom today must be ready to prepare today’s students to tomorrow’s jobs.
CHAPTER THREE

Methodology

Introduction

Chapter Three details the steps used in developing the project. Specifically, the populations served is discussed. Next, the process of developing the course outline including the course structure and content validation is presented. Lastly, the existing programs are delineated. The Chapter concludes with a summary.

Population Served

The course outline was developed specifically for high school students 16 years of age or older and/or adult students. The course outline is appropriate for use in any Regional Occupational Program Office Occupations/Word Processing course in Riverside County.

Course Outline Development

The next section of the project provides an overview of the course outline development process. Specifically, the course structure and content validation process are reviewed.

Course Outline Structure. This course outline was developed in accordance with the course outline put forward by the Riverside County Office of Education Regional Occupational Program. This course outline consists of the following: (1) course title; (2) course description; (3) prerequisites; (4) teacher objectives; (5) course objectives; (6) course content: interpersonal/communication skills, hardware/software
management, text editing concepts and skills, clerical skills, job search skills, data
tentry/database, information processing, and telecommunication skills; (7) methods of
instruction; (8) methods of evaluation; and (9) course materials. Some of the content for
this curriculum was extracted from existing programs. Specific content revolves around
basic word processing applications, spreadsheets, and database exercises. Further, the use
of graphics are included to enhance document design. In addition to the basic curriculum
outline, a sample portfolio of student projects is presented. There is a prerequisite of
typing for this course.

**Content Validation.** The content for this curriculum was validated by using two
methods. One, an extensive review of the literature was conducted. The competencies
identified as essential to obtaining and maintaining meaningful employment were
included in the curriculum. Two, a panel of experts in the areas of computer applications
and employment were assembled. This panel reviewed the curriculum and made
suggestions for improvement. The suggestions for improvement made by the panel were
incorporated into the curriculum. Mr. Don Bertucci, ROP Director, Riverside County
Office of Education, reviewed the final draft of the course outline and the sample
portfolio of student projects.

**Existing Programs**

The course outline of two existing computer programs were reviewed. One, the
existing Office Occupations/Word Processing course in the Riverside County Office of
Education Regional Occupational Program was examined (Appendix A). The current
curriculum was originally based around the use of typewriters and 286 PCs. Two, the existing Computer Information Systems 81 course of Riverside Community College was examined (Appendix B). This program centers around basic word processing, spreadsheets, and database applications. After reviewing and comparing the two courses, a new Office Occupations/Word Processing Course Outline (Appendix C) was developed for the Riverside County Office of Education Regional Occupational Program. Due to the fact that the Riverside County Office of Education course is an articulated class with Riverside Community College, it was important to maintain the competencies required in the Riverside Community College course. Additionally, a sample portfolio of student projects (Appendix D) was designed to provide samples of work that students would produce from the curriculum in the new course outline.

Summary

The steps used in the development of this project were outlined. The population served and course outline development process was described. Lastly, the two existing course outlines that were evaluated for this project were presented (Appendix A and B).
CHAPTER FOUR

Budget

Introduction

The budget was developed based on the existence of the following equipment in the classroom: 24--386 or better PC's with Microsoft Word and Excel; 2--laser printers; 24--textbooks (Microsoft Word); 24--textbooks (Excel). Course length: one year.

Budget Outline

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement Textbooks</td>
<td>300.00</td>
</tr>
<tr>
<td>Paper</td>
<td>300.00</td>
</tr>
<tr>
<td>Laser Toner Refills</td>
<td>800.00</td>
</tr>
<tr>
<td>Miscellaneous Items</td>
<td>100.00</td>
</tr>
<tr>
<td>Internet Server</td>
<td>200.00</td>
</tr>
<tr>
<td>Staff Development</td>
<td>200.00</td>
</tr>
<tr>
<td>Computer Maintenance</td>
<td>2,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3,900.00</strong></td>
</tr>
</tbody>
</table>

Summary

Equipment and support materials must be available and up-to-date for this course. Without this support, a teacher is handicapped when trying to meet the standards and competencies as set forth in the course outline.
CHAPTER FIVE

Conclusions and Recommendations

Introduction

Included in Chapter Five is a presentation of the conclusions as a result of completing this project. Further, the recommendations extracted from this project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusions extracted from this project follow.

1. Based on the review of the literature and discussion with experts, the current Office Occupations/Word Processing course outline at the Riverside County Office of Education Regional Occupational Program requires updating.

2. Students graduating from the Riverside County Office of Education Regional Occupational Program can be better prepared in the word processing and technological requirements necessary in the workplace.

Recommendations

The recommendations resulting from this project follow.

1. The course outline be reviewed and updated annually to ensure that the students are receiving the most current instruction possible.

2. Funds be set aside on an annual basis so that existing hardware and software can be updated so that the students are working with the most up-to-date equipment possible.
3. That grants be aggressively pursued to acquire funding over and above the normal monies available for upgrading and purchasing equipment and software.

Summary

Chapter Five reviewed the conclusions derived from the project. Lastly, the recommendations culminating from this project were presented.
APPENDIX A:

Riverside County Office of Education, ROP - Existing Course
I. COURSE TITLE: OFFICE OCCUPATIONS/WORD PROCESSING

II. COURSE INFORMATION:

A. Prerequisites
   1. Students 16 years of age or older
   2. One year of keyboarding or demonstrated proficiency of 35 WPM

B. Abilities Required:
   1. Good reading comprehension and facility with words
   2. Accurately and rapidly performs detailed and repetitious tasks
   3. Diplomacy and tact in dealing with people
   4. An interest in meeting a variety of people in fluctuating situations
   5. Good form perceptions
   6. Manual dexterity and motor coordination

C. Dress Requirement: General office standards

D. Course Length:

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>128</td>
</tr>
<tr>
<td>Applied</td>
<td>218</td>
</tr>
<tr>
<td>Community Site</td>
<td>235</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td>581</td>
</tr>
</tbody>
</table>

   = two semesters

III. COURSE GOALS

To provide entry-level or upgraded job skills appropriate to the local job market for:

<table>
<thead>
<tr>
<th>D.O.T.</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>237.367-038</td>
<td>Receptionist</td>
</tr>
<tr>
<td>209.562-010</td>
<td>General Office Clerk</td>
</tr>
<tr>
<td>203.582-066</td>
<td>Typist</td>
</tr>
<tr>
<td>203.137-010</td>
<td>Word Processor</td>
</tr>
<tr>
<td>201.362-030</td>
<td>Secretary</td>
</tr>
</tbody>
</table>

20
This course may also prepare students for:

<table>
<thead>
<tr>
<th>D.O.T.</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>201.362-014</td>
<td>Legal/Medical Secretary</td>
</tr>
<tr>
<td>205.362-018</td>
<td>Medical Clerk</td>
</tr>
<tr>
<td>202.362-014</td>
<td>Legal/Medical Stenographer</td>
</tr>
</tbody>
</table>

IV. COURSE DESCRIPTION:

In a modern office environment, students will perform clerical tasks (real or simulated) to train in areas necessary to obtain or upgrade skill levels for employment in an office occupation.

V. COURSE CONTENT:

A. Teacher Objectives

Orientation to Office Occupations/Word Processing/ROP

1. Review ROP handbook/information
2. Review program description, policies and outlines
3. Provide an explanation of course materials
4. Describe class/school procedures
5. Describe student/teacher expectations
6. Describe grading procedures
7. Introduce students to classroom environment
8. Make transportation arrangements
9. Define the dress code
10. Inform students of safety procedures in the office/classroom
11. Review of career opportunities in office occupations
12. Explain information processing concepts

B. Equipment Management

Use equipment properly for maximum performance in accordance with industry standards.

1. Demonstrate procedures to handle and maintain office equipment
2. Explain safety procedures
3. Explain technical and operating procedures
4. Apply maintenance, safety, and operating procedures
VI. COURSE CONTENT:

A. Student Objectives

Demonstrate personal attitudes and work habits appropriate to office occupations.

1. Report to class/work regularly and punctually
2. Wear appropriate dress
3. Willingness to learn
4. Demonstrate dependability and trustworthiness
5. Show initiative; know when to ask for directions
6. Exhibit care in using materials and equipment
7. Follow office procedures

B. Interpersonal Skills

Demonstrate interpersonal skills in relations with an employer, other employees and customers/clients.

1. Accept correction well
2. Cooperate; demonstrate tact and courtesy
3. Demonstrate a professional attitude
4. Maintain confidentiality
5. Maintain positive working relationships with others
6. Understand office politics
7. Demonstrate willingness to assist co-workers and clients/customers
8. Assess needs and interest of clients/customers
9. Maintain stability, tact and diplomacy in dealing with clients/customers

C. Communication Skills

Demonstrate effective listening, speaking, reading, and writing skills.

1. Understand written and oral communications
2. Follow instructions
3. Demonstrate active listening skills
4. Express him/herself effectively
5. Demonstrate effective telephone techniques including: use of telephone equipment--answering; giving and receiving messages; placing, receiving, and extending calls; telephone etiquette
6. Record and transmit messages accurately
7. Use communications equipment appropriately
8. Maintain a calendar and set appointments
9. Screen calls and correspondence

D. Text Editing Concepts and Skills

Utilize text editing concepts in preparing documents in accordance with industry standards.

1. Edit for: punctuation, grammar, spelling, word division, consistency/accuracy, formatting, vocabulary
2. Recall text editing terminology
3. Demonstrate proofreading

E. Clerical Skills

Demonstrate competency in basic clerical skills in accordance with industry standards.

1. Develop keyboarding skills
2. Meet standards for speed and accuracy
3. Operate ten key calculators
4. Type forms
5. Compose brief letters
6. Compose brief reports
7. Operation of reprographics equipment

F. Information Processing

Demonstrate current information processing techniques for production of documents in accordance with industry standards.

1. Prioritize documents for processing
2. Implement document control (logging)
3. Type rough drafts
4. Demonstrate machine transcription skills
5. Apply proofreading/editing skills
6. Plan work to meet deadlines
7. Prepare acceptable, mailable copy
8. Demonstrate timed production
9. Utilize software applications
10. Type at production level
11. Recall specialized terminology
G. **Data Entry**

Enter data in appropriate format utilizing current techniques in accordance with industry standards.

1. Enter data via word processing
2. Enter data: into a database, into a spreadsheet
3. Enter data: for billing, for accounts payable, for accounts receivable, payroll

H. **Filing Systems**

Utilize various filling systems in accordance with industry standards.

1. Utilize filing systems: numerical, geographical, subject, chronological, alphabetical

I. **Shorthand**

Utilize shorthand theory and transcription skills to produce accurate, mailable copy in accordance with industry standards.

1. Demonstrate understanding of shorthand theory
2. Use brief forms quickly and accurately
3. Accurately transcribe dictation from shorthand
4. Develop speed and accuracy through practice
5. Take dictation in live-office style
6. Take dictation during meetings and prepare minutes
7. Compose letters from brief forms

J. **Reference Materials**

Obtain resource information necessary to prepare documents efficiently and in accordance with industry standards.

1. Obtain specified information from: secretarial handbooks, from the Zip Code Directory, from the dictionary, from a thesaurus, from a word division manual, from specialized reference manuals

K. **Job Search Skills**
Recall and demonstrate techniques for job procurement and retention.

1. Identify job sources including: friends/relatives, newspaper, public/private agencies
2. Obtain, complete and return job applications
3. Prepare a resume
4. Write letters of application
5. Demonstrate interview skills to include: preparing for the interview and researching the employer, handling interview questions (Preparing answer to questions and preparing questions to ask), suitable appearance/body language/attitude
6. Follow up after an interview by: writing letters, telephoning
7. Recall techniques for getting a job
8. Recall procedures for handling job termination

L. Legal Office Procedures

Demonstrate entry-level legal office skills.

1. Spell and define legal terms
2. Apply formats to legal documents
3. Type legal reports and documents
4. Prepare court documents
5. Implement billing procedures for a law office
6. Apply machine transcription skills
7. Demonstrate familiarity with specialized legal areas
8. Handle legal office correspondence

M. Medical Office Procedures

Demonstrate entry-level medical office skills.

1. Spell and define medical terms
2. Complete hospital forms
3. Complete insurance forms
4. Complete laboratory slips
5. Type medical reports
6. Implement billing procedures for a medical office
7. Describe legal implications for a medical office worker
8. Describe confidentiality requirements in a medical office
9. Apply machine transcription skills to medical office work
10. Demonstrate familiarity with specialized medical fields
VI. STANDARD EQUIPMENT - (based on a class size of 20 students)

1. Electronic memory typewriters (10)
2. Word processors/computer systems w/hard drive (16) and printer
3. Transcribers (10)
4. Telephones with outside lines (1)
5. Calculators (16)
6. Duplicators/copiers (1)
7. Desks (20)
8. Chairs (20)
9. Tables (3)
10. Partitions (as needed)
11. Carpeting--anti-static (as needed)
12. Wire management--networking (as needed)
13. Storage cabinets (2)
14. File cabinets (2)
15. Teacher desk (1)
16. Teacher chair (1)
17. Appropriate software to teach course content
APPENDIX B:

Riverside Community College - Existing Course
Riverside Community College

COURSE OUTLINE

COMPUTER INFORMATION SYSTEMS 81
(Same as Ofc Ad 81)

COURSE DESCRIPTION

81 Word Processing: Microsoft Word on the Macintosh
PREREQUISITE: None. Concurrent enrollment in CIS 96 recommended. Recommend knowledge of typing skills/speed 40 WPM.

This course is designed to provide introductory, intermediate, and advanced skill levels necessary to produce a variety of professional documents using Microsoft Word on the Macintosh. Students will develop skills in word processing techniques and tasks. Total of 54 hours lecture.

SHORT DESCRIPTION FOR CLASS SCHEDULE

Provides beginning, intermediate, and advanced levels of skill applied to a variety of professional/business documents.

COURSE OBJECTIVES

1. Applies principles of fundamental word processing concepts and skills.
2. Identifies and solves word processing/software problems.
3. Identifies functions and applies keyboarding techniques to a variety of word processing situations.
4. Applies problem-solving principles to job-related, word processing tasks which require decision-making, time management, and skill competency at all levels—beginning, intermediate, and advanced.
5. Provides students experience in making analytical and problem-solving decisions regarding the preparation and final appearance of professional-looking documents.

Lectures follow the approximate schedule below:

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>CLASS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Macintosh, Hardware, and Software</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Taming your Mouse</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Introduction to Microsoft Word</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Creating and Saving Documents</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Mouse Locating and Editing and Basic Printing 2
Locating and Editing with the Keyboard 2
Spelling and Print Preview 2
Cut, Copy, and Paste 2
Find and Replace 2
More on Margins 2
Page Numbers, Headers, Footers, and Footnotes 3
Tools: Thesaurus, Grammar, and Hyphenation 2
Glossaries 2
Table Features 3
Math and Sort Features 4
Print Merge 3
Multi-Column DOS 3
Outlines, Index, and Tables of Contents Features 4
Elements of Desktop Publishing 3
File Maintenance 2
Final Exam 3

TOTAL HOURS 54

In addition to the indicated hours, students are assigned the following reading, writing, and other outside assignments equivalent to two hours per one hour lecture, prorated for short term, lab, and activity courses: test reading assignments and computer laboratory preparation will be supplemented with written assignments which emphasize portions of the lecture.

METHODS OF INSTRUCTION

Lecture/demonstration/discussion
Multimedia/computer demonstration

METHODS OF EVALUATION

Grades are based on demonstrated proficiency in subject matter.
Problem-solving exercises  Skill demonstrations
Written examinations  Computer assignments

COURSE MATERIALS

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction.
Text: To be selected.
APPENDIX C:

Riverside County Office of Education, ROP - New Course Outline
COURSE OUTLINE

OFFICE OCCUPATIONS/WORD PROCESSING

COURSE DESCRIPTION

In a modern office environment, students will perform word processing, spreadsheet, and database tasks (real or simulated) to train in areas necessary to obtain or upgrade skill levels for employment.

Prerequisite: One year of keyboarding or demonstrated proficiency of 35 WPM. Students must be 16 years of age or older.

TEACHER OBJECTIVES

Orientation to Office Occupations/Word Processing/ROP

1. Review of ROP handbook/information
2. Review program description, policies, and outlines
3. Provide an explanation of course materials
4. Describe class/school procedures
5. Describe student/teacher expectations
6. Describe grading procedures
7. Introduce students to classroom environment
8. Define the dress code
9. Inform students of safety procedures in the classroom
10. Review of career opportunities in office occupations

COURSE OBJECTIVES

1. To introduce beginning, intermediate, and advanced word processing, and beginning spreadsheet and database concepts using word processing and spreadsheet programs.
2. To apply keyboarding techniques to a variety of word processing situations.
3. To identify and solve word processing/software problems.
4. To apply problem-solving principles to computer tasks which require decision-making, time management, and skill competencies.
5. To provide students experience using critical thinking skills regarding the preparation of professional-looking documents.
6. To demonstrate personal attitudes and work habits appropriate to office occupations.
7. To demonstrate interpersonal skills in relation to other individuals.
8. To provide entry-level or upgraded job skills appropriate to the local job market for:

<table>
<thead>
<tr>
<th>D.O.T.</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>203.137-010</td>
<td>Word Processor</td>
</tr>
<tr>
<td>209.562-010</td>
<td>General Office Clerk</td>
</tr>
<tr>
<td>203.582-066</td>
<td>Typist</td>
</tr>
<tr>
<td>201.362-030</td>
<td>Secretary</td>
</tr>
</tbody>
</table>

This course may also prepare students for:

<table>
<thead>
<tr>
<th>D.O.T.</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>203.582-058</td>
<td>Transcriber</td>
</tr>
<tr>
<td>201.362-014</td>
<td>Legal/Medical Secretary</td>
</tr>
<tr>
<td>205.362-018</td>
<td>Medical Clerk</td>
</tr>
</tbody>
</table>

**COURSE CONTENT**

Students will demonstrate competency according to industry standards in the following areas:

**Interpersonal/Communication Skills**
- Punctuality, attendance, and appropriate grooming
- Willingness to learn, cooperate, demonstrate courtesy
- Positive working relationships with others
- Follow directions and accept criticism
- Understand written and oral communications
- Follow instructions
- Demonstrate effective listening skills

**Hardware/Software Management**
- Equipment Safety Procedures
- Introduction to Windows Environment
- Introduction to word processing
- Introduction to spreadsheets
- Mouse & Keyboard Techniques
- Awareness of virus issues

**Text Editing Concepts and Skills**
- Formatting/Editing a Document
- Formatting Characters/Paragraphs/Pages
- Using Spelling/Thesaurus
- Changing Size/Fonts
- Cutting/Pasting Text
Clerical Skills

- Formatting/Customizing Documents
- Editing and Proofreading
- Utilize Shorthand
- Complete Legal Documents
- Complete Medical Documents
- Proficiency in Various Filing Methods

Job Search Skills

- Completing Applications
- Refining Interview Skills
- Advanced Formatting Techniques: Resumes, Employment Correspondence, Portfolios

Data Entry/Database

- Creating Spreadsheet Tables
- Formatting/Customizing Spreadsheet Tables
- Creating a Database for Merging
- Merging Documents
- Customizing Merged Documents

Information Processing

- Utilizing Templates/Menus
- Manipulating Tabs
- Finding and Replacing Text
- Creating Headers/Footers/Page Numbers
- Printing Features, beginning to advanced
- Working with Auto Correct
- Creating Columns
- Sorting and Selecting Text
- Formatting with Macros
- Using Graphs
- Using Footnotes
- Creating Tables of contents, Indexes, and Lists
- Creating Tables
- Formatting and Customizing Tables

Telecommunication Skills

- Introduction to E-mail
- Accessing the Internet

METHODS OF INSTRUCTION

- Lecture/Demonstration/Discussion
- Laboratory Exercises
- Multimedia Presentations
- Community Classroom Experience
**COURSE LENGTH**

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>128</td>
</tr>
<tr>
<td>Applied</td>
<td>218</td>
</tr>
<tr>
<td>Community Site</td>
<td><strong>235</strong></td>
</tr>
</tbody>
</table>

**TOTAL HOURS** 581 = two semesters

**COURSE MATERIALS**

All materials used in the course will be reviewed periodically.

**Text:** To be selected.
APPENDIX D:

Sample Portfolio - Student Projects
RESUME
GILBERTO ESPINOZA
24862 ENCHANTED WAY MORENO VALLEY, CA 92557 TELEPHONE: (909) 485-2503

OBJECTIVE

To obtain a position that will allow me to utilize my skills and abilities.

EDUCATION

CANYON SPRINGS HIGH SCHOOL

EXPERIENCE

CANYON SPRINGS HIGH SCHOOL
Guidance Office Receptionist/Clerk - (2nd Semester, 1995)
Duties: Answered multi-line phone, took messages for counselors, answered questions from students and parents, filed student cum records, prepared student records for mailing, and other duties as assigned.

MORENO VALLEY COMMUNITY HOSPITAL
Medical Records Clerk - (2nd Semester, 1995)
Duties: Filed medical records, separated and alphabetized doctors’ reports, entered data into the computer on medical information, prepared records for closing files, and other duties as assigned.

THE PRESS ENTERPRISE
Delivery Person - (1991-1992)
Duties: Delivered the paper to subscribers.

SKILLS

• Knowledgeable in AUTOCAD and Computer Graphics
• Skilled in WordPerfect
• Experienced in public relations and answering multi-line phone systems

REFERENCES

Available upon request.
JOB OBJECTIVE
To obtain a position in an office that will give me the opportunity to utilize my skills.

EDUCATION
Canyon Springs High School  Class of ‘97

VOCATIONAL EXPERIENCE
4/96 to Present
Air Force Village West
My duties include taking customer orders, checking orders for accuracy, interacting with kitchen staff, and at the end of the day I have to do the closing duties which includes cleaning the kitchen, checking tables for correct silverware, and various other duties. I have excellent customer service skills.

1/95 to 6/95  Bureau of Land Management (Internship)
Bureau of Land Management
I worked with different computer programs such as AUTOCAD and Lotus. I also did some work in accounts payable as well as learned how to read and make topographic maps. (Supervisor: Mrs. Connie Quarterman)

9/95 to 6/96  Regional Occupational Program
Word Processing
Learned computer skills that are required for employment in a business environment. Along with the basic skills necessary to compose business letters, I also acquired experience with tabs, merging, macros, columns and various other features. I received an Outstanding Attendance Certificate and a Certificate of Training upon completion of the course.

SKILLS AND ABILITIES
I know the computer programs WordPerfect 5.1, 6.0 and Microsoft Word. I am reliable, responsible, and hard working. I have excellent salesman skills and also work well with other people. I am fluent in both English and Spanish, and I am able to read and write in both languages.

REFERENCES
Available upon request.
ON-DUTY

- Remain at your post-of-duty until reassigned or requested to report elsewhere.
- Keep ALL switchboard lines open for emergency use.
- Accept transfer of station or change of duties without question.
- Remain on duty until relieved.

OFF-DUTY

- Keep your phone free. Do NOT call the hospital.
- If you are not called, REPORT on duty at your REGULAR scheduled time or as determined by your unit-specific plan.

IF CALLED TO DUTY

- Carry and present name tag, I.D. card, or other form of identification for admission to that area.
- Park in employee parking lot.
- Enter hospital through any hospital entrance other than Emergency Department entrance.
- Report to preassigned unit as SOON as possible. If not needed there, or if without reassigned service area, report to manpower pool in Emergency Department waiting room.
ST. FRANCIS MEDICAL CENTER

INSTRUCTIONS TO PERSONNEL

ON-DUTY

1. Remain at your post-of-duty until reassigned or requested to report elsewhere.

2. Keep ALL switchboard lines open for emergency use.

3. Accept transfer of station or change of duties without question.

4. Remain on duty until relieved.

OFF-DUTY

1. Keep your phone free. Do NOT call the hospital.

2. If you are not called, REPORT on duty at your REGULAR scheduled time or as determined by your unit-specific plan.

IF CALLED TO DUTY

1. Carry and present name tag, I.D. card, or other form of identification for admission to that area.

2. Park in employee parking lot.

3. Enter hospital through any hospital entrance other than Emergency Department entrance.

4. Report to preassigned unit as SOON as possible. If not needed there, or if without reassigned service area, report to manpower pool in Emergency Department waiting room.
March 1, 1997

Dr. John Cavetti  
Association for Education  
530 North Pine Street  
Alexandria, VA 22354

Dear Dr. Cavetti:

QUALITY READER CLUB

We haven't heard from you. We want to be sure that you have one final opportunity to renew your membership. If you return the enclosed form today with your dues payment, your membership will be reinstated, and you will receive FREE a special publication.

If you don't renew, here is what you will be missing: our association's regular publications, plus the quarterly journals, the yearbook, the resource files, and lastly, the need-to-know conference information.

In just a few minutes, you can renew your membership. Take the time, NOW. Don't miss this last opportunity.

Sincerely,

Mark Lemke, President  
Quality Reader Club

jj

Enclosure
March 1, 1997

Mrs. Maria Gonzalez  
2102 Mountain View Drive  
Mountain Center, WA  98002  

Dear Mrs. Gonzalez:

As another tax season ends, we want to thank you for making 1996 the best year yet for Tax Advantage. With the almost constant changes in tax laws, however, there are sure to be many additional challenges and opportunities in the coming year. So we’ve taken your suggestions, added some ideas and innovations of our own, and already started working to make 1997’s Tax Advantage even better.

Mrs. Gonzalez, here is your chance to get a jump on next year’s taxes.  
Become a priority Tax Advantage customer now!

As a priority Tax Advantage customer, you will get the final version of Tax Advantage (for Windows), first to ship priority status when we begin shipping the 750,000 orders we expect to fulfill next January and shipment via U.S. Priority Mail.

Next year’s Tax Advantage will prepare your return the same dependable way you have come to rely on!

Because these are truly remarkable savings, this nontransferable offer is for Tax Advantage customers only. Order today so you don’t have to worry about placing your order during next year’s busy tax season.

Sincerely,

Carol Wyman  
President

jj  
Enclosure
## MORENO VALLEY POPULATION GROWTH

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Population Growth</th>
<th>Population Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>6,067</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1960</td>
<td>13,291</td>
<td>12.0%*</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>18,871</td>
<td>4.0%*</td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>28,139</td>
<td>5.0%*</td>
<td></td>
</tr>
<tr>
<td>1984</td>
<td>49,702</td>
<td>19.0%*</td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td>57,615</td>
<td>15.9%</td>
<td></td>
</tr>
<tr>
<td>1986</td>
<td>65,549</td>
<td>13.8%</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>80,166</td>
<td>22.3%</td>
<td></td>
</tr>
<tr>
<td>1988</td>
<td>92,532</td>
<td>14.2%</td>
<td></td>
</tr>
<tr>
<td>1989</td>
<td>102,286</td>
<td>11.7%</td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td>118,779</td>
<td>16.1%</td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>126,000</td>
<td>6.0%</td>
<td></td>
</tr>
<tr>
<td>1992</td>
<td>129,400</td>
<td>2.7%</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td>130,900</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td>132,100</td>
<td>.9%</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td>131,900</td>
<td>-.1%</td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td>133,400</td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td>141,585**</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td>150,658**</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td>162,301**</td>
<td></td>
</tr>
</tbody>
</table>

* Average Annual Rate of Growth
** Population Projections developed by the City of Moreno Valley

Source: State Department of Finance/Demographic Research Unit
COLUMNS
Package Tours
Spring & Fall 1997

<table>
<thead>
<tr>
<th>Tour</th>
<th>Lodging</th>
<th>Food</th>
<th>Local Transportation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Town &amp; Country</td>
<td>200</td>
<td>75</td>
<td>75</td>
<td>350</td>
</tr>
<tr>
<td>Pastoral Idyll</td>
<td>100</td>
<td>50</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Sport Adventure</td>
<td>125</td>
<td>0</td>
<td>20</td>
<td>145</td>
</tr>
</tbody>
</table>

**Town & Country**
Stay in exclusive, luxury 5-star hotels. Dine in Michelin 3-star (or better) restaurants. You will be transported in luxurious motorcoaches that include a lunch. Day trips include these popular destinations:
• Lucerne
• Gstaad
• Zermatt
• Montreux
Fees include private first-class train travel to *The Top of Europe.* Home base is Interlaken.

**Pastoral Idyll**
Stay in comfortable well-appointed 3-star hotels. Dine in hotel restaurants. Enjoy the convenience of our mini-bus to transport you to each new and exciting day. Includes second-class train travel to *The Top of Europe.* Day trips include easy terrain hikes, plus a steam ferry to a fishing village. Home base is the sport center and resort of Grindelwald.

**Sport Adventure**
For the hardy explorer, this economical package includes lodging at 2-star bed and breakfasts that also provide evening meals. Midday meals are not included in this package. Travel fee includes regional rail pass for second-class travel for the entire region, plus second-class train travel to *The Top of Europe.* Also includes gondola fees and lift tickets. Mountain guide fee and overnight stay in high altitude hut are also included. Home base is the rustic village of Stechelberg.

Still Can’t Decide?
In making a decision about which tour package to purchase, some of our customers have found it helpful to know more about their fellow travelers. Our research has shown that the Town & Country tour is popular with travelers over 50; while the Sport Adventure tour is popular with travelers under 34. The Pastoral Idyll tour is popular with travelers of all ages.
<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1</td>
<td>Junior Varsity Football, Cedar Middle School vs. Lakeview Middle School</td>
</tr>
<tr>
<td>October 3</td>
<td>Ninth Grade Volleyball Jamboree, Oakridge Middle School</td>
</tr>
<tr>
<td>October 4</td>
<td>Varsity Football Game, Meeker High School vs. Rollins High School</td>
</tr>
<tr>
<td>October 14</td>
<td>Varsity Tennis Tournament, Meeker Ninth Grade Volleyball Jamboree, Oakridge Middle School</td>
</tr>
<tr>
<td>October 15</td>
<td>Junior Varsity Football, Lakeview Middle School vs. Ewing Middle School</td>
</tr>
<tr>
<td>October 18</td>
<td>Varsity Football Game, Rollins High School vs. Roosevelt High School</td>
</tr>
<tr>
<td>October 22</td>
<td>Varsity Tennis Tournament, Meeker High School vs. Rollins High School</td>
</tr>
</tbody>
</table>
CHOOSING HOUSEPLANTS TO SUIT YOUR ENVIRONMENT

Introduction

There has recently been a noticeable increase in the popularity of houseplants. It seems that more and more people are reacting to the mechanization and urbanization of our society by bringing pots of nature into their living and working spaces.

A visit to a well-stocked greenhouse can present the indoor gardener with a bewildering selection of plants from all around the world as well as a large number of very specific kinds of growing mediums, containers, fertilizers, and other supplies. Such an array can as easily intimidate beginning gardeners as it can assure them.

Gardeners need not be intimidated if they have a few basic facts and a determination to start simple. So, starting a garden can be an exciting experience.

Choosing Plants for Your Space

Not every plant will grow in every environment. There are two considerations that you must remember in choosing your plants: light and temperature. Other factors of plant health (planting medium, pots, water, and fertilizer) are easily controlled by the gardener and so they will not be discussed here.

Light. If you live in a house with light exposure on all four sides, you will be able to select a variety of different kinds of indoor plants. Apartment and town house dwellers find their choices more limited.

When you have located a plant that you like, check the marker (usually stuck in the dirt in the pot) for the recommended amount of light. That marker in the pot will generally say one of the following:

Direct sunlight or full sunlight. This is the amount of sun you get from an unobstructed southern window. It is the fullest amount of sunlight available indoors and is generally required only for cactus and flowering plants like begonias, poinsettias, gardenias, hyacinths, geraniums, and so forth.

Bright sunlight

Southeastern and southwestern and western windows provide bright sunlight. This is the kind of light required by the greatest number of houseplants.
Distinguished Employee Award

Wednesday, June 5, 1997

Rochelle Theater

1320 Rialto Drive
Kansas City

6:30 p.m. to 10:00 p.m.

RSVP: 1-800-801-9742

By: May 20, 1997
MEMORANDUM

TO: Chris Walden
FROM: Nicole Kringer
DATE: March 1, 1997
SUBJECT: STATISTICAL ANALYSIS

I have been running an analysis on the areas mentioned in your April 3 memo. Completing the computations has brought up the following questions:

1. With small section ratios of $r^1$ and $r^2 (0.10$ to $0.25)$, what will be the yield increase?

2. What is the interaction effect on the scores of $X_1$, $X_2$, and $X_3$?

I will try to report on the findings to these questions by the end of next week. Please call me immediately if you need additional information.

jj
**Package Tours**  
**Spring & Fall 1997**

<table>
<thead>
<tr>
<th>Tour</th>
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HEADERS AND FOOTERS
CHOOSING HOUSEPLANTS TO SUIT YOUR ENVIRONMENT

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When you have located a plant that you like, check the marker (usually stuck in the dirt in the pot) for the recommended amount of light.
Special Lighting Instructions

That marker in the pot will generally say one of the following:

Direct sunlight or full sunlight.

This is the amount of sun you get from an unobstructed southern window. It is the fullest amount of sunlight available indoors and is generally required only for cactus and flowering plants like begonias, poinsettias, gardenias, hyacinths, geraniums, and so forth.

Bright sunlight

Southeastern, southwestern, and western windows provide bright sunlight. This is the kind of light required by the greatest number of houseplants.

Bright, indirect light.

This is the degree of sunlight you get in the middle of a room with white or very light-colored walls when the windows get southern or southwestern exposure. There are a few blooming plants that thrive in this light (for example, African violets and fuchsia); a far greater number of foliage plants prefer bright, indirect light.

Medium light.

Medium light is the least light by which you can read the newspaper. Generally, northern windows as well as spots a few feet away from an eastern or western window provide medium light.
MERGING

DATABASE
May 23, 1997

Dear «Title» «LastName»:

Thank you for coming in to WalMart this past week and taking advantage of our Fall sale! Your purchase of a «item» for «dollar2» was a wise buy. We have found, «Title» «LastName», that in addition to the sale’s savings, you are entitled to a rebate of «dollar1». Enclosed is a check for that amount.

Our next great sale will be coming up soon. According to our records your phone number is «HomePhone». We will call you, «Title» «LastName», personally to be sure that you are aware of your special shopping day on «date».

Again, thank you for your business, and we hope you enjoy your new «item».

Sincerely,

Jim Wagner, Manager
WalMart Stores, Inc.

Jh
Enclosure
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<tr>
<th>Title</th>
<th>FirstName</th>
<th>LastName</th>
<th>Company</th>
<th>Address1</th>
<th>City</th>
<th>State</th>
<th>PostalCode</th>
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<td>4387 Rancho Road</td>
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<td>CA</td>
<td>92507</td>
<td>(909) 985-4566</td>
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<td>January 29</td>
</tr>
<tr>
<td>Mrs</td>
<td>Susan</td>
<td>Turner</td>
<td>General Dynamics</td>
<td>785 Alessandro Road</td>
<td>Moreno Valley</td>
<td>CA</td>
<td>92557</td>
<td>(909) 934-5683</td>
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<td>January 30</td>
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<td>Mr.</td>
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<td>893 Main Avenue</td>
<td>Central City</td>
<td>NJ</td>
<td>29834</td>
<td>(314) 875-3421</td>
<td>$75</td>
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<td>Mrs.</td>
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<td>XYZ Company</td>
<td>Post Office Box 83</td>
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<td>94897</td>
<td>(714) 243-5873</td>
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May 23, 1997

Mr. Juan Martinez
4387 Rancho Road
Riverside, CA 92507

Dear Mr. Martinez:

Thank you for coming into WalMart this past week and taking advantage of our Fall sale! Your purchase of a bedroom set for $4,600 was a wise buy. We have found, Mr. Martinez, that in addition to the sale's savings, you are entitled to a rebate of $50. Enclosed is a check for that amount.

Our next great sale will be coming up soon. According to our records your phone number is (909) 985-4566. We will call you, Mr. Martinez, personally to be sure that you are aware of your special shopping day on January 29.

Again, thank you for your business, and we hope you enjoy your new bedroom set.

Sincerely,

Jim Wagner, Manager
WalMart Stores, Inc.

jh
Enclosure
SORTING
## UNSORTED

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TABLES
**TABLES**

**MOUNTAIN COMMUNITY COLLEGE**  
500 Silverdale Drive  
Colorado Springs, CO 87422  
(719) 555-3100

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**TO ALL STAFF**

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