

DOWNLOAD PDF FIRST COURSE-KEYBOARDING AND DOCUMENT PROCESSING (FIRST COURSE)

Chapter 1 : Basic Keyboarding Syllabus

First Course, Sixth Edition, provides a flexible keyboarding text that is planned and designed for the success of the individual in an open-learning situation, or in a group setting. New technology is having a dramatic effect on the office world; accordingly the secretarial role is changing.

This course is designed to support diversity of learners. My hope is to create a safe environment for all students. If you want to discuss your learning experience, please talk to me as early in the term as possible. Attendance – I expect you to be in class. I will be there, and so should you. If you cannot be in class, please notify me via the listed email. Failure to attend class will result in your inability to be prepared. Repeated absences may result in involuntary withdrawal from the course. I also understand there may be extenuating circumstances that might occur on an emergency basis that could cause you to be late for class. A few minutes can be excused, however more than a few minutes is not showing respect for your fellow students. You will not be allowed to makeup the test and will receive a zero. Class will also start promptly at 6: Students should be in the classroom and seated prior to that time. Inappropriate Behavior – I expect each of you to conduct yourselves in a manner appropriate for adult college students and not be disruptive to the class. I will not tolerate inappropriate behavior during the class period. If I catch anyone being disruptive, I will warn you first. Subsequent behavior will result in my asking you to leave the classroom. Continued behavior will result in points being deducted from your grade. Inappropriate behavior is defined as any behavior that: As a parent, I understand the need to be available in case of emergency. Make sure these devices are set to vibrate, silent or turned off. Only emergency calls will be accepted. Texting will not be tolerated during class hours. This class experience is preparing you for the workplace and inappropriate behavior is not tolerated there either. I expect you to do the same in participating in the educational experience. Academic Dishonesty – It is the responsibility of each student to respect the academic integrity of each class by doing their own work and refusing to assist others in deception. Cheating, fabrication, plagiarism, and facilitating academic dishonesty are examples of violations of academic integrity. Instances of academic dishonesty will be dealt with in accordance with the Student Code of Conduct. Faculty members have the authority to imposing any of the sanctions listed in the Code, including, but not limited to, a zero on the assignment, lower grade, involuntary withdrawal from the course or failure of the course. These violations may also be reported to the Dean of Career and Technical Programs. Extreme cases may be reported directly to the Vice President for Learning and Student Development for disciplinary action. Withdrawals – Effective Summer , students will have the ability to initiate a withdrawal from classes. Students should be aware of the impact of a withdrawal on full-time status for insurance purposes and for financial aid. It is highly recommended that students meet with their instructor or with a counselor before withdrawing from a class to discuss if a withdrawal is the best course of action for that particular student. The instructor still reserves the right to involuntarily withdraw students in accordance to the above listed attendance policy. More detailed information is available at www. The last date to withdraw from class is Wednesday, July 11, All electronic college correspondence will only be sent to the IVCC email. This is the only address the college or your instructors will use. The following is a tentative course outline and calendar. You are expected to read ahead in the text to be able to successfully participate in classroom discussions, as well as to prepare for quizzes and examinations. Due to the possibility of extended class discussions or other scheduling conflicts, this schedule may be modified during the semester. Make note of all assignment due dates.

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Chapter 2 : Archie Drummond (Author of Typing, First Course)

*First Course: Keyboarding and Document Processing [Archie M. Drummond, Anne Coles-Mogford] on calendrierdelascience.com *FREE* shipping on qualifying offers. Suitable for any elementary typing, word processing or keyboarding course, this sixth edition has been revised and updated with a European theme and covers the information technology which is commonplace in the modern office.*

This course requires multiple programming languages and work on the Unix operating system. Most programming examples will be given in C and Java. Students who are not proficient in at least one of these languages should consult the instructor before taking the course. Students will learn and program in both Perl and Javascript. While no prior knowledge of these languages is required, students who find it difficult to pick up a programming language should be prepared to do a fair amount of additional lab work. Familiarity with Unix and the Unix programming and development environments is highly desirable. If you have not worked in the Unix environment, you should spend some time prior to the term to become familiar with Unix, Unix editors, and Unix programming and debugging environments. Background The focus of this course has changed dramatically over the last decade. Early versions of this course focused on algorithms and models for text processing consistent with the need to develop stemming algorithms, stop lists, compression algorithms. In , a revised course was introduced, looking more at document processes. Text processing was relegated to about a quarter of the course with a focus on implementation of key algorithms in Postscript and C. The course introduced document design in the context of SGML, development of tools for structured and hypertext document manipulation, and collaborative authoring. The XML family of standards is the legitimate subject of an entire course and is now being emphasized in the course to the extent that time permits. These changes reflect developments in document processing that have been spread over a period of four decades. Today, document processing is one of the most rapidly evolving areas in information and computer science. A brief review of the history of these changes is in order. Text Processing Most people are well aware of the early use of computers to do tedious calculations— notably those required for targeting artillery shells, doing census work, and making financial calculations. The emergence of computers in the back offices of corporations and banks is pretty well understood. Less well understood is the use of computers for document processing. Computer controlled typesetting equipment required millions of repetitive calculations to determine line lengths and hyphenation decisions. The length of every line had to be calculated based on the width of each character on the line. In addition, interword and intercharacter spacing had to be optimized. Thus, the early relationship between document processing and computing had to do with repetitive calculations related to typesetting. Computers were also useful in assisting in hyphenation decisions and in spell checking. Simultaneously, a series of researchers were examining how bibliographic records might be stored on computers and searched and accessed more quickly. This gave rise to the development of a series of approaches to information storage and retrieval. The tasks of storage and retrieval, when examined in detail, involve preparing and processing the text using a number of sophisticated algorithms. Finally, early researchers in this field were faced with the need to optimize the use of very expensive resources. Until , bytes of memory were counted in thousands and disk storage was counted in hundreds of thousands. This meant that far less than one book could be held in memory at one time and a single book could absorb all the storage resources of a given computer. For this and other reasons, compression algorithms were of interest to these researchers. In short, computer scientists interested in documents were intensely interested in the algorithms used to process text. Document Processing With the emergence of the PC in the s, text processing became widely accessible to the office worker. While the PC would have a dramatic impact on document processing, three other things were happening out of the main stream that were equally if not more important. First, in , Xerox unveiled the information system of the future—an Ethernet based set of workstations and servers that had a graphical user interface with a mouse and a bitmapped display, a connection to a laser printer, and a

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model of text processing that was object based. In one sense, Scribe was simply the next generation typesetting system built upon the insights gained from a series of systems pub, runoff, nroff, script, etc. More importantly, it was very different in that users marked up text not in terms of typographic characteristics. Scribe marks a shift from text processing to document processing. More technically speaking, it marked the transition from procedural to structural copymarking. Universal Hypertext In the s, three things came together that changed the focus yet again. First, the Ethernet first developed at Xerox Parc was now used to connect most computers in offices and academia and these isolated networks began to be connected to each other across the Internet. An evolution of the research network developed by the defense department. The ARPAnet. Graphical user interfaces were now the standard for interaction and made it possible for users to learn new systems in a matter of hours. Third, Tim Berners-Lee, a physicist working at the CERN in Switzerland, envisioned a simple network based protocol and a simple universal naming scheme that could provide a kind of standardized hypertext. Thus, the new opportunities and challenges that we face as computer and information scientists have to do with how we manage large collections of interconnected standardized documents available across a wide area network. As this course is offered, another stage is emerging in which the nature of the nodes in this universal hypertext is evolving from static documents to dynamic active document forms. But that story is for the future. Conduct of the Course Philosophy of Instruction DIST is a graduate course in which students share the responsibility for creating a learning experience. The instructor and students share the responsibility to make the course work. This means two things: Some students hate to be lectured to from a book, others love it. Some students hate interactive classes, other students love them. This course will be interactive, and it will involve lectures that move well beyond what is written in the books. If you are squeamish about being asked questions in class, please let me know. Otherwise, it is my style to challenge you in class to think about the issues and to question you about your grasp of the material. It is my job to clarify what the textbooks fail to make clear and to go beyond what is said in the textbooks to new or more difficult ideas. The lectures will begin with the assumption that students have read and understood what is in the books. If you have not read the assignments prior to class, the lectures will be very difficult to follow. It is important that you come to class prepared to discuss and move beyond what was in the books and readings. While much can be learned by rote memorization, things learned by memorization tend not to be the skills that one generalizes and applies in later life. A different kind of learning takes place when students engage in the process actively. This course is based upon students being actively engaged in class, in the assignments, in the reading etc. DIST is structured to provide a variety of hands on learning experiences that students will have to struggle at. The goal is to learn by producing products that work. In all cases the products will be both toys and real. That is to say, they will provide real functionality, but at a level that is attainable within the course of a term. Goals The goals of the course are as follows: Within these broad goals, students are encouraged to define specific objectives for their own learning during the course. Introduction to the Course At the heart of any system are basic text processing algorithms and the course begins with both a history of document processing and a quick review the functions, packages and libraries that are available. In addition, because the web is a distributed application, the course will look at client server document related protocols. The design of servers will be reviewed to understand the focus of server side programming. The design of clients will be examined to introduce the basic paradigm for spiders and agents. Finally, as time permits we will examine the emerging XML standards and the impact they will have. Books The two main books for the course will be those shown below. Of course, students will also be expected to use the resources available electronically on the Web. We will review it in its entirety. The first book is a comprehensive reference work and will be consulted regularly throughout the course, but will not be read cover to cover. Both books are essential to the course, and while they are somewhat expensive, I think you will find them well worth the cost and will find them as useful references for several years to come. Course Mechanics There are several things that you need to keep in mind as you work on this course. At some point you will forget one or another of these things. Try to remember that this is the place to come check for the detail again. For

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document processing, it provides some sense of what a collaborative authoring system might look like. For Interactive Systems, the client provides examples of agents, visualization, and accommodation in interface design. Using CASCADE with its frailties and strengths will give you some sense of the problems inherent in designing interactive client server systems for document processing. The system can serve as a model for systems you might develop related to the final projects in my course. You will be told the first time that some local information is being set up. You will also need to set up the server information the first time you run the system. The setup is fairly automatic. The name can be any string you want, host for the class accounts is "augment. Regarding Homework Submissions Assignments emailed to the instructor should be sent to mbsclass mail. There is nothing more frustrating to a student than to have homework not be graded. There is nothing more frustrating to an instructor than to have homework submitted incorrectly or with insufficient information. Before you mail an assignment to me, please make sure that it meets the specific requirements for how it is to be submitted. While there may be additional specific requirements set up in class, the following guidelines should be of help: The paper should identify you, your email address, your social security number, the course, the term, the CRN, and the assignment for which the paper is submitted. The project source code and executable files should both be included. The material, if it is extensive, should be zipped up in a zip or jar file. Care should be taken to make sure that all necessary supporting DBMS and lib or jar files are included. A readme file should be included that explains any particular constraints or steps that need to be taken. Failure to note such use is cause for a grade of 0 on the assignment and an F in the course. All of your code should be carefully and professionally commented and explained.

Chapter 3 : PRELIMINARY SYLLABUS FOR DOCUMENT PROCESSING

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Chapter 5 : Read First Course Keyboarding and Document Processing Sixth Edition PDF - ProteusAlin

Suitable for any elementary typing, word processing or keyboarding course, this sixth edition has been revised and updated with a European theme and covers the information technology which is.

Chapter 6 : Anne Coles-Mogford (Author of Typing)

First Course Keyboarding and Document Processing by Drummond, A. M. & Coles-Mogford, Anne. Nelson Thornes Ltd, 6th Revised edition. Hardcover. Used; Very Good.

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