Typing for Colleges

BOOK 2

Typewriting and Communication
WEST AFRICAN EDITION

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Preface

This second and much revised edition of *Typing for Colleges 2* is a basic textbook which covers the syllabuses of the intermediate and advanced level examinations of the public examining bodies and provides teaching and practice material for all typewriter users and practice material for users of word processors and microcomputer users who have a word processing program. It has been written with current changes in typewriting syllabuses and the developing technology of word processing in mind. This new edition contains a great deal of new material, and among its many new features are sections on English Language (sentence construction, punctuation, composition at the machine, and dictionary use), word processing and microcomputers and organisational charts. The *Clinic*, unique to books by Paul Bailey, has been expanded and given a separate section at the end of the book.

Teachers and students will welcome its distinctive features:

- * It is lesson-planned. The lessons provide a planned sequence of work in which new techniques and theory are introduced, practised, applied and consolidated while at the same time pure typing skill is maintained and developed. There is a steady progression from typewriters to word processors.
- * It is realistic. It recognises that not all companies observe the same conventions and that the requirements of different examining bodies may vary. Although the book necessarily adopts a particular style in any one example, where there are acceptable alternatives these are mentioned. The book is more concerned with consistency of use than any one particular style.
- * It contains a high proportion of language problem exercises to encourage students to become critical of what they are producing and self-reliant in the detection and correction of errors.
- * It contains a high proportion of manuscript exercises which are introduced early in the text.
- * It is comprehensive, covering fully the intermediate and advanced syllabuses of the public examining bodies and includes such topics as punctuation and spelling, sentence construction and the production of original material straight on to the page, displays and tabulations of all kinds (including the teaching of organisational charts), medical abbreviations and correspondence as well as spirit, ink and offset duplicating.

Plan of the course

The book is completely lesson-planned and contains 150 lessons. It is assumed that users of this book will have been taught keyboarding and the use of the command keys on a word processor or microcomputer with a word processing program. The lessons are grouped in units of five lessons. In each unit:

The first lesson is designed to improve typing or word processing input speed and starts with an alphabet sentence and continues with a speed-building exercise. The lesson concludes with a theory topic.

There are 20 Increase Speed passages which start at 25 wpm for 5 minutes at SI 1.00 and progress to 35 wpm for 10 minutes at SI 1.02

The second and third lessons introduce further points of theory. All theory is taught in small elements and progresses in short steps with simple and detailed instruction.

The fourth lesson reinforces the theory taught in the earlier lessons by production practice.

The fifth lesson begins with a typing or word processor input test which the teacher will find useful as a general test of speed or accuracy or as a means of diagnosing typing/fingering faults. All faults diagnosed in the test can be corrected using the *Clinic* found at the end of the book. There are 30 passages (all composed on Typing/Office Practice topics) ranging from 699 strokes at SI 1.39 to 2891 strokes at SI 1.40. Most passages fall within the SI range 1.35–1.41, although 4 passages lie outside the top end of this range. The lesson concludes with further theory topic and production work.

The book thus provides a systematic and balanced course of skill building, technique development and production practice which is reinforced by a regular pattern of realistic consolidation.

Skill building

The Clinic (see pages 183–7)

Increase Speed

<i>words per minute</i>	<i>minutes</i>	<i>syllabic intensity</i>	<i>page</i>	
25	5	1.00	1	
30	5	1.02	8	
35	5	1.02	13	
40	5	1.05	19	
45	5	1.04	25	
50	5	1.02	32	
25	6	1.02	39	(8)
30	6	1.03	44	
35	6	1.02	49	
40	6	1.03	54	
45	6	1.02	59	
50	6	1.03	65	
30	7	1.02	71	(49)
35	7	1.04	78	
40	7	1.01	83	
45	7	1.01	88	
50	7	1.02	93	
30	8	1.03	98	(54)
35	8	1.01	103	(83)
40	8	1.02	108	
45	8	1.03	113	
50	8	1.01	118	
35	9	1.01	125	(88)
40	9	1.03	130	(113)
45	9	1.04	136	
50	9	1.02	143	
35	10	1.02	151	(93)

Test Your Skill

<i>stokes</i>	<i>syllabic intensity</i>	<i>minutes</i>	<i>maximum errors</i>	<i>page</i>
699	1.39	5	6	7
885	1.37	5	6	12
1048	1.35	5	6	18
1159	1.36	5	6	24
1172	1.38	5	6	31
1339	1.49	5	6	38
1407	1.41	6	7	43
1465	1.36	6	7	48
1519	1.41	6	7	53
1561	1.38	6	7	58
1590	1.37	6	7	64
1735	1.37	6	7	70
1737	1.38	7	8	77
1794	1.41	7	8	82
1825	1.47	7	8	87
1833	1.41	7	8	92
1913	1.50	7	8	97
1965	1.37	8	9	102
1990	1.35	8	9	107
2056	1.40	8	9	112
2097	1.45	8	9	117
2126	1.35	8	9	124
2153	1.39	9	10	129
2212	1.35	9	10	135
2282	1.36	9	10	142
2312	1.38	9	10	150
2352	1.41	10	11	157
2408	1.35	10	11	166
2692	1.41	10	11	175
2891	1.40	10	11	182

Alphabet sentences — see main index

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