YOU HAVE E-MAIL!

**COMPETENCY
CATEGORY:**   Work Place

**COMPETENCY
NUMBER:**   H.80

COMPETENCY: Demonstrate an ability to send, receive and organize E-mail messages.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate an ability to send, receive and organize E-mail messages.

JAG

INDEX

- Ask the following questions of your students:

    - What is electronic mail?
    - How can the electronic mail system be of benefit to you?
    - How does electronic mail work?
    - What are some of the benefits and limitations of electronic mail?
    - Do you know the parts of an electronic message?
    - Have you ever heard of electronic mail etiquette?
    - How many of you have an electronic account?

- We will address all of these questions, and many more in this module entitled "You Have E-Mail!"

Administer Pre-Assessment

OUTLINE

Note to Specialist: Throughout this module, the terms electronic mail and e-mail will be used interchangeably.

A.   Definition of electronic mail or e-mail

1.   Electronic mail, also known as e-mail, lets you communicate with other people on the Internet.

2.   Electronic mail is one of the most commonly used basic services provided by the Internet.

3.   The Internet is also used for various forms of communication.

4.   Now that we have identified what e-mail is, let's evaluate some of its common uses.

B.   Common uses of electronic mail or e-mail

1.   Some of the common uses of e-mail are that it allows you to:

a.   Keep in touch with your family and friends

b.   Get information such as your homework assignment from your teacher while you were absent from school

c.   Meet new people and build lasting relationships (There are over 30 million persons who are connected to the Internet in some manner)

d.   Join interest groups

e.   Access other Internet services that are available

2.   E-mail is also a means in which people exchange work related files such as spreadsheets, word processing documents, images, and programs.

3.   E-mail is vital for companies to communicate. This form of communication occurs both on site and location-to-location.

4.   E-mail in the work environment is often the choice of communication rather than the telephone.

C.   How does electronic mail work?

1.   Now that you know what e-mail is and how it can affect you both personally and in the work environment, let's examine how the electronic mail system works.

2.   Electronic mail lets you send messages and receive messages in an electronic format.

3.   This mail can be transmitted to someone using the Internet, someone using the same computer system as you, or someone using a computer thousands of miles away.

4.   The process of sending electronic mail is often compared to that of sending mail through the postal system.

5.   For example, when sending a letter to your friend, you would write the letter, address the envelope, place the postage on the envelope, and then place the envelope in the mail box where it will be picked up and delivered to the appropriate person.

6.   When sending e-mail, you would:

      a.   Open your e-mail software to compose your message

      b.   Address the mail message

      c.   Write the message

      d.   Send the message

7.   E-mail software acts as a message carrier.

8.   It is the responsibility of this software to make sure that the message is sent to the appropriate person.

9.   This process of delivery takes place in a short period of time, usually in a matter of seconds.

10.   When the receiver opens the e-mail software, there will be a notification that there is a message waiting.

11.   Sometimes there are problems with the e-mail software, which doesn't allow the message to be delivered.

12.   Some of the reasons for a non-deliverable message include:

      a.   Computer system is busy

      b.   Incorrect address for the sender

      c.   The computer system will not accept mail from your computer system

      d.   Network problems

D.   Advantages of e-mail

    1.   E-mail has numerous advantages which include:

        a.   Quick means of communicating with others: e-mail usually completes the sending of mail in a matter of seconds.

        b.   Convenient to send and receive: No matter where you are, as long as you have a computer and Internet access, you have access to e-mail.

        c.   Less expensive than sending mail through the postal service: This cost-effective means allows for communication between friends, colleagues, or business associates.

        d.   No matter the type of document, (letters, computer files, reports, pictures) it can all be sent via e-mail.

        e.   You don't have to play "phone tag" or worry about leaving messages: Using e-mail, the message is read at the convenience of the receiver.

        f.   Allows for those who are shy or quiet the ability to express themselves: Rather than being in front of a group of people, they are at the comfort of their computer to send messages to any and everyone.

        g.   E-mail reduces the need to have informational meetings.

        h.   Reduces the need for paper to generate agendas, forms, etc.

E.   Limitations of e-mail

    1.   E-mail also has some notable limitations that inhibit communication which include:

a.   Privacy - Since the message travels from one computer system to another, there is a chance that someone may disrupt the transfer of the information.

b.   Emotions are hard to be expressed through e-mail - If the message being sent is trying to show emotions about a situation, e-mail is not the best means of communication.

c.   Overwhelming amounts of e-mails can be a limitation - Since e-mail is so convenient for so many people, there could be times that you have more mail than you have time to read. There are also times that you will receive mail from different mailing lists.

d.   Mail sent is not always accessible.

e.   Lack of personal interaction - With computers becoming so popular, people spend more time communicating through e-mail than spending time socializing one-on-one.

f.   System failures - If the network of computers were not working, this would not allow you to check your e-mail. It is amazing how much we rely on computers. When they are not working properly, it affects our ability to get our job done.

F.   Identifying e-mail message essentials

1.   All e-mails are divided into three (3) main parts:

a.   Header

b.   Message

c.   Signature

2.   The header is the part of the message that provides information for sending the message.

3. In the header, you will notice the:

  a. Address of the sender of the message - This is the e-mail address that the message is being sent from. (If there is a problem with delivery or if the receiver sends a response, this is the address the message will be sent to.)

  b. Date the message was sent - This is defaulted by the e-mail software.

  c. Receiver's e-mail address - This is the person to whom the message is being sent. This could be one person or a group of people.

  d. Subject in the header of the e-mail message - This is what the e-mail is about.

4. Proceeding down the screen, there is the e-mail message itself.

5. This area of the message is also where attachments would be placed. These attachments could include other messages, files, and pictures.

6. At the end of the message is the signature line. This contains the sender's name and information for further contact, if necessary.

G. E-mail etiquette

1. When using e-mail, there are rules that you should keep in mind.

2. These rules are not just for creating e-mails, but also for the "responsibility" of using e-mail.

3. These rules include:

  a. Never give out your user ID or password to another person - This is your personal information that identifies

you and allows you privileges to e-mail. If someone obtains your information and illegal activities are committed, you may be held responsible.

b.   Never assume that your e-mail is private - A good rule of thumb is to not send a message that you would not want displayed on the evening news.

c.   Keep paragraphs and messages short and to the point.

d.   The message content should pertain to the subject line of the e-mail message.

e.   Always make sure to include a signature line that indicates your name and contact information, if appropriate.

f.   Capitalization of words is used to emphasis a particular point - When a message is typed entirely in capitals, it is perceived as someone "shouting."

g.   Never send a chain letter through the Internet - It could result in loss of e-mail privileges.

H.   Creating an e-mail account

1.   Having the Internet means that you have the ability to create an e-mail account.

2.   Just as there are numerous sites that you can enter on the Internet, there are just as many areas that offer you free e-mail service.

3.   For the interest of learning, let's create an account, using Yahoo! Mail as the provider.

4.   The steps needed to create this account are lengthy and can be confusing.

5.   You must follow all these steps. Failure to do so could result in your inability to create an account.

I.   Steps to accessing Yahoo! Mail

1.   Open the Internet browser (Microsoft Explorer, Netscape Navigator, AOL, etc.) that is available on your computer.

2.   The screen that is showing on your computer is called the **home page**. This is the first page that will always load each time that you open the Internet browser.

3.   At the top of the page there is a long white rectangular box that has an Internet address beginning with "www."

4.   This is the address or location of the file where this page can always be found. Think of it as the home address. The Internet address allows for direct access to the page.

5.   Using the mouse, click at the end of the line of text in the white box.

6.   Erase the address.

7.   Type the following address: www.yahoo.com

8.   This is the address where the e-mail account is being created.

9.   Now that you have the Yahoo! home page on the screen, you will notice that this page is similar to the previous page that was on the screen. You have just changed the search engine.

10.   Double click on the word "Mail." This word will appear in a different color text and will be underlined. The search engine is now looking for the mail site and it will be loaded shortly.

COMPLETE LEARNING ACTIVITY H.80-1
"YAHOO MAIL"

J.   Steps to create an e-mail account in Yahoo! Mail

    1.   This process is divided into five (5) steps:

        a.   Creating a log-in or ID

        b.   Creating a password

        c.   Questions to find out a password

        d.   Entering personal information

        e.   Identifying interests of the user and processing the request.

    2.   With Yahoo! Mail displayed on the screen, let's create an e-mail account.

K.   Creating a log-in or ID

    1.   Double click on the text "I'm a New User." This is for first time users.

    2.   Select the text "Sign me up."

    3.   In order to use e-mail, the user must have a log-in name and a password. The log-in or the ID is what identifies you as the user. This is the users' unique personal identification. The password is the key to getting into the e-mail. This is just another line of security to make sure that no one is using your account.

    4.   Scroll down the screen and notice the area that states "Create your Yahoo! E-mail Name."   In the white box, type in your first and last name without any spaces. This is going to be your personal ID name that you will use to sign-in to use your e-mail

account. (Note: the ID can be anything that you want, but for this activity we are using names.)

5.   At the end of the white box, there is the phrase "@yahoo.com" which will be part of the e-mail address. This is the address that you will give to people to send you e-mail and it will appear on e-mails that you send to people.

6.   Next, type in a password that you can remember. This password can be a word or a phrase as long as it is no more than eight characters long and contains no spaces. It is important that you remember this password.

7.   Retype the same word in the next box. This just verifies that the word in the first box is the same.

Note to Specialist: The next section establishes a reminder for students to get their e-mail password should they forget it. In the gray shaded area, notice the words "In case you forget your password." These are questions that e-mail would like the user to answer in order to get their password.

8.   Using the pull down menu, select from the list a question that you could answer to get your password, should you forget. The options are:

   a.   City of birth

   b.   Pet's name

   c.   Anniversary date (mmddyy)

9.   In the white text box, type in the answer.

10.   Type in the user's birthday using the following format: Month Day Year.

11.   Enter personal information about yourself. This includes the user's first and last name, the mailing zip code, sex of the user, occupation and industry.

12. Click on the box next to topics that are of interest.

L. Submitting a request

1. Select the "Review and Submit" button at the bottom of the screen.

2. Wait for the information to be verified. This process should not take more than a couple of minutes.

3. The next screen of information will indicate whether the information was approved or not.

4. Information that is approved will generate a screen with the Yahoo! Account information. This information will be:

a. The Yahoo! ID - this is the ID that needs to be entered to check e-mail

b. New Yahoo! Mail Address - this is the address that you tell people to write to you. Make sure to tell people that your address is: loginname@yahoo.com. An example of the address could be janedoe@yahoo.com.

5. Make sure that this information is written down in a safe place so that there is written record of it.

6. If there is a problem with the entered information, make the necessary changes and proceed.

7. Click on "Continue to Yahoo! Mail."

8. See the next section, "Composing an e-mail message" to compose (write) an e-mail message.

**COMPLETE LEARNING ACTIVITY H.80-2
"YOUR E-MAIL ACCOUNT"**

M. Composing an e-mail message

1. Complete the "Steps to accessing Yahoo! Mail" section.

2. Enter the Yahoo! ID that was created by the user.

3. Enter the password that was chosen by the user.

4. Select "Sign in. The system will determine if the Yahoo! ID and password entered for the particular user is valid.

5. If the information is valid, the Yahoo! Mail screen will be displayed on the screen.

6. If the information is not valid, a screen will appear indicating what information was not entered properly. Make the necessary changes and re-submit.

7. Select the word "Compose" listed on the left side of the Yahoo! Mail screen.

8. In the "TO" box, listed at the top of page, enter the e-mail address of the person that should receive the e-mail. If there are multiple people that this message is being sent to, type each address, followed by a comma to separate the names. (For example: raggyanne@yahoo.com, janedoe@yahoo.com, snoopy@yahoo.com.)

9. In the subject box, type the nature of the message. Remember this is a short description of the e-mail's content.

10. In the body of the message, type the message.

11. Type your name at the end of the message so that the reader knows that this is the end of the message.

12. Select submit. This means that the message is being sent to all the people that are listed in the "TO" box at the top of the screen.

COMPLETE LEARNING ACTIVITY H.80-3
"SENDING E-MAIL"

N.   Opening a new e-mail message

Note to Specialist: This module provides the basic steps involved to open a message. There are numerous options that can be completed; however, this module will not address these options.

1.   Complete the "Steps to accessing Yahoo! Mail" section.

2.   Enter the Yahoo! ID that was created by the user.

3.   Enter the password that was chosen by the user.

4.   Select "Sign in." The system will determine if the Yahoo! ID and password entered for the particular user is valid.

5.   If the information is valid, the Yahoo! Mail screen will be displayed on the screen.

6.   If the information is not valid, a screen will appear indicating what information was not entered properly. Make the necessary changes and submit.

7.   Select "Unread Messages." This indicates that there are unread messages sent to the e-mail account. The number in parenthesis is the number of messages that have not opened.

8.   Select the bold blue text of one of the e-mail listings. The far right column of the screen with blue text indicates the subject line of the e-mail. If the text is dark blue that means that the message has not been opened. Light blue text means that the message has been opened.

9.   Once the message is opened, there are several options that could be taken:

   a.   Reply - allows the reader the ability to send a reply to the sender of the message

b. Reply all - this option allows for a response to be sent to the sender and to everyone who received the original message

c. Forward - the ability to send the message to other people

d. Delete - erase the message

e. Prev - short for previous, which allows the previous e-mail to the one open, to be read

f. Next - opens the e-mail message next on the list

g. Inbox - returns to the main list of e-mails

10. When finished reading the message, select "Inbox" at the top of the screen. This takes you back to the listing of e-mails.

11. Select "Sign Out" listed on the left side of the screen. This is the process of closing out e-mail.

12. Select "Sign Out Completely" to end the e-mail session and return to Yahoo.

COMPLETE LEARNING ACTIVITY H.80-4
"YOU'VE GOT MAIL"

COMPLETE LEARNING ACTIVITY H.80-5
"JOURNAL WRITING"

COMPLETE LEARNING ACTIVITY H.80-6
"SERVICE LEARNING"

COMPLETE READING ACTIVITY H.80
"SEND AND YOU SHALL RECEIVE"

COMPLETE MATH ACTIVITY H.80
"WEB MATH"

Administer Post-Assessment

LEARNING ACTIVITY H.80-1
"YAHOO! MAIL"

OBJECTIVE: To access Yahoo! Mail

RESOURCES: Computers with Internet access

SUGGESTED TIME: 15 minutes

DIRECTIONS:

1. Have students open their Internet browser.

2. Have students access Yahoo! Mail at www.yahoo.com.

3. Double click on "Mail."

4. If necessary, review the steps in the module.

LEARNING ACTIVITY H.80-2
"YOUR E-MAIL ACCOUNT"

OBJECTIVE: To create an e-mail account

RESOURCES: Computers with Internet access

SUGGESTED TIME: 1 hour

DIRECTIONS:

1.   Have students open their Internet browser.

2.   Have students access Yahoo! Mail.

3.   Have students:

    a.   Create a log-in or ID

    b.   Create a password

    c.   Establish a reminder in case they forget their password

    d.   Insert personal information

    e.   Submit a request

Note to Specialist: Review content of module, if necessary.

LEARNING ACTIVITY H.80-3
"SENDING E-MAIL"

OBJECTIVE: To send an E-Mail message

RESOURCES: Computers with Internet access

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1.   Have students open their Internet browser.

2.   Have students access Yahoo! Mail.

3.   Have students send an e-mail message to other students in the
      class.

Note to Specialist: Review content of module, if necessary.

OBJECTIVE: To have students open an e-mail message

RESOURCES: Computers with Internet access

SUGGESTED TIME: 15-30 minutes

DIRECTIONS:

Note to Specialist: If necessary, send a message to each student so they will have a message to open.

1.   Have students open their Internet browser.

2.   Have students access Yahoo! Mail.

3.   Have students open their e-mail messages.

Note to Specialist: Review content of module, if necessary.

	LEARNING ACTIVITY **H.80-5** **"JOURNAL WRITING"**

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1.   Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.

2.   Assign the page range for the journal writing assignment.

   This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.80-5
"JOURNAL WRITING"
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE: **PAGE LENGTH:**

LEARNING ACTIVITY H.80-6
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.80-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1.   Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").

2.   With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").

3.   With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

COMPETENCY H.80

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	**Consultative and Technical Assistance**	**Information and Referral**
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service

- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services

- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts

- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers

- Personnel offices
- industrial supervisor

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

    COMPETENCY H.80

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	**RESOURCES NEEDED**

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES

POSSIBLE BARRIERS	CREATIVE SOLUTIONS

TIMEFRAME

    COMPETENCY H.80

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.80

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.80 and distribute to each student.

2. Have students read "Send and You Shall Receive."

3. Have students complete the "Reading Recall" and check their answers for accuracy.

4. Discuss the story with your students.

"Hey, what are you up to?" asked Jeana.

"I'm sending an e-mail to Mr. Chandler," said Ruben.

"What about?" continued Jeana.

"Oh, that Chandler keeps sending me updates to check on the research paper we are writing in his English class. You know the guy keeps 'bugging' me about this project. He is really making me mad. You know, I will get around to this darn paper when I am good and ready, and not before!" Ruben exclaimed.

"Well, it is a big project and I think Mr. Chandler's e-mails have been real helpful. I was having trouble locating a web site and he knew just where to find it." Jeana remarked.

"Web site? I was just planning on using the good old encyclopedia."

"You are kidding aren't you?" Jeana asked. "This research project is to include at least 10 resources."

"Well, I'm sure they used more than 10 resources when they wrote the encyclopedia." stated Ruben.

"I can't believe it. Were you born under a rock? Mr. Chandler wants us to use 10 resources, as in references, you idiot! You have two options – the school library or the Internet. The Internet is your best source for lots of information. You can search the Internet yourself without any guidance or you can e-mail Mr. Chandler and ask him for suggestions on web sites, library links and stuff like that," continued Jeana.

"I've been e-mailing Mr. Chandler about 2 or 3 times a week. Why I have even downloaded an audio clip of a radio broadcast from CBS for my paper."

"Audio clip? Where did you find that?" questioned Ruben.

"Mr. Chandler sent me the idea last week. Said he got an e-mail message from one of his chat room friends and he sent it to me. But enough about my paper, let's get going on yours. First things first, send Mr. Chandler an e-mail message asking him for ideas and sources about your topic. Now, what are you writing about?" inquired Jeana.

"I'm not sure." Ruben stated, "I haven't zeroed in on a final topic as yet. I was thinking about writing about 'Star Trek'."

"You and that stupid 'Star Trek,' I should have known. Ok, send a message to Mr. Chandler asking for some suggestions. I think he likes 'Star Trek.' Let's see what he suggests."

COMPETENCY H.80

PART I

DIRECTIONS: How well did you read? Complete the following sentences by checking the correct blanks.

1. Mr. Chandler keeps sending e-mail messages to

    a. ___ check on the research paper his class is working on.
    b. ___ find out who is taking English.
    c. ___ check on Ruben.

2. When Ruben got Mr. Chandler's e-mail message, he was

    a. ___ working on his research paper.
    b. ___ displeased with Mr. Chandler.
    c. ___ starting his research paper.

3. Ruben planned to write his research paper

    a. ___ on the computer.
    b. ___ using the encyclopedia as his resource.
    c. ___ on English Literature.

4. Jeana was having trouble locating

    a. ___ a topic for her paper.
    b. ___ an encyclopedia.
    c. ___ a web site.

5. Ruben had two options for resources for his research paper, one was to

    a. ___ go to the library.
    b. ___ ask Jeana for help.
    c. ___ review his class notes.

6.   Jeana downloaded a/an

     a.   ___   video clip.
     b.   ___   audio clip.
     c.   ___   complete list of references.

7.   Ruben was going to write his paper on

     a.   ___   Star Trek.
     b.   ___   CBS radio.
     c.   ___   e-mail uses.

PART II

DIRECTIONS: Ruben was having difficulty coming up with a creative title for his research paper. What are your suggestions for a good title? Suggest at least two.

Title: _____
_____

Title: _____
_____

PART III

DIRECTIONS: In the space below, write at least 6 questions Ruben should ask Mr. Chandler in his e-mail about his research paper.

Question 1:   _____
_____

Question 2:   _____
_____

Question 3:   _____
_____

Question 4: _____
_____

Question 5: _____
_____

Question 6: _____
_____

MATH ACTIVITY H.80
"WEB MATH"

OBJECTIVE: To demonstrate the ability to add, subtract, multiply and figure averages

RESOURCES: Work Sheet—Math Activity H.80

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity H.80 and distribute to each student.

2. Have students complete the questions on the work sheet and check their answers for accuracy.

3. Discuss the Math Activity with your students.

MATH ACTIVITY H.80
"WEB MATH"
WORK SHEET

DIRECTIONS: Ruben and Jeana use their computers every day to send and receive e-mail to their friends. Answer the following questions.

1. On the average, Jeana sends 7 e-mail messages per weekday to her friends and classmates. How many messages does she send in a week?

2. On the weekend Jeana sends 4 messages every Saturday and 12 messages every Sunday. How many messages does she send in a week, including weekends?

3. Jeana spends about 7 ¼ hours at her computer each week, sending messages. Assuming each e-mail message is about the same length, what is the average time spent per message?

COMPETENCY H.80

4. Ruben spends about 10.5 hours each week sending and responding to his e-mail. How many hours per day does Ruben average on his computer?

5. Ruben installed an Instant Messenger program on his computer. This increased his time on the computer by 30 minutes per day. What was his average time on the computer per day with his Instant Messenger program?

☐ **PRE-ASSESSMENT** ☐ **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to sentences is suggested.

1.   What is another name for e-mail?

2.   What are 2 common uses of e-mail?

3.   What is the purpose of e-mail software?

4.   What are 3 advantages of e-mail?

5.   What are 3 limitations of e-mail?

6.   What are the 3 main parts of an e-mail message?

7.   List four rules of e-mail etiquette.

8.   After you open the Internet browser, what is the screen showing on your computer called?

9.   When you want to respond to an e-mail message, which option
      should be selected?

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10.   When you want to delete a message, which option should be
      selected?

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ANSWER KEY
☐ **PRE-ASSESSMENT** ☐ **POST-ASSESSMENT**

1. What is another name for e-mail?

   - Electronic mail

2. What are 2 common uses of e-mail?

   - Form of communication
   - Source of information
   - Interest groups
   - Access other Internet services

3. What is the purpose of e-mail software?

   - Message carrier

4. What are 3 advantages of e-mail?

   - Quick means of communication
   - Convenient
   - Less expensive than postal service
   - Can send all types of documents
   - Don't have to play "phone tag" or leave a message
   - Reduces the need for meetings
   - Reduces paperwork

5. What are 3 limitations of e-mail?

   - Privacy can be an issue
   - Emotions are hard to express
   - Overwhelming amounts of e-mail
   - Not always accessible
   - Lack of personal interaction
   - System failures

6.	What are the 3 main parts of an e-mail message?

- Header
- Message
- Signature

7.	List 4 rules of e-mail etiquette.

- Never give out your ID/password
- Never assume e-mail is private
- Keep messages short
- Message should relate to subject line
- Always include your signature
- Don't shout – i.e. Use capital letters
- Never send a chain letter

8.	After you open the Internet browser, what is the screen showing on your computer called?

- Home page or desktop

9.	When you want to respond to an e-mail message, which option should be selected?

- Reply

10.	When you want to delete a message, which option should be selected?

- Delete

PART I

1. Mr. Chandler keeps sending e-mail messages to

   a. __X__ check on the research paper his class is working on.
   b. ___ find out who is taking English.
   c. ___ check on Ruben.

2. When Ruben got Mr. Chandler's e-mail message, he was

   a. ___ working on his research paper.
   b. __X__ displeased with Mr. Chandler.
   c. ___ starting his research paper.

3. Ruben planned to write his research paper

   a. ___ on the computer.
   b. __X__ using the encyclopedia as his resource.
   c. ___ on English Literature.

4. Jeana was having trouble locating

   a. ___ a topic for her paper.
   b. ___ an encyclopedia.
   c. __X__ a web site.

5. Ruben had two options for resources for his research paper, one was to

   a. __X__ go to the library.
   b. ___ ask Jeana for help.
   c. ___ review his class notes.

6. Jeana downloaded a/an

    a.   ___ video clip.
    b.   _**X**_ audio clip.
    c.   ___ complete list of references.

7. Ruben was going to write his paper on

    a.   _**X**_ Star Trek.
    b.   ___ CBS radio.
    c.   ___ e-mail uses.

PART II

- Answers will vary

PART III

- Answers will vary

ANSWER KEY
MATH ACTIVITY

1.   35

2.   51

3.   8.6 minutes

4.   1.5 hours

5.   1 hour and 45 minutes

COMPETENCY H.80