Instructor's Guide for
Murach's OS/390 and z/OS JCL

This Instructor's Guide contains materials that make it easier for you to run a course based on our book, *Murach's OS/390 and z/OS JCL*.

How to install the Instructor's Guide

From the root directory of the Instructor's Guide CD, double-click on the file named Install.exe and respond to the dialog boxes that follow. This will install the directories and files of the Instructor's Guide on your PC in a directory structure that starts with C:\Murach\JCL\Instructors Guide.

Directory and file summary

The table that follows summarizes the directories and files that are installed on your C drive when you install the Instructor's Guide. These materials are described in more detail in the rest of this document.

These directories and files are also available on the CD starting with the directory named Instructors Guide. As a result, you can use the files directly from the CD. Please note, however, that the files will be in Read-Only format if you copy them to your C drive without installing them. As a result, you won't be able to modify them unless you turn off the Read-Only attribute.

C:\Murach\JCL\Instructors Guide\…	Contents
Guide Summary	This Word file that gives installation instructions and describes the contents of the Instructor's Guide
Objectives and Tests	1) A Word file named Objectives.doc
	2) A Word file named Review questions.doc
	3) One Word file for each chapter, named according to this pattern: Chxx test.doc (where *xx* is the chapter number)
	4) A Word file named Test answers.doc
Exercises and Solutions	1) One Word file for each chapter that teaches JCL or TSO/ISPF skills, named according to this pattern: Chxx exercises.doc (where *xx* is the chapter number)
	2) A Word file named Exercise solutions.doc
PowerPoint Slides	One PowerPoint file for each chapter, named according to this pattern: Chxx slides.ppt (where *xx* is the chapter number)

About the objectives

The Objectives document contains behavioral objectives for each of the 21 chapters in the text. These objectives describe what the students should be able to do when they complete each

chapter. We prepared these objectives based on the principles presented by Robert F. Mager in his classic book, *Preparing Instructional Objectives*.

Some of the objectives are applied objectives that determine whether the students can apply what they've learned as they develop JCL on their own. Others are knowledge objectives that define skills like identifying, describing, and explaining the required concepts, terms, and procedures. In general, all students should be able to do the knowledge objectives, even if they have difficulty with the applied objectives.

If you compare the content of the book with the objectives, you'll see that the book presents more information than is represented by the objectives. That's by design. If your students can do all of the objectives, though, they will have accomplished a lot. Of course, you can also add, delete, or modify our objectives to suit your purposes.

To make it easy for you to present the objectives in class, we've included them at the start of the PowerPoint slides for the corresponding chapters. That way, the objectives can be used as an introduction to a chapter, and they can also be reviewed at the end of the chapter. That will help the students understand what their learning priorities should be.

About the review questions

The Review Questions document gives you review questions for each chapter that are based on the chapter objectives. As a result, your students can use these questions to check their mastery of the material and to prepare for the chapter test.

About the tests and test answers

To test comprehension, there is one test for each chapter in the book. These tests are carefully designed to test the skills that are described in the behavioral objectives. As a result, there are no tricks. If your students can do all of the skills that the objectives describe, they should be able to pass the tests.

Each test is divided into two sections. The first section requires short fill-in or coding responses. The second section contains multiple choice questions. Because the tests are in Word, you can easily delete questions, modify questions, or add your own questions. You can also adjust the formatting to suit your purposes.

One thing to be aware of: The applied objectives for most chapters state that a student should be able to code JCL for a wide variety of functions. However, because JCL parameters can be complex…and because programmers on the job always have reference material at hand…we don't ask questions that test whether a student has memorized the syntax of any but the most common parameters. Instead, we may ask the student to name the parameter that would be used or we may ask what the function of a given parameter is.

Because of the limitations, these tests are best used as quizzes. That way, they will quickly let you determine whether the students are doing the required reading and are mastering the vocabulary of JCL. Then, you can use the exercises (see below) to determine whether the students are mastering the coding techniques that let them apply what they've learned in each chapter. Or, if you prefer to give open-book tests, you can use some of the exercises as test questions instead.

The Test Answers document provides our answers for the test items. We realize that for the short-answer questions, there may be more than one acceptable solution. In most cases, though, we've tried to word the questions in such a way as to keep the variations to a minimum.

About the exercises and exercise solutions

To let your students practice their new skills, there is a document containing one or more exercises for each chapter that teaches JCL or TSO/ISPF skills. These exercises match up with the applied objectives for the chapter, so your students can be sure they're mastering the material. Because it's impossible to memorize all the JCL syntax details, these exercises are designed for the students to use *Murach's JCL* as a reference as they work through them, just as they'd use reference material on the job.

The Exercise Solutions document gives our answers to the exercises. As with the test answers, there may be more than one acceptable solution in some cases. For the most part, though, the exercises are detailed enough that there isn't a lot of room for variation.

About the PowerPoint slides

The PowerPoint slides for each chapter are designed to help you with classroom presentations. In general, these slides are abridged versions of the figures presented in the book. As a result, they make it easy for you to review all of the information that the chapter presents. In addition, they include the objectives that describe what the students should be able to do at the end of each chapter.

If you want to modify any of the slides, you should know that we prepared them by copying the Word text from our figure files into PowerPoint. As a result, you can't modify the text in the normal way. Instead, you need to double-click on the text for a slide to open it up in Word, make the modifications to the text in Word, and click outside the text to return to PowerPoint.

Your comments, please

What we've tried to do in this Instructor's Guide for *Murach's OS/390 and z/OS JCL* is provide the instructional materials that will help you the most. Now, we would very much appreciate getting your comments about these materials. What did you find useful? Are there other materials you need? Also, if you have had any problems using the materials, by all means let us know so we can fix them.

The easiest way to get your comments to us is to e-mail us at murachbooks@murach.com. But if you prefer to call or write, we'll take your comments any way we can get them. Whether or not we hear from you, though, we want to thank you for your interest in our products.

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