

**ABED 6537**  
**APPLIED METHODS IN BUSINESS EDUCATION**

**SPRING 2015**

<b>Course Instructor:</b>	<b>Dr. Susan Hall Webb</b>
<b>Course Number/Section/ Meeting Times:</b>	ABED 6537-01, CRN No. 10649, Credit Hours: 4.0; RCOB 1308 5:30 p.m. – 8:00 p.m.
<b>Class Meeting Times:</b>	Wednesday
<b>Office Location:</b>	Richards College of Business – Room 2311 (upper level)
<b>Office Phone:</b>	(678) 839-4841
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<b>E-Mail:</b>	<a href="mailto:sehall@westga.edu">sehall@westga.edu</a>
<b>Office Hours:</b>	M—Virtual Hours—1:00 – 5:00 p.m.** T—By Appointment W—12:30 – 2:00 p.m./3:30 – 5:30 p.m. (Certain Days: Virtual Hours: 1 – 5 p.m.**) Th/F—By Appointment **Virtual Office Hours: Via CourseDen/Phone/Email

**What resources you will need...**

**Required Textbooks:** Kellough, Richard D. (2008). **What Every Teacher Should Know About Your First Year of Teaching: Guidelines for Success, Fifth Edition.** Prentice Hall. **ISBN-10:** 0137149433. Amazon.com: \$8.50 (approximately)

Rutherford, Paula. (2009). **Why Didn't I Learn this in College, Second Edition.** Just Ask Publishing. **ISBN-10:** 0979728010. Amazon.com: \$23.00 (approximately)

NBEA Yearbook. (2013). **Effective Methods of Teaching Business Education, 3<sup>rd</sup> Edition.** Number 51. National Business Education Association. It is available to NBEA members for \$30, plus shipping, which fluctuates based on how many are ordered (approximately around \$3.00 to \$5.00). Bring in a blank check or money for a total of up to \$35.00.

**Supplies:** **Webcam for Google Hangouts**

**What you'll need to do...**

- Prerequisite to this course is being admitted to teacher education (Praxis I or equivalent and 2.7 GPA)—unless you are in the M.Ed. program.
- MAT Students: Field experience is required by the Professional Standards Commission (PSC). The College of Education (COE) will assign you to a high school for two days per week for seven weeks. In-school hours supplement the classroom content and should be planned around course and work schedules.
- M.Ed. Students: Field experience is required at a local community college or technical school for 10-12 hours. Arrangements will be made to observe in an agreed upon location by the professor and the desired institution.
- Attending or participating in a professional activity is required. The activity MUST be directly related to business education.

### What is this course about?

The purpose of this course is to provide a series of in-class and online learning experiences involving basic methods, strategies, and knowledge related to instruction in business and technology education for both skills and non-skills areas. Required field-based and professional experiences allow for observation of and an emphasis on instruction and must be successfully completed. Semester hours **(4)**

### What you'll learn at the conclusion of this course...

By the end of the course, students will demonstrate an understanding of the following relevant set of basic themes as it applies generally to education and specifically to business/technology education. The model is purposely dynamic to allow for adjustments as the research base changes and new knowledge is incorporated into the class:

1. (BB3, 9, VG4,5) communicate effectively orally and in writing
2. (BB3, 9, VG4,5) demonstrate effective instructional strategies and methods in the areas of business/technology education thereby demonstrating individual content competency
3. (BB3, 9, VG5) demonstrate competency in the use of technology

### What you'll need to do to succeed...

- **Attend class.** My attendance policy is **rigid** based on the fact that this is an important course in your development as a teacher. **Therefore, if you miss more than one class for any reason (including online), you grade will be lowered by one letter grade.** If you miss more than three classes, you may be automatically dropped from the course. So...being absent from class will have a detrimental effect on your final grade. *If you must be absent, contact me by phone and/or email immediately to find out what you missed so that you can be prepared for the next class (you may have to make up an assignment depending upon what is missed).* Also, if you are more than 10 minutes late, you will be considered absent for the class. Please plan to arrive ON TIME and READY TO PARTICIPATE. If you are absent for a medical or another important "documented" reason, please provide documentation prior to class on the following class date.
- **Prepare and participate.** Come prepared to class (both campus and online) to discuss chapter readings, share your ideas, demonstrate effective communication skills, challenge assumptions, and question solutions. Enrich class discussion by sharing relevant information from your own personal and professional experiences. NOTE: If your final grade is "borderline," your level of class participation may make a large difference!
- **Professionalism.** Arrive on time and avoid any early exits. If you need to arrive late or leave early, please contact me via email or telephone to let me know ahead of time. Avoid activities unrelated to the class (checking email, working on your computer, sending text messages, etc.). **Be sure cell phones and other messaging devices are off and out of sight during class or class participation points will be DEDUCTED.** Close your computer during peer presentations and class discussions.
- **Hand in professional documents.** Type all documents on 8.5 x 11" letter-quality paper using margins of 1" in black ink. Use an appropriate document format and *unjustified* text. Use APA style format as directed. No handwritten corrections are accepted on final copies. Assignments must be saved with **.doc** or **.docx** extension. Student work should display the correct spelling, punctuation, and grammar rules for all

assignments. Before you come to class, assemble your documents in a report cover, report binder, or stapled (depending upon the assignment) with your name clearly located on the first page/cover page. All assignments are to be turned in at the beginning of class when the assignment is due.



- **Deliver professional presentations.** Speak to the class on the dates you are required to present. Before you present, hand in your presentation (cover page along with 6 slides per handout) to the professor. Dress professionally for all presentations—see photo to the right for minimum dress requirements.
- **Meet every deadline.** Turn in all writing assignments on the dates specified in this syllabus. Submit all activities for CourseDen by the indicated deadline. You will earn a “0” for missing the deadline of an assignment/activity or failing to deliver your presentation as scheduled. If you miss a deadline due to a *verifiable* emergency, contact me at [sehall@westga.edu](mailto:sehall@westga.edu) or (678) 839-4841 immediately, and I will consider a make-up or alternate assignment based on the circumstances (a late penalty may apply).
- **Follow these policies.** As a member of this class, you agree to abide by the policies stated in this syllabus. Asking me to make an exception to these policies breaches our social contract as a group, so please resist the temptation to request special consideration.

#### What you can expect in this course...

- Campus and online instruction.
- Interactive technology (CourseDen, email, wikis, blogs, chat rooms, etc.).
- Teamwork in small groups and individual work.
- Advance organizers, personal learning objectives and reflection, assignments using instructional software/applications.
- Development of effective lesson plans, including authentic assessments.
- Field experiences (observation, participation, attendance, and documentation).
- Participation in a professional activity (conferences, meetings, etc.)

#### Important UWG Policies...

**Common Language for Course Syllabi.** Please carefully review the information at the following link. The document at this link contains important information pertaining to your rights and responsibilities in this class. <http://tinyurl.com/UWGSyllabusPolicies>

**Credit Hour Policy (3 credit hours):** For approximately fifteen weeks, students in this class will generally spend 150 minutes with direct faculty instruction (either face-to-face or online) and work about 360 minutes outside of the classroom each week. This out-of-class work may include, but is not limited to, readings, assignments, projects, group work, research, and test preparation.

**Course Withdrawal.** Refer to the UWG Undergraduate Catalog for specific instructions on the “Withdrawal Policy.” Students who do not “officially” withdraw from the course will receive a “failing” grade. (Spring 2014 withdrawal date is 2/27/15)

**Academic Honor.** UWG students are expected to achieve/maintain the highest standards of academic honesty and excellence. Therefore, the UWG student pledges not to lie, cheat, plagiarize, or steal in the pursuit of study and is encouraged to report students who do (refer to Student Handbook, Appendix E, Academic Dishonesty). Students who breach the Academic Dishonesty guidelines will receive a “failing” grade in the course.

### When there is an online class, what can be expected?

On the days we have an online class, you must have access to CourseDen. Each day an online class is scheduled, you will need to go in and complete all the activities for the day; there will always be a “Question of the Day” that you will need to complete prior to midnight on that day. ***You should expect to spend the SAME amount of time online as you would in a class conducted on the campus (2 hrs. 15 mins.)***. Please be sure you plan and include at least two hours and fifteen minutes (2.25) hours for your online class. The online class will consist of PowerPoint presentations, video lectures, activity worksheets, threaded discussion forums, etc. for you to do asynchronously (not at a specific time or synchronous with your classmates). The directions will be clear and you will need to follow the directions for each online class. **NOTE: If you have questions or want to email the professor, please do NOT use CourseDen mail function, but email directly at [sehall@westga.edu](mailto:sehall@westga.edu).**

### What assignments will need to be completed?

The following assignments will measure your understanding of and ability to apply course concepts to accomplish the learning objectives established for this course. Assignments that are to be completed individually are to be completed 100 percent on your own and without assistance from others. Refer to the PROJECTS folder on CourseDen for each assignment’s expectations and requirements.

### COURSE PROJECTS—55% OF GRADE:

**PERSONAL STATEMENT:** This personal statement will be eventually placed into your business education portfolio. This statement should be no more than one page (double-spaced). (50 points)

**CREATIVE LESSON PLANS:** You will develop two (2) individual lesson plans, including handouts/materials (a minimum of three handouts per lesson) that incorporate creativity and innovation (these will be used for the mini-lessons/unit plan). The lesson plan ideas will come from the specific sources and include various instructional elements. NOTE: One must be traditional schedule and the other blocked schedule. (50 points=100 points)

**CLASS MINI-LESSONS:** One class mini-lesson will be presented by each student. All mini-lessons will be videotaped for student review. Each student is required to critique their own video. Each student is required to submit a COMPLETE lesson plan before the in-class presentation (including handouts, overheads, assignments, evaluation). Topics for the class mini-lesson will be based on the lessons and/or unit plan submitted. (150 points)

**UNIT PLAN DEVELOPMENT:** One (1) four lesson (minimum) interdisciplinary unit plan will be developed for a business/marketing education subject centered upon utilizing the Georgia PSC Standards for Introduction to Business and Technology. Specific format will be discussed, which will include lesson plans, assessment tools, some handouts, etc. (200 points); NOTE: Prior to the unit plan submission, students will submit two lesson plans (see above under CREATIVE LESSON PLANS) to be evaluated. Included in the unit will be a traditional test along with a performance assessment (Each assessment worth 35 points—separate from the 200 points for the unit plan).

**BUSINESS EDUCATION PORTFOLIO: (Electronic/Paper)** Each student will develop a professional portfolio highlighting the requirements of this course. The portfolio will include: an updated resume, writing sample (educational philosophy, etc.), lesson plans, unit plans, assessment tools, as well as other accomplishments. This portfolio will assist you in your teacher job search. (100/100 points).

**PROGRAM REQUIREMENTS—25% OF GRADE:**

**FIELD EXPERIENCE:** Field experience is **mandatory** and includes one assigned or approved internship in a high school (or other approved) public school (or post-secondary institution depending on your degree program) for a total of two days for seven weeks (beginning the Week of February 23; these specific weeks were determined by the College of Education). NOTE: If you are a M.Ed. Candidate, or if you are currently employed by a school district, the amount of required hours will be different—please see the professor for details). If a MAT Candidate, the College of Education (COE) will determine the school placements within the first two weeks of the course. Expectations will be discussed in class. (250 points--15% of course grade—all HOURS must be completed successfully to fulfill this requirement)

**PROFESSIONAL ACTIVITY:** Participating in a professional development activity (conference/meeting/mentoring/etc.—requiring instructor approval) is a mandatory part of this course. After participating in an activity, you will develop and submit a two-page reflection (specific expectations will be discussed in class). The reflection should be written and submitted within ONE WEEK from the completion of the activity to receive CREDIT. (150 points—10% of the course grade—must be completed successfully)

	<b>POINTS</b>	<b>WEIGHT</b>
<b>PARTICIPATION</b>		<b>20%</b>
Class Participation/Online Activities (individual)	320 points	
	<b>320 points total</b>	
<b>PROJECTS:</b>		<b>55%</b>
Personal Statement	100 points	
Creative Lesson Plan 1 (LP1)	50 points	
LP1 Suggestions	20 points	
Creative Lesson Plan 2 (LP2)	50 points	
LP2 Suggestions	20 points	
Mini Lesson Plan (LP 1 or LP 2)	100 points	
Mini Lesson Participation	10 points	
Mini Lesson Video Critique	30 points	
Unit Plan Development	300 points	
Business Education Portfolio—PRINT/BINDER	100 points	
Business Education Portfolio—ELECTRONIC	100 points	
	<b>880 points total</b>	
<b>PROGRAM REQUIREMENTS:</b>		<b>25%</b>
Field Experience Requirement <b>**MANDATORY**</b>	250 points	
Professional Activity Requirement <b>**MANDATORY**</b>	150 points	
	<b>400 points total</b>	
<b>TOTAL POINTS/PERCENTAGE:</b>	<b>1,600 points total</b>	<b>100%</b>

### How will I be graded?

You can earn up to the total amount of points listed above for each assignment/activity. The assignments are weighed according to the percent each represents toward your final grade. While grades are not usually “rounded up,” please be aware that meaningful participation and positive contributions to the success of the class *may* be considered in the case of a borderline grade.

UWG GRADING SCALE	
A=	90-100
B=	80-89
C=	70-79
D=	60-69
F=	59 -

## Tentative Course Schedule

Class Keys for Meeting Dates: **C** = Campus      **O** = CourseDen (online)

Day		Date	Topic	Assignment
1.	C	Jan 7	Course Overview; What is the role of the teacher and student? Why do you want to be a teacher?	N/A
2.	O	Jan 14	<b>COURSE DEN CLASS:</b> Google Hangout Meeting (6:00 p.m.)—need webcam; SCANS reflection; Creative LP ideas; Instructional Goals; Instructional Standards; Lesson Plans.	DUE: Readings NBEA Yearbook: Chapter 1 & 2 (POSTED ON COURSE DEN) First Year (Kellough): Pages 1-17
3.	C	Jan 21	Lesson plan design; Georgia PSC Standards. Discuss PERSONAL STATEMENT expectations. Discuss LESSON PLANNING PROJECT.	DUE: CourseDen Assignments from 1/14/15 DUE: Readings NBEA Yearbook: Chapter 3 First Year (Kellough): Pages 18-37
4.	O	Jan 28	<b>COURSE DEN CLASS:</b> Instructional Strategies: Lesson Planning Understanding... Un-American Research Reading. Test Development.	DUE: Readings NBEA Yearbook: Chapter 4 First Year (Kellough): Pages 38-66 Why Didn't I Learn (Rutherford): Pages 137-168
5.	C	Feb 4	Unit Plan Development; Instructional Strategies. Lesson Planning.	DUE: Readings NBEA Yearbook: Chapter 5 Why Didn't I Learn (Rutherford): Pages 169-192 DUE: Un-American Idea Reflection DUE: CourseDen Assignments from 1/28/15
6.	O	Feb 11	<b>COURSE DEN CLASS:</b> Focus Methods—Unit Plan Development; Assessment & Enrichment. Discuss PORTFOLIO PROJECT expectations.	DUE: Readings NBEA Yearbook: Chapter 6 & 7
7.	O	Feb 18	<b>COURSE DEN CLASS:</b> Lesson Plan Development: Instructional Strategies & LP Creativity.	DUE: CREATIVE LESSON PLAN 1 DUE: Readings Why Didn't I Learn (Rutherford): Pages 7-44; Pages 109-136
8.	C	Feb 25	Presentation Strategies & Guidelines; Mini-Lesson Expectations. Internet resources for educators. Media, aids, and resources.	BEGIN: Observation Hours in Field Placement (two days per week for seven weeks—only MAT students) DUE: Professional Activity Update DUE: Unit Plan Culminating Task and Idea Sheet
9.	O	March 4	<b>COURSE DEN CLASS:</b> Independent Planning Day...work on unit plans, assessments, professional activity reflection, etc.	DUE: PERSONAL STATEMENT (SEND VIA EMAIL TO SEHALL@WESTGA.EDU)
10.	O	March 11	<b>CLASS MINI-LESSON:</b> Creative Lesson Plan (include handouts/materials)	DUE: MINI-LESSON PLAN (WITH HANDOUTS)

		<b>March 18</b>	<b>SPRING BREAK—NO CLASSES</b>	
12.	C	March 25	<b>CLASS MINI-LESSON:</b> Creative Lesson Plan (include handouts/materials)	DUE: MINI-LESSON PLAN (WITH HANDOUTS)
11.	C	April 1	<b>COURSE DEN CLASS:</b> <b>Independent Planning Day...work on unit plans, assessments, professional activity reflection, etc.</b>	DUE: CREATIVE LESSON PLAN 2 (SEND VIA EMAIL TO SEHALL@WESTGA.EDU)
13.	C	April 8	<b>CLASS MINI-LESSON:</b> Creative Lesson Plan (include handouts/materials)	DUE: MINI-LESSON PLAN (WITH HANDOUTS) <b>DUE: UNIT PLAN (ASSESSMENTS INCLUDED)</b>
14.	O	April 15	<b>COURSE DEN CLASS:</b> Independent Planning Day...work on unit plans, assessments, professional activity reflection, etc.	DUE: MINI-LESSON VIDEO CRITIQUE (TO BE EMAILED) DUE: PROFESSIONAL ACTIVITY REFLECTION (TO BE EMAILED)
			<b>FINAL EXAM</b>	
15.	C	April 22	Business Education Portfolio Presentations/Conclusion of Course	DUE: BUSINESS EDUCATION PORTFOLIOS DUE: OBSERVATION HOURS EVALUATION (COMPLETED)

**\*\*NOTE\*\***

Tentative Course Schedule/Assignments/Due Dates – Subject to daily/weekly changes based on class progression/CourseDen availability. Students are responsible for checking CourseDen on a daily basis for updates and course information. Grading rubrics for assignments will be distributed/discussed in class.