

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

**FALL 2015**

<b>Course Instructor:</b>	<b>Dr. Susan Hall Webb</b>
<b>Course Number/Section/ Meeting Times:</b>	ABED 6537-E01, CRN No. 80420, Credit Hours: 4.0 ONLINE COURSE: Synchronous (Refer to schedule— <b>Wednesday at 7:00 – 9:30</b> p.m. certain dates) & Asynchronous (Refer to schedule—certain dates)
<b>Office Location:</b>	Richards College of Business – Room 2311 (upper level)
<b>Office Phone:</b>	(678) 839-4841
<b>FAX:</b>	(678) 839-5358
<b>E-Mail:</b>	<a href="mailto:swebb@westga.edu">swebb@westga.edu</a>
<b>Office Hours:</b>	M—Virtual Hours—1:00 – 5:00 p.m.** T—By Appointment W—12:00 – 1:45 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)

**Supplies:** Webcam for Google Hangouts

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

- MAT Students ONLY: Prerequisite to this course is being admitted to teacher education (Praxis I or equivalent and 2.7 GPA).
- MAT Students ONLY: 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 ONLY: 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 synchronous (meeting as a group) and asynchronous (independent activities and experiences) online learning experiences involving basic methods, strategies, and assessment 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.** Although this course is delivered ONLINE, my attendance policy is **rigid** based on the fact that this is an important course in your development as an educator. **You are EXPECTED to attend each synchronous class (as if you were attending a class on campus)—MANDATORY ATTENDANCE. If you miss more than one class for any reason, your 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).* Please plan to arrive to each synchronous class ON TIME and READY TO PARTICIPATE. If you are absent for a medical or another important “documented” reason, please provide documentation via email no later than one week after missed class.
- **Prepare and participate.** Come prepared to each online class (both synchronous and asynchronous) ready 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.** Plan to arrive on time and avoid any early exits when meeting synchronously. If you need to arrive late or leave early, please contact me via email or telephone to let me know ahead of time. While in a synchronous class, avoid activities unrelated to the class (checking email, working on your computer, sending text messages, distractions such as a pets and children, etc.). **Be sure the room you are in while in a synchronous class has good lighting. Double check your video and microphone prior to the synchronous class beginning.**
- **Submit 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 submitted work. Be sure you indicate your name on your submitted assignments/projects either on a separate cover page or at the top/bottom of the page.
- **Deliver professional presentations.** While preparing and delivering a presentation whether in the form of a lesson plan or your professional portfolio, be sure you are dressed professionally (business appropriate attire)—see photo to the right for ***minimum*** dress requirements.



- **Meet every deadline.** Turn in all assignments on the dates specified on CourseDen. 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 [swebb@westga.edu](mailto:swebb@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...

- Synchronous and asynchronous online instruction.
- Interactive technology (CourseDen, email, wikis, blogs, chat rooms, etc.).
- Teamwork in small groups and individual work.
- Advanced 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. (Fall 2015 withdrawal date is 10.14.15)

**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?

You must have access to CourseDen. Each week, you will need to look on CourseDen and/or syllabus to determine if the class is synchronous (meeting as a group) or asynchronous (meeting independently). If the class is meeting synchronously, you will go to CourseDen to find the link to the Google Hangout (a link will also be sent to your email prior to the synchronous class). You will need to log on approximately 5 minutes before class to make sure your video and microphone work properly. We will be meeting as if we were on campus...there will be activities and discussion. If the class is meeting asynchronously, you will go to CourseDen to determine which activities and assignments will need to be completed (and by what due date).

***Whether synchronous or asynchronous, 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 each class per week (not including reading to be done prior to each class). The directions for each online class will be indicated on CourseDen, 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 [swebb@westga.edu](mailto:swebb@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 25 total minutes (20 Lesson + 5 Q & A). You will use Office Mix to video tape your mini-lesson for all students to review. Additionally, 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 PORTFOLIOS:** Each student will develop a professional portfolio highlighting the requirements of this course. **One portfolio will be in the form of a webpage using free software applications such as Wix and Weebly. The other portfolio will be in the form of an e-paper portfolio that will be in a .pdf format.** 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 October 12 to December 4; orientation will be Friday, August 28 from 4:30 to 6:30 p.m. in the Ed Center: Rooms 1-3). These specific weeks have been 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 (NOTE: M.Ed. students will be required to participate in two activities). 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:    **S = Synchronous**            **A = Asynchronous**

Day		Date	Topic	Assignment
1.	S	Aug 26	<b>GOOGLE HANGOUT (7:00 – 9:30 P.M.)</b> Course Overview; What is the role of the teacher and student? Why do you want to be a teacher?	N/A NOTE: MAT students ONLY: Field Experience Orientation on Friday, August 28 from 4:30-6:30 p.m. in Ed Center: Rooms 1-3.
2.	A	Sept 2	<b>COURSE DEN CLASS:</b> 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.	S	Sept 9	<b>GOOGLE HANGOUT (7:00 – 9:30 P.M.)</b> Lesson plan design; Georgia PSC Standards. Discuss PERSONAL STATEMENT expectations. Discuss LESSON PLANNING PROJECT.	DUE: CourseDen Assignments from 9/2/15 DUE: Readings NBEA Yearbook: Chapter 3 First Year (Kellough): Pages 18-37
4.	A	Sept 16	<b>COURSE DEN CLASS:</b> Instructional Strategies: Lesson Planning Understanding... Un-American Research Reading. Test Development.	DUE: Readings NBEA Yearbook: Chapter 4 (COURSE DEN) First Year (Kellough): Pages 38-66 Why Didn't I Learn (Rutherford): Pages 137-168
5.	S	Sept 23	<b>GOOGLE HANGOUT (7:00 – 9:30 P.M.)</b> Unit Plan Development; Instructional Strategies. Lesson Planning.	DUE: Readings NBEA Yearbook: Chapter 5 (COURSE DEN) Why Didn't I Learn (Rutherford): Pages 169-192 DUE: Un-American Idea Reflection--EMAIL DUE: CourseDen Assignments from 9/16/15
6.	A	Sept 30	<b>COURSE DEN CLASS:</b> Focus Methods—Unit Plan Development; Assessment & Enrichment. Discuss PORTFOLIO PROJECT expectations.	DUE: Readings NBEA Yearbook: Chapter 6 & 7 (COURSE DEN)
7.	A	Oct 7	<b>COURSE DEN CLASS:</b> Lesson Plan Development: Instructional Strategies & LP Creativity.	DUE: CREATIVE LESSON PLAN 1—EMAIL DUE: Readings Why Didn't I Learn (Rutherford): Pages 7-44; Pages 109-136
8.	S	Oct 14	<b>GOOGLE HANGOUT (7:00 – 9:30 P.M.)</b> 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--EMAIL DUE: Unit Plan Culminating Task and Idea Sheet--EMAIL
9.	A	Oct 21	<b>COURSE DEN CLASS:</b> Mini-Lesson Planning Day...work on unit plans, assessments, professional activity reflection, etc.	DUE: PERSONAL STATEMENT (SEND VIA EMAIL TO SWEBB@WESTGA.EDU)
10.	A	Oct 28	<b>COURSE DEN CLASS:</b> Unit Planning Day...work on unit lesson plans, assessments, professional activity reflection, etc.	DUE: CREATIVE LESSON PLAN 2 (SEND VIA EMAIL TO SWEBB@WESTGA.EDU)

11.	A	Nov 4	<b>COURSE DEN CLASS:</b> Unit Planning & Portfolio Planning Day...work on unit plans, assessments, professional portfolios, professional activity reflection, etc.	DUE: UPLOAD MINI-LESSON VIDEO TO GOOGLE DRIVE DUE: MINI-LESSON PLAN WITH HANDOUTS & ARTIFACTS--EMAIL
12.	S	Nov 11	<b>GOOGLE HANGOUT (7:00 – 9:30 P.M.)</b> <b>CLASS MINI-LESSON—DAY 1:</b> Creative Lesson Plan (include handouts/materials).	<b>**MANDATORY ATTENDANCE**</b>
13.	S	Nov 18	<b>GOOGLE HANGOUT (7:00 – 9:30 P.M.)</b> <b>CLASS MINI-LESSON—DAY 2:</b> Creative Lesson Plan (include handouts/materials).	<b>**MANDATORY ATTENDANCE**</b>
<b>14.</b>		<b>Nov 25</b>	<b>THANSIVING BREAK—NO CLASSES</b>	
15.	A	Dec 2	<b>COURSE DEN CLASS:</b> Independent Planning Day...work on professional activity reflection, observation journals, etc.	DUE: MINI-LESSON VIDEO CRITIQUE--EMAIL DUE: PROFESSIONAL ACTIVITY REFLECTION(S)--EMAIL
			<b>FINAL EXAM</b>	
16.	S	Dec 9	<b>GOOGLE HANGOUT (7:00 – 9:30 P.M.)</b> 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.