

SEED 6265: Instructional Strategies for Business Education in Secondary Schools
2 credit hours
Fall 2017

Class Meeting Time/Location	TBA	Online Hours	
Instructor		Telephone	Direct: 678-839- Dept: 678-839-6559 Fax: 678-839-6063
Office Location		Preferred email	
Office Hours		Google+ username	

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance: Attendance is required per the course schedule as published in BanWeb.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*. For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at <http://www.westga.edu/UWGSyllabusPolicies/>. Additions and updates are made as institution, state, and federal standards change, so please review it each semester. In addition to the above information the following policies apply to this course.

Extra Credit: There is no extra credit option in this course.

Late Work: Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct: Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.

Additional Support Information

Center for Academic Success: The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280 or via email at cas@westga.edu.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Student Services: Click on the [Student Services](#) link for a listing of all services available to students at UWG.

COURSE INFORMATION

Course Description

This course is designed for investigation, assessment, and research in the teaching of business subjects with implications for strategies and curricular needs at the secondary level.

Prerequisites: Admission to TE and successful completion of SEED 7291.

Corequisites: SEED 6260.

Required Texts and Resources

Assigned articles and journal publications; refer to Course Den for specific titles.

Educator Preparation Handbook for Field Experiences. (2016-17). Carrollton, GA: UWG College of Education. Available at <http://www.westga.edu/ofe/>

edTPA Subject-specific Handbook and related documents. Available on CourseDen.

[*Georgia Code of Ethics for Educators*](#). (2003). Georgia Department of Education.

Tk20 Subscription. These are available at the University Bookstore or at

<http://westga.tk20.com/campustoolshighered/start.do>.)

**If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email tk20@westga.edu.

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

Instructional Resources and References:

Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.

Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: ASCD and ISTE.

Beers, K. & Probst, R. (2013). *Notice and note*. Portsmouth, NH: Heinemann.

Berry, B. (2011). *Teaching 2030: What we must do for our students and our public schools... now and in the future*. New York, NY: Teachers College Press.

Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools*. (10th ed). Boston, MA: Pearson.

Checkett, L., & Feng-Checkett, G. (2006). *The write start with readings: Sentences to paragraphs* (3rd ed.). New York: Pearson.

Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.

Cruikshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.

Culham, R. (2003). *6 + 1 traits of writing: The complete guide grades 3 and up*. New York: Scholastic Professional Books.

Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.

Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education.

- Feng-Checkett, G., & Checkett, L. (2005) *The write start with readings: Paragraphs to essays* (2nd ed.). New York: Pearson.
- Gere, A. R., Christenbury, L., & Sassi, K. (2005). *Writing on demand: Best practices and strategies for success*. Portsmouth, NH: Heinemann.
- Gere, A. R., Christenbury, L., & Sassi, K. (2006). *A student guide to writing on demand: Strategies for high-scoring essays*. Portsmouth, NH: Heinemann.
- Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA.
- Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.
- Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Maxwell, R. J., & Meiser, M. J. (2005). *Teaching English in middle and secondary schools* (4th ed.). Columbus, OH: Pearson.
- MLA handbook for writers of research papers* (7th ed.). (2009). New York: Modern Language Association.
- Reading with purpose: Skills to help you understand and remember what you read*. (2006). South Deerfield, MA: Channing Bete.
- Urquhart, V. & Frazee, D. (2012). *Teaching reading in the content areas: If not me, then who?* (3rd ed.). Alexandria, VA: ASCD.
- Urquhart, V. & Mclver, M. (2005). *Teaching writing in the content areas*. Alexandria, VA: ASCD.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

Approaches to Instruction

This course will use interactive technology, small and large group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their coursework and field experience. Students are expected to use CourseDen for information, discussions, and communications.

This course will be delivered approximately 70 % online. This requires the online equivalent of approximately 1560 minutes of instruction and an additional 3120 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Online Instructional Equivalent</u>
Readings/viewings	540 minutes
Collaboration	540 minutes
Discussion posts	240 minutes
Assignment posts	240 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Course Objectives and Learning Outcomes

Students will:

1. use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum; (Georgia Department of Education, 2014); (InTASC 1- 8)
2. investigate and discuss current learning theories, issues, practices, and resources to develop or extend strategies and techniques considered most effective for the teaching and learning of secondary school business content; (Cangelosi, 1996; Cooper, 2014; Kellough & Kellough, 2007; Posamentier & Stempel, 1995); (InTASC 1-8)
3. develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking, and use various strategies to demonstrate flexibility in helping students learn from advanced

technology to one-on-one teaching; (Cangelosi, 1996; Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & Mclver, 2005; Marzano, 1991); (InTASC 1-8)

4. use knowledge of assessment, assessment techniques, and differentiated assessments to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs; (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & Mclver, 2005); (InTASC 1-9)
5. analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning; (Banks & Banks, 1989; Kellough & Kellough, 2007); (InTASC 1-9)
6. prepare classroom presentations using technology and online applications, and be prepared to discuss the impact of technology on curriculum; (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & Mclver, 2005); (InTASC 1-8)
7. read about, discuss, and practice state licensure performance-based assessment(s); (*Educator Preparation Handbook*, 20116-17); (InTASC 1-10).

Assignments and Evaluation Procedures

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Assignments will be graded based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Failure to meet deadlines/guidelines for the assignments will result in a grade reduction.

Class Grade

A = 90 - 100 % of points

B = 80 - 89 % of points

C = 70 - 79 % of points

F = 0 - 69 % of points

Assignments:

Always refer to CourseDen for assignment details.

Note: Assignments may be altered, added, or eliminated, based on the instructor's discretion and the needs of the class. Grades that influence your final average include (but may not be limited to) the following:

Assignment	Points	Due Date
1. Learning Segment for edTPA. <i>Course Objectives 1-10.</i> This is the critical assessment for this course. You will develop a learning segment of 3 lessons with teaching artifacts, video segments, and evaluative commentary, as implemented with the students in your field placement.		

Class Outline

This course relies heavily upon the use of CourseDen; students should plan to check their CourseDen email regularly. Refer to the modules in CourseDen for specific activities, assignments, materials, and related information.

SEED 6285: Teaching Methods for Business Education in Secondary Schools

Semester Hours:	3
Semester/Year:	Fall, 2016
Time/Location:	Online via CourseDen and <ul style="list-style-type: none"> • Saturday, August 6, SEED 6260 Orientation 9:00 a.m. – 4:00 p.m. in UWG’s Technology-Enhanced Learning Center (TLC) room 1301. • Saturdays: August 27, September 24, & October 22 -- 9:00 a.m. – 4:00 p.m. Location: Central High School, 113 Central Road, Carrollton, GA 30116.
Instructor:	Ms. Linda Morris, Ed.S.
E-mail:	lmorris@westga.edu
Telephone:	Cell: 770.289.2851
Office Hours:	Online via email, Skype, or Facetime

Support for Courses

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
D2L UWG Online Help (M-F:8 AM – 5 PM) http://uwgonline.westga.edu/students.php Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	Center for Academic Success http://www.westga.edu/cas/ 678-839-6280
24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/

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Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

Conceptual Framework

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards [(Interstate New Teacher Assessment and Support Consortium (INTASC), National Council for Teachers of English (NCTE))] also are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

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APPROACHES TO INSTRUCTION

This course will use interactive technology, small and large group discussion, Microsoft Office tools, Google Drive, Google Classroom, and writing across the curriculum as strategies. Students are expected to read and use assigned articles for their coursework and field experience. Students are expected to use CourseDen and online locations for discussions.

This course will be delivered approximately 70% online. This requires the online equivalent of approximately 1560 minutes on instruction and an additional 3120 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Online Instructional Equivalent</u>
Readings/viewings	540 minutes
Collaboration	540 minutes
Discussion posts	240 minutes
Assignment posts	240 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates.

COURSE DESCRIPTION

This course is designed for investigation, assessment, and research in the teaching of business subjects with implications for strategies and curricular needs at the secondary level. Pre-requisites required: Admission to TEP and successful completion of SEED 6111 and SEED 7291. Co-requisite required: SEED 6260.

COURSE OBJECTIVES

Students will:

1. Use national or state standards and state or local curriculum guides in making curricular decisions and evaluating curriculum;(Georgia Department of Education, 2014); (InTASC 1- 8)
2. Investigate and discuss current learning theories, issues, practices, and resources to develop or extend strategies and techniques considered most effective for the teaching and learning of secondary school content; (Cangelosi, 1996; Cooper, 2014; Kellough & Kellough, 2007; Posamentier & Stepelman, 1995); (InTASC 1-8)
3. Develop a repertoire of skills and strategies for teaching problem-solving, social interactions, and critical thinking, and use various strategies to demonstrate flexibility in helping students learn from advanced technology to one-on-one teaching; (Cangelosi, 1996; Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005; Marzano, 1991); (InTASC 1-8)

4. Use knowledge of assessment, assessment techniques, and differentiated assessments to monitor students' academic, social, and physical progress on a recurring basis to be more aware of and sensitive to students' needs; (Cooper, 2014; Cruickshank, Jenkins, & Metcalf, 2012; Urquhart & McIver, 2005). (InTASC 1-9)
5. Analyze multicultural implications, diverse needs of students, and pedagogical issues for purposes of curriculum planning; (Banks & Banks, 1989; Kellough & Kellough, 2007); (InTASC 1-9)
6. Prepare classroom presentations using technology and online applications, and be prepared to discuss the impact of technology on curriculum; and (Cooper, 2014; Cruickshank, Jenkins & Metcalf, 2012; Hyerle, 1996; Land & Turner, 1997; Urquhart & McIver, 2005); (InTASC 1-8)
7. Read about, discuss, and practice state licensure performance-based assessment(s). (*Educator Preparation Handbook*, 2014-15). (InTASC 1-10)

REQUIRED TEXTS AND RESOURCES

Assigned articles and journal publications; refer to Course Den for specific titles.

Educator Preparation Handbook for Field Experiences. (2015-16). Carrollton, GA: UWG College of Education. Available at <http://www.westga.edu/ofe/>

TK20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email th20@westga.edu.

Webcam, digital camera, smartphone, or other device capable of recording video and sound.

References:

- Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Bergman, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Alexandria, VA: ASCD and ISTE.
- Berry, B. (2011). *Teaching 2030: What we must do for our students and our public schools... now and in the future*. New York, NY: Teachers College Press.
- Carjuzaa, J & Kellough, R. D. (2013). *Teaching in the middle and secondary schools*. (10th ed). Boston, MA: Pearson.
- Cooper, J. M., ed. (2014). *Classroom teaching skills* (10th ed.). Belmont, CA: Wadsworth Cengage.
- Cruickshank, D. R., Jenkins, D. B., & Metcalf, K.K. (2012). *The act of teaching* (6th ed). Boston, MA: McGraw Hill.
- Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2nd ed). Alexandria, VA: ASCD.

- Eggen, P., & Kauchak, D. (2012). *Strategies and models for teachers: Teaching content and thinking skills* (6th ed.). Boston, MA: Pearson.
- Educator Preparation Handbook for Field Experiences*. (2015-16). Carrollton, GA: UWG College of Education.
- Georgia Department of Education. (2002). *Georgia Performance Standards*. Atlanta, GA.
- Jackson, R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.
- Kellough, R. D., & Kellough, N. G. (2007). *Secondary school teaching: A guide to methods and resources* (3rd ed.). Upper Saddle River, NJ: Pearson.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Upper Saddle River, NJ: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

General Assignments:

Always refer to CourseDen for additional assignment details!

Assignments are not listed in order; pay attention to all due dates!

- 1. Learning Segments for edTPA.** Due on CourseDen and Tk20. *Course Objectives 1-10*. This is the critical assessment for this course. You will develop two lesson plans and one instructional lesson.
- 2. Discussions.** Refer to CourseDen for assignments and due dates (10 pts. each). There will be discussions on CourseDen that coincide with assigned readings and/or class activities. Further instructions, including topics to discuss, will be posted on CourseDen. For each of the discussions, you will post one primary entry and comment on all other student entries. Follow-up discussions are encouraged.
- 3. Reflections.** Refer to CourseDen for the due dates. (20 each). Reflections on CourseDen will coincide with assigned readings and/or class activities. Further instructions, including topics, will be posted on CourseDen. For each of the reflections, you should write a narrative essay in response to the topic, and upload your MSWord document to the appropriate drop box.

Specific Assignments:

- 1. Attendance:** Three (3) Face-to-face meetings are required as outlined in the schedule below. (100 pts Total: Aug. 27 = 33 points, Sept. 24 = 33 points, Oct. 22 = 34 points) **August 27, September 24, and October 22. (Course Objectives 1-8)**
- 2. Technology Assignment:** This is explained thoroughly in Course Den. (50 points). **Due August 27. (Course Objectives 2, 3, 4, 6, 7)**
- 3. Discussion Boards:** Discussion boards are listed on the schedule. Each discussion primary posting will reflect that one has read the assigned reading. (10 pts. ea.) **(Course Objectives 1-7)**

4. edTPA Commentaries and attachments. Turn in Tasks 1, 2, 3, with attachments for review before being turned in as a part of the final assignment. Task 1 is the Planning Commentary and should include graphic organizers, handouts, etc. that go with it, as well as the Context of Learning. Task 2 is the Instructional Commentary and lesson segments. Task 3 is the Assessment Commentary. **Turn in on CourseDen on August 27, September 24, and October 22.** (150 points). **(Course Objective 5)**
5. edTPA Final. This includes 2 Commentaries, 2 lesson plans, 2 examples of materials, 2 work samples (one must be an assessment). Further instructions will be provided in class. (100 points). **Due by December 6. (Course Objective 5)**
6. One lesson plan should be loaded to Tk20 by **December 3**. This is a Key Assessment for your degree. (50 points). **(Course Objective 5)**.
7. Microteaching: Referencing one of the above mentioned lesson segments; teach the class for 15-20 minutes. You should use a strategy from one of the segments. Please read the rubric for the microteaching and take special note that you cannot pass if you spend your time in direct-teaching mode, e.g., lecturing, showing YouTube, PowerPoint. (100 points) **October 22. (Course Objectives 1-7)**

Evaluation and Grading:

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Grades that influence your final average include but may not be limited to the following:

Bio Sketch	10 pts.
Attendance (3 Meetings@33, 33, 34 pts.)	100 pts.
Discussions (3 @ 10 pts. ea.)	30 pts.
Reflections (9 @ 20 pts. ea.)	180 pts.
First IBT Lesson Plan	100 pts.
Technology Assignment	50 pts.
Task Submissions (3 @ 50 pts. ea.)	150 pts.
Second selected Pathway Lesson Plan	100 pts.
Micro Teaching Activity	100 pts.
TK20 submitted Lesson Plan	50 pts.
TOTAL:	870 pts.

Class Grades based on:

- A = 90 - 100 % of points
- B = 80 - 89 % of points
- C = 70 - 79 % of points
- F = 0 - 69 % of points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Attendance is required, either in person or online, for all class meetings.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: There is no extra credit option in this course.

Late Work: Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, accepted late for half-credit.

Professional Conduct:

Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

ABED 6537
APPLIED METHODS IN BUSINESS EDUCATION

SPRING 2015

Course Instructor:	Dr. Susan Hall Webb
Course Number/Section/ Meeting Times:	ABED 6537-01, CRN No. 10649, Credit Hours: 4.0; RCOB 1308 5:30 p.m. – 8:00 p.m.
Class Meeting Times:	Wednesday
Office Location:	Richards College of Business – Room 2311 (upper level)
Office Phone:	(678) 839-4841
FAX:	(678) 839-5358
E-Mail:	sehall@westga.edu
Office Hours:	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, 3rd 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 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.**

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)

	POINTS	WEIGHT
PARTICIPATION		20%
Class Participation/Online Activities (individual)	320 points	
	320 points total	
PROJECTS:		55%
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	
	880 points total	
PROGRAM REQUIREMENTS:		25%
Field Experience Requirement **MANDATORY**	250 points	
Professional Activity Requirement **MANDATORY**	150 points	
	400 points total	
TOTAL POINTS/PERCENTAGE:	1,600 points total	100%

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	COURSE DEN CLASS: 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	COURSE DEN CLASS: 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	COURSE DEN CLASS: Focus Methods—Unit Plan Development; Assessment & Enrichment. Discuss PORTFOLIO PROJECT expectations.	DUE: Readings NBEA Yearbook: Chapter 6 & 7
7.	O	Feb 18	COURSE DEN CLASS: 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	COURSE DEN CLASS: 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	CLASS MINI-LESSON: Creative Lesson Plan (include handouts/materials)	DUE: MINI-LESSON PLAN (WITH HANDOUTS)

		March 18	SPRING BREAK—NO CLASSES	
12.	C	March 25	CLASS MINI-LESSON: Creative Lesson Plan (include handouts/materials)	DUE: MINI-LESSON PLAN (WITH HANDOUTS)
11.	C	April 1	COURSE DEN CLASS: Independent Planning Day...work on unit plans, assessments, professional activity reflection, etc.	DUE: CREATIVE LESSON PLAN 2 (SEND VIA EMAIL TO SEHALL@WESTGA.EDU)
13.	C	April 8	CLASS MINI-LESSON: Creative Lesson Plan (include handouts/materials)	DUE: MINI-LESSON PLAN (WITH HANDOUTS) DUE: UNIT PLAN (ASSESSMENTS INCLUDED)
14.	O	April 15	COURSE DEN CLASS: 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)
			FINAL EXAM	
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.