

**ISYS 499: METHODS OF TEACHING
BUSINESS EDUCATION
GENERAL METHODS COURSE SYLLABUS
2005 Fall Semester**

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Office Hours:



Course Textbook (Required): Borich, G. D. (2004). Effective Teaching Methods, 5th Ed. Columbus, Ohio: Prentice Hall, Inc.
Additional readings on electronic reserve through Chester Fritz Library.

Readings (Suggested): Trade and Professional Publications: Business Education Forum (NBEA); Business Education Index (DPE); DPE Journal (DPE); Journal of Business Education and Techniques (ACTE); The Teaching Professor (Magna Publications); Various Aviation publications.
Clark, L. H., & Starr, I. S. (1996). Secondary and Middle School Teaching Methods.
Edmunds, N. & Smith, C. (1996). Learning How to Teach.
Foran, J. V., Pucel, D. J., Fruehling, R. T., & Johnson, J. C. (1992). Effective Curriculum Planning.
Partin, R. L. (1999). Classroom Teacher's Survival Guide.
Sprick, R. S. (1985). Discipline in the Secondary Classroom.
Thompson, J. G. (1998). Discipline Survival Kit for the Secondary Teacher.
Wong, H. K. & Wong, R. T. (1998). The First Days of School.

Course Objectives: Upon completion of this course, you will be able to:

1. Summarize in writing the goals and objectives, and placement of business and marketing education in the United States.
2. Understand qualities and behaviors of teachers which contribute to learning.
3. Understand how students learn in the classroom.
4. Plan for and develop positive learning environments which maximize the efficiency of the space.
5. Utilize appropriate classroom management, discipline, and motivation techniques.
6. Select the appropriate textbooks and equipment for your classes.
7. Utilize the most appropriate teaching methods in your classes.
8. Individualize instruction to meet the needs of your students, including those with special needs.
9. Develop and update the curriculum.
10. Write lesson plans and plan for teaching.
11. Perform actual teaching demonstrations.
12. Evaluate student progress through assessment.

13. Develop a professional attitude and commitment to teaching.
14. Incorporate community skills in your classes.

Materials Needed: Notebook and 3-ring binder.

Attendance: It is expected that you will attend class on a regular basis. If you cannot be in class because of illness, hospitalization, attendance at a university-sponsored event, or family crisis, please call or inform me ahead of time. A record of your attendance is kept by your instructor; this is department policy. Missed assignments or quizzes cannot be made up unless prior arrangements have been made.

Grading: The following topic breakdown and percentage system will be used:

Bulletin Board	45 points
Classroom Participation & Daily Activities	90 points
Lesson Plans (50 each)	150 points
Unit Plan	100 points
Notebook (20) & Article Reviews/Readings (50)	70 points
Position/discussion paper	45 points
Teaching Demonstration & Analysis (100 each)	200 points
Mid-term Examination	100 points
Final Examination	<u>100 points</u>
TOTAL	900 points

- A= 93 - 100% of total points
 B= 85 - 92% of total points
 C= 78 - 84% of total points
 D= 70 - 77% of total points
 F = below 70% of total points

Article Reviews/Abstracts: In order to keep current within aviation/business/marketing education, it is important that you read the professional journals, monographs, and yearbooks. You are expected to read a minimum of ten articles or chapters and abstract five which you consider most important. Include a copy of all ten articles or chapters and the five abstracts in your completed notebook. Place all of these in one major section. These readings are to be taken from a variety of different sources: journals, monographs, methods textbooks, yearbooks, on-line articles, etc. Your abstracts should be prepared as follows:

1. Author, title of article, journal number, volume number, date, pages(s)
2. Statement of the article or chapter theme/thesis
3. Summary of key ideas or concepts (8-10 major points)
4. Your reaction to the article. (Was the article well written? Do you agree/disagree with the article? How does this fit in with your own ideas and beliefs on this topic? How are you going to incorporate this concept into your own teaching?) If there is NOTHING valuable in the article, then you need to pick another one!!

All abstracts are to be laser printed, errors corrected and one page (single-spaced) in length (but be sure to double space between paragraphs). The quality is more important than the quantity—if you need a little more than one page, use it; but do be concise. Abstracts are due 9/9, 9/30, 10/14, 11/4, and 11/18.

Bulletin board: Each of you is expected to design and put up one bulletin board within the department. These must be completed by _____. You will be assigned at least one other person to work with you on this project.

Classroom participation/Cooperative learning: Sharing your ideas and questions is important. No one of us has all the right answers. Participate by contributing worthy comments, suggestions, insights, and by becoming actively involved in all class activities.

Lesson plans: Each of you will complete three lesson plans to be graded. The individual lesson plans will be prepared by each student individually and may use any of the lesson plan formats. Choose a topic that interests you and prepare it thoroughly. They are due prior to each of your teaching demonstrations. These will be discussed more thoroughly during class. Lesson plan due dates will be announced in class.

Unit plan: Each of you will be required to complete one unit plan. You will be able to use one of your "other" lesson plans as part of this unit. You will be given complete instructions for the unit plan during class. One requirement of the unit plans is that you make them available in electronic format and save them to our class folder to be available as future resources. This way, your efforts at developing units can benefit all of you! The unit is due on _____.

Notebooks and readings: You are to compile a teaching notebook of all handouts, readings and materials you have collected during this course. You are expected to include materials in this notebook that you have found in other sources. This notebook will be your resource for the future—prepare it well!

Position/Discussion Paper: You are asked to write a discussion/position paper which includes your own and others' viewpoints and definitions of your chosen field. You will be given the exact criteria for this paper in class. The paper is due _____.

Teaching Demonstrations: Each of you will be required to make two teaching demonstrations that will be videotaped. A lesson plan must be developed before each demonstration. After the demonstration, you will have access to the videotape and are to review and critique your demonstration. This critique should include strengths, weaknesses, and areas for improvement. Both the videotape and analysis must be turned in for grading.

Final test: The final test will be comprehensive and held on Thursday, December 15, 2005 at 1:00 p.m.

Your role as a learner: This course is designed to help prepare you for your role as a teacher. You will find exacting expectations throughout this course as well as a high level of demands placed on you. However, the course will only be as valuable as YOU make it. You are responsible for taking a proactive role in your learning. You are expected to attend class, to contribute to discussions and activities, to ask questions when appropriate, to seek additional information and resources, to share materials and resources with your peers, to provide support and/or assistance to your peers, to provide constructive feedback to your peers, to cooperate and collaborate with your peers, to enhance the learning environment in any way possible. You are expected to complete your homework assignments and to have your readings completed BEFORE class. As potential teachers, you should realize the importance of being prepared for class—not just being prepared to teach, but also being prepared to learn. As we learn more about the role of the teacher, it is my hope that your own beliefs about education will view the teacher as not just a disseminator of knowledge, but rather as a facilitator for learning. We are all learners and we are all teachers.

Graduate Student Policy: Students taking this course for graduate credit will be required to complete an additional project. The project can be either a written project or a classroom presentation on a topic which is mutually agreed upon by the student and the instructor. The instructor will provide guidelines for completion of the project.

Disabilities/Access: If you have emergency medical information to share, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment to see me. My office location and office hours are listed on this syllabus. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425).

Tentative Schedule

T 8/23	Course Orientation, Syllabus, Introductions Self Exploration, "What is Teaching?" <i>The Effective Teacher</i> Professionalism
R 8/25	<i>Understanding Your Students</i> The Learning Environment Facilities Management Curriculum Development
T 8/30	Curriculum Development Models of Curriculum Development Task Analysis ND Curriculum Frameworks: available at http://www.state.nd.us/cte/secondary/programs/bus-office-tech/docs/frameworks.pdf <i>Goals and Objectives</i>
R 9/1	Curriculum Development <i>Unit and Lesson Planning</i> <i>Handout Packet: Units and Lessons</i> <i>Yearbook Chapter 4 (Brown & Wiedmaier)</i>
T 9/6	Curriculum Development Unit and Lesson Planning
R 9/8	Textbook and Materials Selection Keying In: Copyright Issues ABSTRACT #1 DUE!
T 9/13	Teaching Methods <i>Direct Instruction Strategies</i>
R 9/15	Direct Instruction Strategies
T 9/20	Teaching Demos
R 9/22	Teaching Demos

T 9/27	Teaching Demos Teaching Methods <i>Indirect Instruction Strategies</i>
R 9/29	Indirect Instruction Strategies ABSTRACT #2 DUE!
T 10/4	Teaching Methods <i>Stitt-Gohdes: Effective Instructional Strategies</i> <i>Kaser: Innovative Teaching Strategies</i> <i>Questioning Strategies</i>
R 10/6	<i>Self-Directed Learning</i>
T 10/11	Teaching Methods
R 10/13	Mid-Term Exam ABSTRACT #3 DUE!
T 10/18	Teaching Methods Cooperative Learning
R 10/20	Teaching Methods Cooperative Learning <i>Cooperative Learning and the Collaborative Process</i>
T 10/25	Teaching Methods Cooperative Learning
R 10/27	Teaching Demos
T 11/1	Teaching Demos
R 11/3	Teaching Demos ABSTRACT #4 DUE!
T 11/07	Teaching with Multimedia
R 11/10	



- T 11/15 Classroom Management
Classroom Management
Cochrane: Setting the Stage for Successful Learning
Lytle: Classroom Management Theory and Practice
Yearbook Chapter 6 (Rader)
- R 11/17 Motivation, Games, Humor
Discipline
Classroom Order and Discipline
Hageler & Davis: Managing Stress and Enhancing Learning Through Humor in the classroom...
ABSTRACT #5 DUE!
- T 11/22 Discipline
Assessment and Evaluation
Yearbook Chapter 7 (Bush & Henderson)
Lambrecht: Characteristics of Good Assessment
Stitt-Gohdes: Assessment Strategies
- R 11/24 THANKSGIVING HOLIDAY—NO CLASSES!
- T 11/29 Assessment and Evaluation
Assessing Learners: Objective & Essay Tests
- R 12/1 Assessment and Evaluation
Zelif & Schulz: Authentic Assessment
Fulkert: Authentic Assessment
Assessing Learners: Performance & Portfolio Assessment
- T 12/6 Working with Middle School Students
- R 12/8 Professionalism *Yearbook Chapter 20 (Scott)*
- F 12/09 READING AND REVIEW DAY
- R 12/15 Final Exam 1:00 p.m.

