

Course Syllabus

NET 3610/6610 Methods of Teaching Business Education Subjects 3 credit hours Fall Semester 2016

Instructor: Joyce Porter
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Catalog Description

Analysis and research into methods of teaching business subjects with emphasis on teaching demonstrations and practices, objectives, outcome measurements, testing, and grading. (Must be taken before student teaching.)

Required Text Book

McEwen, Beryl C., Editor. *Effective Methods of Teaching Business Education, NBEA 2013 Yearbook, #51*, National Business Education Association, Reston VA, 2013. (If you know someone who is a member of NBEA for the current year, he/she would have a copy of this yearbook. I have them that you can purchase for \$40 from our department).

Recommended Reference Texts For Teaching Non-skill Business Subjects:

Snyder, Lisa Gueldenzoph, Editor. *Online Business Education, NBEA 2011 Yearbook, #49*, National Business Education Association, Reston, VA, 2011.

Stitt-Gohdes, Wanda L., Editor, *Trends and Issues in Business Education, NBEA 2012 Yearbook, #50*, National Business Education Association, Reston, VA, 2012.

Anderson, Marcia, Barbara Hagler, Co-Editors. *Leadership in Business Education, NBEA 2014 Yearbook, #52*, National Business Education Association, Reston, VA, 2014.

Hemby, K. Virginia, Grubb, Robert E., Co-Editors. *Recent and Projected Technology Trends Affecting Business Education, #53*. National Business Education Association, Reston, VA, 2015.

Course Philosophy:

1. Methods of Teaching Business Education (Business Information Technology courses) is designed primarily for those who are preparing to teach business subjects in secondary schools. These subjects include, but are not limited to Accounting, Banking and Finance, Business Communication, Business Law, Business Management, Personal Finance,

Economics for Business, Entrepreneurship for Business, Leadership Principles, Business Web Page Design, Computer Technology, Desktop Publishing, Database, Digital Business Applications, Keyboarding, Word Processing.

2. This course deals with both the theoretical and practical aspects of instruction in business subjects. Therefore, class discussions and assignments will be concentrated upon practical application of theoretical methodology and techniques of teaching the subject matter of business courses.

Course Outcomes/Objectives:

WSU's teacher preparation conceptual framework theme is "Student Achievement: Students, Teachers, & Communities Working Together." The model that illustrates the program's purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which is the overlapping components: *Reflecting, Engaging, and Collaborating*. (See final page of this course outline.) The program standards are performance-based: that is, they describe what teachers should know and be able to do in order to be awarded a license. Course outcomes and objectives are geared around the conceptual framework. View the conceptual framework, INTASC Standards and the critical performances for each level on the teacher education website.

Attendance is recorded. Your classmates need your support. You receive points for each class you attend.

Keyboarding must be demonstrated at 40 wpm with 95 percent accuracy on a 5-minute timed writing to receive a passing grade for this course.

Utah teachers of digital literacy courses are currently teaching curriculum that encourages students to pass the MOS specialist level in Word, Excel, and/or PowerPoint. Passing these exams would benefit your teaching.

Upon completion of this course, the student will demonstrate with 80 percent accuracy their ability to

1. identify teaching and simulation methods appropriate for the teaching of Accounting, Banking and Finance, Business Communication, Business Law, Business Management, Personal Finance, Economics for Business, Entrepreneurship for Business, Leadership Principles, Business Web Page Design, Computer Technology, Desktop Publishing, Database, Digital Business Applications, Keyboarding, and Word Processing.
2. become acquainted with teaching material for the above-mentioned subjects.
3. adapt to changing technology and international business environment.
4. identify problems connected with the teaching of the business information technology/marketing subjects and formulate solutions.
5. identify the various business information technology subjects taught in the secondary school and state some objectives and major content areas of each of those subjects.

6. teach the subject matter of secondary school business information technology courses effectively and efficiently.
7. identify teacher and student resource materials and use them effectively and efficiently.
8. identify and use appropriate techniques for planning and evaluating instruction in the business information technology subjects.
9. compare and evaluate business textbooks.
10. prepare daily and unit lesson plans for teaching business information technology subjects.
11. demonstrate skill in teaching business information technology subject matter.
12. stimulate student participation in group learning activities.
13. lead group discussions effectively.
14. use the media appropriately and efficiently in teaching business information technology subjects.
15. identify difficulties encountered by business teachers and determine appropriate solutions to such problems.
16. write Learning Activity Packets for business information technology classes prepared for individual or group use.
17. demonstrate effective use of technology to prepare effective classroom resources.
18. identify the roles and services the various professional organizations contribute to the effectiveness of a business educator.
19. identify the purposes of student organizations.
20. identify the effect of different teaching methods on individual students.
21. identify the Utah job outlook for business education graduates.
22. describe trends/issues in business education.

Membership/Activities:

The following memberships and activities are recommended:

UACTE Student Membership

ACTE Student Membership

NBEA/WBEA Student Membership

Accommodations:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

Withdrawal from Course:

The last day to withdraw from this class is the end of the ninth week. If you would like to withdraw, do so by this date. The last day to completely withdraw from school (from all classes) is also the ninth week.

Major Assignments:

Digital Skills to Enhance Teaching	Textbook Comparisons
Daily/Unit plans including objectives and testing	Motivation Device Development
Abstract (Teaching Business Subjects)	Learning Log or Blog (eight weeks)
Writing LAPs	Digital Demonstration
Classroom Demonstrations	Internet Use

Course Fees

Course fees for the NET/Business Education major are designed to cover the costs of lab equipment maintenance and replacement including desktop and server computer systems and software; consumable materials and supplies; and support for lab aides, student tutors, and online instructional resources.

Computer Literacy Center Schedule:

Elizabeth Hall Room 311 check for the lab schedule at www.weber.edu/webux

In Case of an Emergency (Code Purple Situation)

Emergency Closure: If for any reason the university is forced to close for an extended period of time, we will conduct our class through Canvas as an online course. Look for announcements through Canvas Announcements and Canvas Conversations.