C&I 497.50–Methods of Teaching Business Subjects
Fall Semester 2011
Online at http://umonline.umt.edu/

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Course description
The primary objective of this class and the field experience is to prepare you to teach business subjects in secondary and post-secondary schools. Examples of business content include accounting, marketing, information systems, keyboarding, and the integration of the Indian Education for All. The class emphasizes methodology, curriculum planning, unit and lesson planning, and classroom management. It is assumed that students will be able to apply previously learned subject matter knowledge in a teaching situation. Ultimately, our goal is to help prepare you for a successful student teaching experience.

Course goals
Upon successful completion of the course, if you have been an active participant, you should be able to:

• Present business education foundational principles;
• Assemble and evaluate resources from business education professionals and experts;
• Use national, state, and local business education curriculum standards in planning for instruction;
• Plan content instruction;
• Prepare to teach correct keyboarding techniques and concepts;
• Design and effective instruction including unit and lesson plans;
• Acquire appropriate and effective evaluation and assessment techniques;
• Study and use a variety of teaching methods, resources, and materials;
• Integrate Indian Education for All concepts and activities into the business education curriculum;
• Develop awareness of differentiated instruction
• Promote problem solving skills; and
• Understand and operate in a climate that includes education and the business world as partners in career preparation.

TEXT & MEMBERSHIP REQUIREMENTS:

Faculty Pack & Textbook

• Basic Keyboarding Guide for Teachers by Dr. Lloyd W. Bartholome & Dr. Larry W. Erickson. Available from the University of Montana Bookstore at http://www.montanabookstore.com/ or by calling 406-243-1234. Approximate cost is $12.

**Required Professional Memberships:**
1. National Business Education Association (NBEA) and the Western Business Education Association (WBEA) $40
2. Association for Career and Technical Education (ACTE) $7.50, includes
   - Montana Association for Career and Technical Education (MTACTE)
   - Montana Business Education Association (MBEA)

**Suggested Readings:** *Business Education Forum, Techniques, NABTE Review, NABTE Bulletin, NASSP, NBEA Yearbooks, NBEA Policy Statements, Syllabus, The Journal & various national or state business education journals.* Use other online sources to find the most recent research on topics given.

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**HOW TO SUCCEED IN THE COURSE**

The class is arranged into three units entitled Module A, B, and C. Module A contains eight activities. This unit prepares business teachers with useful skills and concepts for teaching business subjects. Module B contains four activities related to methodology-related concepts. Module C is a unit that explores microcomputer-related activities and contains six activities.

This course is 4 semester credit hours. For this reason, you should set aside a minimum of 4 to 6 hours per week to work on this course. You might wish to treat this like a M-W-F course where you spend 2 hours per day working on the course, or a T-TH course for 2-3 hours per day. These times are just estimates. Some students may get by on less, but most will need this amount of time to master the material. A Weekly Schedule and a Topic Schedule and Grade document can be found at just below this syllabus in the navigation window. **Print them so you will have the assignments and topics schedules.**

Your **final grade** will be determined by the following weighted grade.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modules: A-1, A-6, A-7, A-8, B-1, B-2, B-3, B-4, C-1, C-2, C-3, C-4, C-5, C-6</td>
<td>60%</td>
</tr>
<tr>
<td>Basic Keyboarding Guide for Teachers A-5</td>
<td>10%</td>
</tr>
<tr>
<td>Portfolio A-3</td>
<td>15%</td>
</tr>
<tr>
<td>Field Experience A-4</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Important:** Late assignments will be deducted 25%, then graded.

You will need a reliable computer with an internet connection to complete the work.

1. Start early and ask for the help early. Keep up-to-date on all assignments and observe the schedule and deadlines.
2. Visit with professors through emails and/or by telephone. Also, you will meet your professors during the EDU 395 class meetings. This is an excellent time to visit about any assignments.

3. Print the **Topics Schedule and Grade**. This document displays a schedule of assignments per each topic and the grading criteria.

4. Print the **Weekly Schedule**. This document displays the weekly schedule. After you complete your datasheet, please begin working on the Module A in the “**Learning Units**” link.

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**GRADUATE CREDIT**

The Graduate School assumes that graduate students are taking this course for graduate credit. Please see Dr. Williams to discuss the additional project required for graduate credit. If you do not want graduate credit, contact the Graduate School immediately to make the necessary changes in your registration for this course only.

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**EXPECTATIONS**

**Student Conduct Code**: We expect all students to practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. We expect all students to be familiar with the Student Conduct Code. The Code is available for review online at [http://life.umt.edu/vpsa/student_conduct.php](http://life.umt.edu/vpsa/student_conduct.php). **Note**: That the Code defines plagiarism as the representation of another person’s words, ideas, data, or materials as one’s own.

**Accommodations**: This course is designed to be accessible to and usable by otherwise qualified students with disabilities. To request reasonable program modifications, please contact either of course professors. Disability Services for Students will assist both you and us in the accommodation process. For more information, visit the Disability Services website at [http://life.umt.edu/dss](http://life.umt.edu/dss).

**Student Responsibilities**: In general, we expect students to participate in all of the required online assignments. Participating in the assignments, lets us know that you are actively involved in the class and will greatly enhance all of our learning experience.

All written assignments are due on the assigned date. If students are unable to meet this deadline, please contact me to make an alternate arrangement—*this needs to be done prior to the actual due date*. Late assignments **may** be accepted only with prior approval from either Dr. LaBonty or Dr. Williams and may be subject to a reduction in grade. Assignments may be adjusted at the professor’s discretion.

All written work must be: typed, double-spaced, use APA style guidelines, be fully referenced, and be clearly and concisely written.

While participating in the field experience aspect of class, students will dress professionally, keep in mind appropriate confidentialities, be courteous of all school personnel and students, follow school check-in procedures, and follow the teacher’s lead in all student and classroom
matters.