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C&I 429.01: Methods of Teaching Business Subjects

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C&I 429–Methods of Teaching Business Subjects  
Fall Semester 2007  
Tuesday & Thursday 9:10 – 11am  
ED 315

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Office Hours: Mon. & Tues. 11-12, Wed. 1-3  
& by appointment

ED 301  
243-4073

COURSE DESCRIPTION

This course is designed to prepare students for the initial stage of teaching by developing an understanding of the nature, organization, and role of business and information technology education programs in the middle and secondary schools. The aim is for students to develop an understanding of and skill in using instructional materials, methods, and techniques for planning and directing learning activities in business and information technology classes.

This course requires a 45-hour field work experience.

COURSE OBJECTIVES

After successful completion of the course, students will be able to:

• Identify the current trends in business and information technology education and the emerging role of business educators.
• Select, design, and use materials, as well as the appropriate technologies and resources to enhance instruction and student performance in business and information technology education.
• Understand cultural diversity issues and design environments that promote self-esteem and respect the rights, interests, abilities, and heritage of others.
• Create a learning environment in which the student engages in critical, logical, and creative thinking; and students become active responsible learners.
• Demonstrate knowledge about business and information technology education curriculum and how the courses relate to the objectives of the curriculum and local, state and national standards.
• Communicate clearly, accurately, and professionally to diverse audiences.
• Demonstrate professionalism and knowledge of the legal and ethical responsibilities of a teacher.
• Promote a learning environment in which classroom management strategies are implemented and student learning and progress are appropriately assessed.
• Promote integration and learning environments with students in other subject areas/disciplines.

TEXT & MEMBERSHIP REQUIREMENTS:


Additional course materials will be provided by your professor.

**Required Professional Memberships:**

- National/Regional: National Business Education Association (NBEA) and the Western Business & Information Technology Educators (WBITE) $40
- State: Montana Business and Information Technology Educators (MBITE) $5

**Suggested Memberships:** Association for Career and Technical Education (ACTE) and the Montana Association for Career and Technical Education (MTACTE)

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

- Effective Methods of Teacher Business Education in the 21st Century. (National Business Education Yearbook #41)
- Business Teacher Education Curriculum Guide and Program Standards
- Classroom Strategies: The Methodology of Business Education (Yearbook #34)
- Assessment for an Evolving Business Education Curriculum (Yearbook #45)
- Management of the Business Education Classroom (Yearbook #39)
- The Business of Teacher (business teacher recruitment materials)

**EXPECTATIONS**

**Conduct Code:** Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana Student Conduct Code. An unabridged copy of this code is available at: [http://www.umt.edu/studentaffairs/policy/code.htm](http://www.umt.edu/studentaffairs/policy/code.htm). If there are questions about how the code applies to a class activity (i.e., group work), please consult with the course instructor prior to engaging in that activity.

**Accommodations:** I am more than happy to work with students and Disability Services for Students (DSS) to make accommodations that will facilitate student’s class participation and
learning. Please see me individually at the beginning of the term to make a plan for these accommodations.

**Student Behavior:** In general, students are expected to attend each class session. Students should have completed assignments prior to the class session (this includes assigned reading). Students should be prepared to participate in a variety of learning activities including small and large group discussions.

There may be guest speakers in this course. These volunteer speakers may be people from the University or the community with expertise in a particular area. Whenever there are guest speakers, students are expected to be attentive, courteous, and polite. Failure to behave accordingly will affect the student’s class participation grade.

Each student will make multiple presentations. Treat each member of the class with respect by attending the presentations and giving the student presenting your full attention. Failure to behave accordingly will affect the student’s class participation grade.

All written assignments are due at the start of class on the assigned day. If a student is unable to meet this deadline, the student should make an alternate arrangement with the instructor—this needs to be done prior to the actual due date. Late assignments may be accepted only with prior approval of the instructor and may be subject to a reduction in grade. Assignments may be adjusted at the instructor’s discretion.

All written work must be: typed (unless completed in the context of a class session or otherwise specified), double-spaced (unless completed in the context of a class session or otherwise specified), use APA style guidelines, be fully referenced, and be clearly and concisely written.

While participating in the field work 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.

**Course Format:** This course will utilize a variety of instructional strategies, including but not limited to: large and small group discussions; instructor and student lead topics; and individual and group learning activities. As well as a hands-on field based experience. All course activities have been designed to facilitate student learning and thus the acquisition of the course objectives. Thus, both student attendance and student participation (in in-class and field-work settings) will be reflected in the student’s final course grade.

In addition, this course will address and place emphasis upon the practical side of planning, organizing, and delivering course content to students in the most effective and appropriate manner. Students will be encouraged and rewarded for developing innovative methods of instruction that reflect critical thinking skills, problem-solving techniques, and the integration of academic and career and technical education.

**Grading Policy:** There are 1,000 possible points for this course. Grades are earned as follows:
93%-100% (925-1000 points) = A
83%-92% (825-924 points) = B
73%-82% (725-824 points) = C
63%-72% (625-724 points) = D
62% or lower (fewer then 624 points) = F

Pluses (+) and minuses (-) are assigned by the instructor and are based on student participation and behavior in accord with the expectations stated on pages 3 of this syllabus.

ASSESSMENTS/ASSIGNMENTS & CLASS SCHEDULE (See separate sheet for Assessment/Assignment and Class Schedule)

EMERGENCY PREPAREDNESS AND RESPONSE

As members of a learning community we all have responsibilities for each other that extend beyond the teaching/learning experience and transcend our roles in that dimension. We are, as human beings, responsible for the protection and well-being of other members of our group, and one dimension of our individual and group responsibility in that area relates to how we prepare for, and respond to, emergencies. Toward that end, the following are important:

- In the event we need to evacuate the building, our primary route will be down the east stairs through the east main doors. If that route is blocked, our secondary route will be down the west stairs through the west main doors.
- If you hear an alarm or are told to evacuate, always assume the emergency is real. Be sure to take coats, backpacks and valuables since the building may be closed for some time.
- Everyone should report to either the designated outdoor rally point or the indoor rally point (should conditions make it necessary to seek shelter in another building). Our outdoor rally point is south of the Education Building – at least 300 feet from the building. Our indoor rally point is in McGill Hall. We should reconvene as a group at the rally point so we can determine if anyone is missing.
- Do not use elevators as a means of evacuating, and do not use cell phones until safely away from the building.
- As the professor of this course, I would ask students who feel they may require assistance in evacuating to privately inform me of that need. Together we will preplan appropriate assistance.
- I would also request that students with a medical condition that could present an emergency privately inform me of that situation. Again, this notification is so we can preplan an appropriate response should an emergency occur.
- As soon as the class roster stabilizes, I will route a sign-up sheet for students to identify whether or not they possess current first aid and/or CPR certification. This information will be passed on to the Facility Emergency Coordinator for use should a need for first aid expertise arise.

The School of Education complete Emergency Operations Plan and Emergency Preparedness For Individuals With Special Needs are available at http://www.soe.umt.edu/about/emergency.shtm