

Course Syllabus

NORFOLK STATE UNIVERSITY
Achieving With Excellence

SCHOOL OF EDUCATION

Accredited by the National Council for the Accreditation of Teacher Education (NCATE)

“Preparing Competent, Compassionate, Cooperative and Committed Leaders”

Semester and Year

Fall 2006

Course Number, Title, Credit Hours

SED 498 Business Methods for Secondary Schools 3 Semester Hours

Class Meetings

Tuesday and Thursday, 3:00-4:30 p.m., Room A107 Brown Hall

Instructor Name, Title, Department, and Office Hours

Instructor: Mrs. E. W. Richardson

Department Name: Secondary Education and School Leadership (Room 205 Bozeman Education Building) Telephone: (757) 823-2926

Office: 215 Bozeman Education Building

Telephone: (757) 823-8736

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Office Hours:

Monday 1:00 p.m. to 3:30 p.m.

Tuesday 9:00 a.m. to 10:30 a.m.

Wednesday 1:00 p.m. to 3:30 p.m.

Thursday 9:00 a.m. to 10:30 a.m.

Friday By appointment only

Course Description and Prerequisites

PREREQUISITES: SED 201, 233, 380; all freshman and sophomore level courses, and the teacher’s examination for licensure requirements.

Instructional systems and materials for teaching business, office technology, and computer-related subjects.

Course: Rationale

Required Program Core Course: Students must be highly competent in knowledge and skills to teach a diverse group of students at the secondary level, demonstrating excellence in teaching ability, classroom management, parental interaction, and administrative tasks.

Course Goals and Measurable Intended Student Learning Outcomes

Course Goals

Students will be able to demonstrate achievement of competencies by successfully completing class projects, activities and teaching demonstrations. Specifically the students will be able to:

1. State an overview of business education at all levels.
2. Understand the professional role of the business teacher and code of ethics prescribing effective behavior and attitudes of members of the profession.
3. Develop a teaching system that enables the teacher to establish specific objectives for each student and structure activities for a learner to perform successfully as he or she emerges from the learning process.
4. Accept accountability for students enrolled in business education courses and gear their teaching to enable students to achieve at least a minimum competency level. Envision a teaching-learning environment in which the student and teacher are partners in the learning process as they together decide upon the objective to be attained, the learning resources to be used, and the timing of assessment.
5. Apply the concepts that form the outset of learning. (Students should know what performance is expected and how it will be evaluated.)
6. Apply the theory and practical application of a performance-based teaching system covering the following elements:
 - a. Establish competencies
 - b. Plan and construct evaluations
 - c. Construct and sequence objectives
 - d. Plan for student learning
 - e. Select teaching strategies
 - f. Manage evaluation
7. Apply the performance-based learning system to the following secondary and post-secondary school courses:
 - a. Accounting/Recordkeeping
 - b. Accounting Computer Applications
 - c. Applied Business Law
 - d. Marketing Education

- e. Computational Skills
 - f. Business Computer Applications
 - g. Computer Literacy
 - h. Consumer Education
 - i. Employment Seminar
 - j. Information/Word Processing
 - k. Keyboarding and Keyboarding Applications
 - l. Office Services
 - m. Introduction to Business/Exploratory Business
8. Demonstrate a professional growth program by reading widely in business education and business/financial literature.

Materials/Required Text/Supplemental Readings:

Textbook: None

Supplemental Readings: *Effective Methods of Teaching Business Education in the 21st Century*
Managing the Learning Process in Business Education
Meeting the Demand: Teaching the Soft Skills
Business Education Forum
The Delta Pi Epsilon Journal
Classroom Teacher's Survival Guide
Discipline in the Secondary Classroom
Keyboarding Methodology Instructional Guide for Teachers and Administrators

Primary Methods of Instruction

- A. Lectures
- B. Teaching Demonstrations
- C. Peer Evaluations
- D. Critical Thinking Exercises
- E. Journal Article Critiques
- F. Field Experiences

Course Outline:

- 8/21-25 Introduction and Orientation
 Teacher Certification
 The Foundations of Business Education
- 8/28-9/1 Delivering Systems for Business Education
 Current Trends in Business Education
- 9/4-8 Planning for Instruction
 Providing for Students' Learning Styles and Differences
Journal Article Critique 1--Due: September 5

- 9/11-15 **Test 1: September 14**
 The Foundations of Business Education
 Current Trends in Business Education
 Providing for Students' Learning Styles and Differences
- 9/18-22 Managing the Classroom and Technology Lab
 Evaluating and Assessing Student Performance
- 9/25-29 Input Technologies
 Information Technology
Journal Article Critique 2--Due: September 26
- 10/2-6 Input Technologies/Information Technology (Continued)
Test 2: Midterm Exam—October 3
 Managing the Classroom and Technology Lab
 Evaluating and Assessing Student Performance
- 10/9-13 **Teaching Episode 1: Input Technologies/Information Technology**
Due: October 10
Hardware/Software Log, Due: October 12
Technique Sheets, Due: October 12
Bulletin Boards and Miniature Displays, Due: October 12
- Last Day to Drop a Course: Friday, October 10**
- 10/16-20 Accounting and Business Computation
 Business Foundations and Management
Journal Article Critique 3--Due: October 19
- 10/23-27 Communication
 Marketing
Teaching Episode 2: Accounting and Business Computation
Due: October 26
- 10/30-11/3 Economics and Personal Finance
 Business Law
Journal Article Critique 4--Due: November 2
- 11/6-10 Entrepreneurship and E-Commerce
 International Business
Teaching Episode 3: Business Foundations and Management
Due: November 9
- 11/10 **Last Day to Apply for May 2006 Graduation**
- 11/13-17 Cooperative Education and Work Experience Programs
 Sponsoring Student Organizations
- 11/20-24 Lifelong Professional Development

Review and Preparation for Student Teaching
Unit Plan, Due: November 21

11/23 -

11/24 **Thanksgiving Break**

11/27-12/1 **Teaching Episode 4: Business Law/Entrepreneurship**
Due: November 28
Resource Manual Kit, Due: November 28

12/1 **Last Day to Withdraw from the University**

Final Examination, Wednesday, December 6, 3:30-5:30 p.m.

Related University-Wide and Course-Specific Requirements:

- **Writing**
Students will be evaluated on their writing based on lesson plans, journal critiques, and any other assigned writing activities.
- **Information Technology Literacy**
Technology skills will be assessed through visual aids used for teaching episodes. Students will demonstrate their ability to use various software programs.
- **Oral Communication**
Oral communication skills will be assessed through teaching episodes and other class presentations.
- **Critical Thinking**
Critical thinking skills will be assessed based on responses to designated classroom scenarios.
- **Teaching Resources Kit**
Assessment will be based on appropriateness of materials provided for each of the eight subject areas listed in the syllabus.

Evaluation/Assessment Methods

Three examinations will be given as listed on the course schedule. The final examination will be on assigned chapters. The examinations will be essay and objective (multiple-choice and true/false format). These examinations will require students to apply concepts and theories learned in each chapter. Students will also be evaluated on teaching episodes, journal critiques, unit plans, bulletin boards, resource teaching kit, and any other assigned projects for prospective business education teachers.

Category	Due Date	Grade
Article Critiques: 10%		
Journal #1	September 5, 2006	

Journal #2	September 26, 2006	
Journal #3	October 19, 2006	
Journal #4	November 2, 2006	
Total Points		
Unit Plan: 20%		
Unit Plan	November 21, 2006	
Teaching Episodes: 30%		
Teaching Episode #1	October 10, 2006	
Teaching Episode #2	October 26, 2006	
Teaching Episode #3	November 9, 2006	
Teaching Episode #4	November 28, 2006	
Total Points		
Special Projects: 10%		
Bulletin Boards/Display	October 12, 2006	
Software/Hardware Log	October 12, 2006	
Technique Sheets	October 12, 2006	
Class Participation	Continuous	
Total Points		
Resource Manual/Kit: 10%	November 28, 2006	
Tests: 20%	September 14, October 3, and December 6	
Final Grade		

Required Course Assignments:

- Keyboard all written assignments.
- Proofread all papers for errors in grammar, usage, and spelling.
Points will be deducted for these errors.
- Critique and present to class four journal articles from different (business and education) journals (2 keyboarded double-spaced pages each). Please provide the following (Develop a template using a word processing software program.):

- a. Title
 - b. Author
 - c. Name of Journal
 - d. Date of Journal
 - e. Volume Number
 - f. Summary of the Article
 - g. Reaction to the Information
- Complete a hardware and a software evaluation log (equipment/programs).
 - Develop a Learning Resource File--a minimum of five items for each (8) teaching area (Accounting, Business Law, Marketing, Computer Applications, Keyboarding, Introduction to Business, Word Processing, and Consumer Education). Materials must be classified and placed in an appropriate file container.
 - Design at least one miniature bulletin board/display for each (8) subject area. At least one is to be posted in an assigned place. A listing of materials used and suitable presentation time(s) should be stated.
 - Become a student member of NBEA or any other professional business student organization.
 - Construct test questions utilizing effective principles of learning.
 - Present assigned teaching episodes--one must be in a technical subject area. Original visual aids must accompany the presentations. Lesson plans will be required. Behavioral objectives must be used in these plans. Lesson plans are due 48 hours **BEFORE** oral presentations.
 - Participate in classroom discussions.
 - Demonstrate appropriate grooming habits and conduct.
 - Prepare one unit plan (at least a week in duration) in a technical subject.

GUIDELINES FOR PREPARING A UNIT PLAN

1. Prepare a setting and overview (unit title, subject, grade level, and time planned for unit).
2. List the general and enabling objectives of the unit.
3. Prepare a content outline of the total unit based on stated objectives.
4. Construct a unit pretest. Identify correct answers. Identify the objectives or objectives for each question.

5. Plan a detailed introduction to the unit. This should be your means of motivating students to want to learn during the unit.
 6. Prepare a list of suggested teaching activities--initiatory, developmental, and culminating.
 7. Plan individual student, group, and class daily assignments. Be specific in your written directions.
 8. Plan individual student, group, and class unit assignments. Be specific in your written directions.
 9. Construct a bibliography of both student and teacher materials: books, magazine articles, free materials, etc.
 10. List films, filmstrips, and other visual aids available for unit. Identify the source and complete address. Describe the contents briefly.
 11. Construct a unit bulletin board.
 12. Construct a final test on the unit. Include at least four of the following types of questions:
 - a. true/false
 - b. matching
 - c. multiple choice
 - d. completion
 - e. classification
 - f. essay
 - g. application/performance
 13. Identify the objective or objectives for each question. Identify the correct responses for each question.
- Develop One-Page Methods/Technique Sheets for the following areas:
(Categories to be assigned)
 - Keyboarding--Basic Techniques, Speed/Accuracy, Production, Proofreading, and Form/Format
 - Word Processing, Spreadsheets, and Data Base--Concepts, Applications, and Integration
 - Office Procedures--Telephone, Using References, Filing (manual and electronic), Handling Mail, and Travel
 - Multimedia--Concepts, Applications, Integration

Grading Standards/Evaluation Criteria

The following guidelines apply:

- No extra credit work will be given.
- Late assignments will be reduced by 10 points.
- Routine make-up exams will not be given. Emergency situations will be handled at the instructor's discretion. Explanations must be presented within one week of return to class.
- Incomplete grades will be not be given except under extenuating circumstances at the instructor's discretion with official documentation.

The grading scale follows:

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<u>PERCENT</u>	<u>GRADE</u>
98-100	A
97-95	A-
94-88	B+
87-85	B
84-80	B-
79-78	C+
77-75	C
74-70	C-
69-68	D+
67-65	D
64-60	D-
Below 59	F

A grade of "C" is required to pass this course.

Academic Integrity Standards

- Be familiar with rules in the Student Handbook and the University catalog.
- Regular attendance and punctuality are a must.
- A professional demeanor is required at all times.
- Appropriate attire is required. Business attire is required for teaching demonstrations.
- Cell phones and all electronic devices are to be turned off and out of view off while in class.

Blackboard Instructions

Go to NSU's web site. Click on Blackboard. Click on log-in. Follow the example given for user name and establishing your password. Click "Courses." Use "Control Panel" to access the menu items to view your announcements, assignments, course information, etc. When you finish, log-out.

Americans with Disabilities Act (ADA) Statement

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, contact Supporting Students through Disability Services (SSDA) for information regarding programs and services to enhance student success.

Location: 2nd Floor/Lyman B. Brooks Library, Room 240

Contact Person: Ms. Marian E. Shepherd, Disability Services Coordinator

Telephone: 757-823-2014

University Assessment Statement

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

The instructor will follow this class schedule as closely as possible. However, the instructor reserves the right to make changes with sufficient notice to the students.

SED 498 Teaching Episode Rubric

Name _____ Date _____
Title of Lesson _____

Elements	Target (20-18 points)	Acceptable (17-14 points)	Unacceptable (13-0 points)
Lesson Plan (20 points)	The target grade and subject are identified. The target SOL is identified. Objectives are written	The target grade or subject is identified. Related SOLs are identified. Objectives are listed.	The target grade nor subject is identified. The target SOL is not identified. Objectives are unclear or missing.

	<p>clearly and concisely with sufficient details.</p> <p>The anticipatory set arouses interest and motivates the students to perform the required tasks.</p> <p>Materials required for the lesson are listed with additional details.</p> <p>Instructional activities are written with details to enable another person to teach the lesson.</p> <p>A closing/summary is clearly described, which provides reinforcement of the lesson taught.</p> <p>The behavior assessed matches the behavior described in the objectives and the instructional activities.</p>	<p>The anticipatory set is provided, but reflects little motivation for students to perform the required tasks.</p> <p>Materials are listed.</p> <p>Instructional activities are written; however, the details are too wordy.</p> <p>A general closing/summary is described, which reflects some reinforcement of the lesson taught.</p> <p>The behavior assessed resembles the behavior described in the objectives and the instructional activities.</p>	<p>The anticipatory set is not interesting and does not capture the students' attention.</p> <p>Some materials are missing.</p> <p>Instructional activities lack sufficient details for another person to teach the lesson.</p> <p>No summary is provided.</p> <p>The behavior assessed does not match the behavior described in the objectives and the instructional activities.</p>
<p>Oral Presentation (20 points)</p>	<p>A highly effective attention-getter was used in the Introduction.</p> <p>Enthusiasm and poise were observed at a high level.</p> <p>Appropriate eye contact was made with all students.</p> <p>The voice variance was excellent with emphasis to ensure that all students heard and understood the lesson taught.</p> <p>Questioning techniques allowed time for students to respond. Thought-provoking</p>	<p>An attention-getter was used in the Introduction.</p> <p>Minimal enthusiasm and poise were observed.</p> <p>Eye contact was made with students.</p> <p>The voice volume was moderate.</p> <p>Provide more time for students to respond to questions. Use questions that require students to</p>	<p>No attention-getter was used in the Introduction.</p> <p>No enthusiasm was evident.</p> <p>Improve eye contact so that all students will know that they are included in class presentations.</p> <p>Speak loud enough for students in the rear of the room to hear presentation.</p> <p>Don't expect instant answers to all questions. Avoid a series of questions that require no thought.</p>

	<p>questions were asked.</p> <p>Thorough preparation and organization were visible. Information was presented in a logical, interesting sequence.</p> <p>A closing/summary activity was completed.</p>	<p>think.</p> <p>Some preparation was done. Information was presented in a logical sequence.</p> <p>The summary related to the lesson; no activity was provided.</p>	<p>Information was presented out of sequence, which made it difficult for students to follow.</p> <p>Allow time for a summary.</p>
Knowledge of Subject (20 points)	Student demonstrates full knowledge by answering all questions with explanations.	Student is at ease with expected answers to all questions. Student does not elaborate.	Student does not have grasp of subject matter; student cannot answer questions about subject.
Mechanics (20 points)	Presentation has no misspellings or grammatical errors.	Presentation has no more than three misspellings and/or grammatical errors.	Presentation has four or more spelling errors or grammatical errors.
Elements	Target (10-8 points)	Acceptable (7-5 points)	Unacceptable (4-1 points)
Technology/Visual Aids (10 points)	Student demonstrated strong competence when preparing PowerPoint presentation. Main points were emphasized.	Student followed standard guidelines for preparing a PowerPoint presentation. No errors were on slides.	Spelling and grammatical errors were on slides. The font was too small for the room. Too much content was on some slides.
Professional Appearance (10 points)	Professional attire was worn for the presentation.	Business casual attire was worn for the presentation.	Avoid sports clothes and trendy fashions for presentations.

Grading System:

Grade Point	Letter Grade	% Range	Criteria
4.00	A	100-98	Superior performance on all course activities and examinations according to rubrics and tests scores. Superior demonstration of knowledge, skills and dispositions. Superior oral and written communication skills. Exemplary performance in participation, initiative and creativity.
3.70	A-	97-95	Outstanding performance on all course activities and examinations according to rubrics and tests scores. Outstanding demonstration of knowledge, skills and dispositions. Outstanding oral and written communication skills. Outstanding performance in participation, initiative and creativity.
3.30	B+	94-88	Good performance on all course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communications skills. Good performance in participation, initiative and creativity.
3.00	B	87-85	Good performance on most course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Good performance in participation, initiative and creativity.
2.70	B-	84-80	Good performance on some of the course activities and examinations according to rubrics and tests scores. Good demonstration of knowledge, skills and dispositions. Good oral and written communication skills. Average performance in participation, initiative and creativity.
2.30	C+	79-78	Average performance on all course activities and examinations according to rubrics and test scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. Some performance in participation, initiative and creativity.
2.00	C	77-75	Average performance on most course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills.
1.70	C-	74-70	Average performance on some course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. Requires repeating the course.
1.30	D+	69-68	Below average performance on some course activities and examinations according to rubrics and tests scores. Average demonstration of knowledge, skills and dispositions. Average oral and written communication skills. Requires repeating the course.
1.00	D	67-65	Below average on most course activities and examinations according to rubrics and tests scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Requires repeating the course.
0.70	D-	64-60	Below average on all course activities and examinations according to rubrics and test scores. Below average demonstration of knowledge, skills and dispositions. Below average oral and written communication skills. Requires repeating the course.
0.00	F	59 and below	Failed performance on course activities and examinations according to rubrics and test scores. Failed performance of knowledge skills and dispositions. Requires repeating the course.