

MASTER COURSE SYLLABUS

BIS 356 Methods of Teaching Business, Management, Marketing and Technology 1 (1-0) F
Design No. Title Credit (Mode)

I. *Bulletin* Description:

Methods for teaching business, management, marketing and technology subjects. Must be taken prior to student teaching.

II. Prerequisites:

Listed on a signed major and admission to Teacher Education.

III. Rationale for Course Level:

Course must be taken prior to student teaching.

IV. Textbooks and Other Materials to be Furnished by the Student:

None

V. Special Requirements of the Course:

A student must receive a C+ in this course.

Student must satisfactorily complete a teaching demonstration in order to pass the course.

Student must visit a secondary school store.

VI. General Methodology Used in Teaching the Course:

Discussion, field trips, simulation, role playing, teaching demonstrations, hands-on experience, lecture, questions and answers, resource file.

VII. Course Objectives:

This course reflects the components, both content and structure of CMU's CLEAR model for professional education through content of pedagogy and a unit on diverse settings (cultures).

- C- Concept- and knowledge-driven:** A professional educational practice that is concept and knowledge-driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research.
- LEA- LEArner centered:** A professional educational practice that is learner-centered focuses on the cognitive, affective, and physical needs, and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all learners can learn.
- R- Reflective practice relevant to diverse settings and roles:** Educators will work in diverse settings – from the large, urban high school to the small, rural school. Communities and schools are comprised of diverse people from a wide variety of cultural, ethnic, racial and socioeconomic backgrounds. Best educational practice requires recognition of and provisions for these differences.

Upon completion of this course, the student will be able to:

1. Demonstrate content knowledge (**C**), pedagogical knowledge, and knowledge of the learner (**LEA**) related to office and marketing education as outlined in the BMMT curriculum, including a model office and managing and coordinating a school store.
2. Develop the ability to prepare, evaluate, and organize materials for a variety of instructional strategies and situations (**R**) within the BMMT program.
3. Students will develop the ability to organize, to prepare and evaluate materials for, and to operate an integrated BMMT program (**C, LEA, R**).

VIII. Course Outline:

Week	Topic
1.	State Standards and Performance Objectives A. Explanation of meanings B. How to implement
2.	BMMT Curriculum A. Requirements, program design, content issues Curriculum in marketing education A. MarkEd B. PRIDE

- C. Text and materials
- 3. Teaching Methods
 - A. Individualized instruction
 - B. Simulation
 - C. Classroom organization
- 4. Laboratory
 - A. School store
 - B. Mock store
 - C. Model office
 - C. Financing
- 5. Student organizations
 - A. DECA
 - B. BPA

IX. Evaluation:

Group research project	20%
Teaching demonstration	20%
School store visit	10%
Course materials/lesson plans	20%
Curriculum project	20%
Course reference notebook	<u>10%</u>
Total	100%

X. Bibliography:

Business, Management, Marketing, and Technology Pathway: A Curriculum Planning Tool for Business, Management, and Administration Program. <http://www.michigan.gov/>.

Business, Management, Marketing, and Technology Pathway: A Curriculum Planning Tool for Finance Program. <http://www.michigan.gov/>.

Business, Management, Marketing, and Technology Pathway: A Curriculum Planning Tool for Information Technology Program. <http://www.michigan.gov/>.

Consortium for Entrepreneurship Education. <http://www.entre-ed.org/>.

Farese, L.S., Kimbrell, G., & Woloszyk, C. A. (2002). Marketing Essentials, (3rd ed.). New York: McGraw-Hill.

Freeman, Jackie & Ken Kaser. (2002). Hospitality Marketing, Ohio: South-Western.

Husted, Stewart W. (1988). Marketing Education: A Book of Readings, 1988-1989, Terre Haute, Indiana: Institute of Sales and Marketing Education.

Marketing Education Focused Monographs, Marketing Education Association,
<http://www.nationalmea.org/>.

National Association of State Directors of Career Technical Education Consortium.
www.careerclusters.org.

National Marketing Education Curriculum Standards 2000. (2000). Marketing Education Resource Center. <http://www.mark-ed.org/>.

Oelkers, Dottie. (2003). Fashion Marketing, South-Western.

Parente, Donald. (2003). Advertising Campaign Strategy. (3rd ed.). South-Western.

The School Store: Making it Work. (2nd ed.). Michigan State Board of Education, Vocational-Technical Education Service Area, East Lansing, Michigan: Michigan Vocational Education Resource Center, Michigan State University.

Wolfe, J. (2003). Marketing Management Game with Player's Manual, South-Western.

Syllabus Prepared by: Dr. Nancy Csapo
Name

Signature

September 13, 2004
Date