**FCS 190: Exploration of Family and Consumer Sciences**

**University of Wisconsin-Stevens Point Spring 2018**

**Instructor:** Susan Turgeson, Ed.D., CFCS

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**Office Hours:** Monday 11:00 a.m. – 2:30 p.m.

 Tuesday & Thursday 9:30 a.m. – 12:00 p.m.

 Wednesday \* 1:00 p.m. – 4:00 p.m.

 Other times by appointment

 **\***Student teacher observations may conflict with this time. Be sure to confirm with me in advance.

**Class Meeting Times:** Tuesday & Thursday 2:00 p.m. – 3:15 p.m

**Course Description:** This course is an introduction to Family and Consumer Sciences professions in

 public schools and community agencies. In-class topics will include the following:

* Career options in FCS
* Professional development
* Research skills
	+ Library skills, introduction to journals in the field, APA format
* Ethics in Family and Consumer Sciences
* Educating skills
	+ Writing goals and objectives, organizing lesson plans, presentation strategies

**Texts:**

1. Kato & Elias. (2015). Foundations of Family & Consumer Sciences (**Rental**)

2. National Council on Family Relations (2012). *Tools for Ethical Thinking and Practice in Family*

*Life Education* (3rd edition). Minneapolis, MN (**Purchase**)

3. *Careers in Family Science*, National Council on Family Relations. (**Download**)

4. Supplemental readings as assigned.

**Learning Outcomes:**

During or upon completion of this course, participants will:

1. explore the Family and Consumer Sciences profession.
2. observe teaching and learning in an FCS program.
3. reflect on what makes an effective educator/presenter.
4. examine approaches to ethical practice.
5. develop and present a lesson using active learning techniques.
6. apply proper APA format to all work.
7. discuss the impact of diversity on FCS “classrooms”/learning environments

**Grading Plan: Grade Distribution:**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Percent | Grade | Percent |
| A | 94-100% | C | 73-76% |
| A- | 90-93% | C- | 70-72% |
| B+ | 87-89% | D+ | 67-69% |
| B | 83-86% | D | 60-66% |
| B- | 80-82% |  |  |
| C+ | 77-79% |  |  |

 Class Engagement 10%

 Observations 20%

 Career Exploration 10%

 Professional Interviews 10%

 Mini Teaching 15%

 Research Paper 15%

 Professional Development 15%

 e-Portfolio 5%

**Course Requirements:**

1. **Class Engagement (10%)** —This is an important part of the work for this course. Attendance and participation will be part of the grade. If a student is absent from class due to a departmental conference, workshop, or field trip for which student attendance is recommended, the student will be considered excused.
2. **Observations (20%)** —you are to observe in at least four (4) different Family and Consumer Sciences related settings at least one hour each week (or two hours every other week) for a total of 14 hours. You will complete an observation form for each hour. Observations forms for the first 7 hours are due **Apr. 3.** Forms for the last 7 hours are due by **May 3.**
3. **Career Exploration Project (10%)** —you will utilize UWSP Career Services and complete a self reflection to explore career options. Notes due **Sept. 28** and final due **Oct. 10.**
4. **Professional Interviews (10%)** —you will conduct interviews with two (2) Family and Consumer Sciences professionals. Draft is due **Feb. 20** and final paper due by **March 1.**
5. **Mini Teaching (15%)** —you will complete a lesson plan, teach a 30-45 min. lesson, and reflect on the experience. Lesson Plan drafts are due by **Apr. 5.** Reflections are due **May 8.**
6. **Research Paper (15%)** —using correct APA format you will complete a 4-6 page paper on a topic related to Family and Consumer Sciences. Draft due **Arp. 26**. Final due by **Thursday, May 17 before 10 AM.**
7. **e-Portfolio (5%) –** You will begin development of your e-portfolio and submit evidence by **Apr. 17.**
8. **Professional Development Activities (15%)** - You must earn **10** professional development points during the semester. A variety of actions and/or organizations are desired. All points should **NOT** be from the same type of activity. Summary report due **May 8.** Points can be earned in the following ways:

 Points Action

4 Current membership in National organization (e.g. AAFCS/NCFR/ACTE)

4 Participation in a National Conference (e.g.AAFCS/NCFR/ACTE)

3 Present or evaluate at a FCCLA or HOSA event

 (Note: FCCLA Regional 2/19 and State 4/10 and HOSA State 4/15 & 4/16)

3 Participation in a State Conference/Meeting (e.g. WAFCS/WICFR)

 (Note: WAFCS 3/1-3/3 and WICFR 4/5-4/7)

3 Serve in an officer position (e.g. SPAFCS, WAFCS, AAFCS, UCFR. WICFR)

1 Membership in a State organization (e.g.WAFCS/WFCE/WICFR)

1 Membership in local student chapter (e.g. SPAFCS/UCFR)

1 Participation in professional organization activities / service projects

1 Participation in professional development and training (e.g. webinars, CEU Cert.)

 (Note: Dibble Institute Training 2/16)

1 Participation in regular student organization meetings (e.g. SPAFCS/UCFR)

**Note:** You will have the opportunity to make revisions to any written work, other than the final exam, to improve your grade. Reflection on feedback and a desire to improve are important aspects of professionalism. Revisions should be submitted to the dropbox available on D2L no later than **May 7.**

**\*\*A tentative course syllabus is provided. I reserve the right to make changes as the semester progresses.**

**UWSP Community Bill of Rights and Responsibilities:**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

**Academic Conduct:**

Academic integrity is central to the mission of higher education in general and UWSP in particular. This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on assignments is essential to the success of this community of scholars. Using classmates’ responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, and keeping cell phones silenced or turned off and put away. Behaviors such as loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the instructor or other students are considered unacceptable. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

For additional information, please refer to the statements on Academic Standards as outlined by the Office of Student Rights and Responsibilities. You can read the full text of Chapter 14 on “Student Academic Standards & Disciplinary Procedures” at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

**Americans with Disabilities Act:**

The American with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies, check here: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can to make you more successful in class. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor or the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

**Emergency Procedures:**

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point. See [www.uwsp.edu/rgmt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rgmt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms). In the event of a medical emergency call 9-1-1 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Enhancement Center (HEC). Notify instructor or emergency command personnel of any missing individuals.

**Desire2Learn:**

This class uses Desire2Learn (D2L), UWSP's Online Learning Management System. Your course Syllabus, grades and additional activities will be found here. This is also where you will turn in most assignments. You can log into D2L at, <https://uwsp.courses.wisconsin.edu/>, with your UWSP logon. D2L can also be found on your MyPoint Portal, <https://mypoint.uwsp.edu>, on the Academics tab. After you have logged in to D2L, look below "My Stevens Point Courses" in the middle of the screen. Click the plus sign in front of the current semester to access the link to our class.

**Electronic Devices:**

To reduce distraction and as a courtesy to other members of class, please turn off and put away all electronic devices during class time.

**Late Work Policy:**

Students have a duty to themselves and their peers to engage, in a timely manner, in completing individual and small group work, or providing feedback to peers. The expectation for students in the management of their learning and “deliverables” of this course is to negotiate in advance, with the instructor, as soon as it becomes apparent that deadlines are not achievable. Students may negotiate no more than two (2) deadlines over the semester. Deadlines that are not negotiated in advance, or go beyond the 2nd negotiation will result in reduced credit. Dropbox closes at 10 p.m. on due date. Any work submitted after that time will be considered late. Late work will not be accepted after **May 7**

**Date Topic Assignment Due**

|  |  |  |
| --- | --- | --- |
| January 23 | Introduction to Family & Consumer Sciences | Read Chpt. 1 |
|  25 | Foundations of Family & Consumer Sciences | Discussion board; Read Chpt. 2; Read article-FCS Body of Knowledge  |
|  \* 30 | Foundations of Family & Consumer Sciences | View-Intro to BOK webinar &  complete notes |
| February 1 | Careers (guest speaker – ACAC) | Read Chpt. 14 & 15 |
|  6 | Professional Development | Bring webinar notes to class |
|  \* 8 | Observations |  |
|  \*13 | Observations |  |
|  15 | e-Portfolio lab (meet in CPS 107) |  |
|  20 | Careers & Professional Development | Elevator PitchCareer Exploration notes due |
|  22 | Ethics in Family & Consumer Sciences  | Read NCFR & AAFCS Codes of Ethics  |
|  27 |  Interviews & Mini-teaching | Interview draft due |
| March \* 1 |  Observations (WAFCS conference) | Career Exploration paper due |
|  6 | Writing Lesson Plans |  |
|  \* 8 | Observations |  |
|  13 | Lesson Plan Preparation |  |
|  15 | CFLE Requirements (CYFS majors ONLY required) |  |
|  20 | FCS Education Preparation (Ed. Majors ONLY) |  |
|  \*22 | Observations | Interview Reaction paper due |
|  27 & 29 | Spring Break – No Classes |  |
|  April 3  | Research Skills (meet in ALB Room 316) | Observations first half due |
|  \* 5 | Observations (WICFR conference) | Lesson Plan draft due |
|  \*10 | Observations (FCCLA conference) | Read Chpt. 17: Discussion board |
|  12 | Issues and Trends in FCS | Read Chpt. 3 & 4 p. 37-74  |
|  \*17 | Observations | e-Portfolio due  |
|  19 | Leadership in FCS (guest-Sue Buck, Ph.D.)  | Read article – Leadership Responsibilities of Professionals; |
|  \*24 | Observations |  |
|  26 | Research Skills | Read Chpt. 5 p. 75-88;Research Paper draft due |
| May \*1 | Observations |  |
|  \*3 | Observations | Observations second half due |
|  8  | Mini-teaching Reflections | Reflection due; Prof. Development Summary due |
|  10 | Wrap up |  |
| Thursday 5/17  | Final 8 – 10 AM | Research Paper Final |

\*Class does NOT meet face-to-face; coursework will be completed on-line or off-site for these dates