

Instructor: **Susan Turgeson, Ed.D., CFCS**
Family and Consumer Sciences Associate Professor
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Office Hours: Monday* 10:00 a.m. – 2:00 p.m.
 Wednesday * 11:00 a.m. – 3:00 p.m.
 Other times by appointment -Individual meetings can be scheduled
 at [My Office Hours – Select a Meeting Day & Time](#) (link available through Canvas)

Use as an opportunity to connect with me, ask clarifying questions, & find support 😊

*Student teacher observations may conflict with office hours. Be sure to confirm with me in advance.

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

Text: Swafford, M. & Ramsey E. (2023). *Family and Consumer Sciences: preventative and restorative education*. Cognella, Inc. **(Rental)**.

Johnson, J.M. & Fedje, C. G. (1999). *Family and Consumer Sciences Teacher Education: Yearbook 19. family and consumer sciences curriculum: toward a critical science approach* Glencoe/McGraw-Hill. **(Rental)**

Course Objectives:

Students will be able to:

1. Recognize critical thinking/practical reasoning as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take **(Std #5)**
2. Demonstrate an understanding of learning theory by applying it to learning strategies in lesson plans
 - a. Justify the importance of including hands-on activities in demonstration of knowledge & skills **(Std #9)**
 - b. Consider basic human needs, human development, relationships, and family dynamics to support students' high academic achievement **(Std #11)**
3. Utilize a critical science approach to curriculum development
 - a. Design curricula that reflect the integrative nature of FCS content **(Std #7)**
 - b. Critique methods, materials, technologies, and activities as related to lesson goals **(Std #8)**
4. Plan instruction that supports students in meeting learning goals
 - a. Apply career, community, and family concepts in curriculum and instructional planning **(Std #1)**
 - b. Develop and justify curricular choices that meet the needs of all learners **(Std #7)**
5. Engage in ethical professional practice through civic engagement, collaboration with other professionals, and ongoing professional development **(Std #12)**

Course Questions:

1. How does the Body of Knowledge impact Family and Consumer Sciences Education curriculum?
2. What subject matter and processes should be included in Family and Consumer Sciences Education curriculum?
3. How might a diverse Family and Consumer Sciences Education curriculum developed and organized?
4. How could the intellectual skill of practical reasoning be utilized by families and professionals?
5. How does learning theory relate to student learning?
6. What role does conceptual teaching and learning play in Family and Consumer Sciences Education curriculum?
7. How can one plan for diverse teaching and learning situations in Family and Consumer Sciences Education?
8. What instructional skills and tools might enhance learners' intellectual abilities?
9. How can engaging in professional development influence one's practice?

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Course Requirements:

1. **Concept Analysis/Discussion:** This is an important part of the work for this course and will be **15%** of your grade. You will be expected to come to class having read and thought about the reading assignment so that you will be able to ask questions, to give examples, and to actively participate in group activities.
2. **Reflections & Written Assignments:** You will be asked to reflect upon class discussions, readings, assignments, past experiences, and provoking questions. These reflections will be **25%** of your grade.
3. **Teaching/Learning plan:** You will gain experience in planning and organizing Family and Consumer Sciences education curriculum by completing a teaching and learning plan during the semester. This will be **30%** of your final grade and is due by **May 2**.
4. **Classroom Experiences:** You will observe two (2) lab experiences & teach one (1) lesson in a middle or high school FCS classroom. These experiences are **20%** of your final grade.
5. **Professional Development Activities:** 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 4**. This is **10%** of your grade. 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
3	Participation in a State Conference/Meeting (e.g. WAFCS/WICFR) (Note: WAFCS 3/2-3/3)
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.)
1	Participation in regular student organization meetings (e.g. SPAFCS/UCFR)

Grading Plan:

Concept Analysis/Discussion	15%
Reflections/Written Work	25%
Teaching/Learning Plan	30%
Classroom Experiences	20%
Professional Development	10%

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%	F	< 60%
C+	77-79%		

Note: You will have the opportunity to make revisions to any written work to improve your grade. Reflection on feedback and a desire to improve are important aspects of professionalism. Revisions should be submitted no later than **May 5**.

Incomplete Policy:

Under emergency/special circumstances, students may petition for an incomplete grade.

Canvas:

This class uses Canvas, 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 assignments. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

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Expected Instructor Response Times:

I will attempt to respond to student e-mails within 24 hours. If you have not received a reply within 24 hours, please resend your e-mail.

If the question is not confidential or personal in nature and is a general course question, please post to the Course Q & A Discussion forum. I will post answers to all general questions there so that all students may view.

I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

Student Expectations:

In this course you will be expected to complete the following types of tasks

- Read documents online
- View online videos
- Participate in online discussions
- Observe in professional settings
- Communicate via e-mail
- Download and upload documents to the LMS
- **Keep information confidential - Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.**

Electronic Devices:

Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. To reduce distraction and as a courtesy to other members of class, please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

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. **Late work will not be accepted after May 5.**

Understand When You May Drop This Course:

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

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

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Date		Topic	Reading and/or Assignment Due
January	24	Introduction & Critical Thinking	View presentation and complete quiz
	26	Perceptions of FCS education	Chapter 1
	31	Meaning and Planning of Curriculum	Yearbook Chapter 1 & 2, Executive Summary, and Curriculum Development; Reflection #1 due
February	2	Critical Science Approach Continuing Concerns & Practical Reasoning	Yearbook Chapter 7, 8, & 11; webinar-High Level Thinking
	7	Work of the Family & Family Systems of Action	Read Yearbook Chapter 9 & 10
	* 9	(continued)	Practical Reasoning due
	14	Planning for Instruction	Chapter 5; Nat'l and State Stds.
	16	(continued)	Chapter 6
	21	Learning Theories	Chapter 4
	23	Teaching Diverse Learners & Learning Styles	Chapter 2 & 3; articles – Student Choice
	28	Course Planning	
March	* 2	(continued) <i>(WAFCS Conference)</i>	Rough draft of section I of TLP
	7	Methods and Strategies	Chapter 8
	9	(continued)	Creative Strategies Handbook
	14	Lab Management	Chapter 9; Leading in the Lab PPT/webinar
	16	(continued)	Reflection #2 due
	21 & 23	Spring Break - No Classes	
	28	Questioning	Section I of TLP due
	30	(continued)	Observation #1 due
April	* 4	Literacy Integration	How Do You Expect me to Teach Reading and Writing? Teacher Handbook; Demonstration lesson due
	6	(continued)	Read It and Eat PPT/webinar
	11	STEAM Integration	JFCS articles – STEM integration ; FCS is STEM PPT; Chapter 10
	13	(continued)	Reflection # 3 due
	18	Assessing Learning	Yearbook Chapter 18; Chapter 11
	20	(continued)	CCFCS Rubrics; Observation # 2 due
	*25	(continued)	Reflection #4 due
	27	Making Community Connections	Service Learning PPT; Chapter 12
May	2	Classroom Management	Chapter 7; TLP due
	* 4	Individual TLP meetings	Professional Dev due
	* 9	Individual TLP meetings	Classroom Lesson due
	* 11	Individual TLP meetings	
Tue	5/16	Final 8:00 a.m. – 10:00 a.m.	Share lessons

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

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Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Other Campus Policies:

Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class.. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. *I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.* Any exceptions to the attendance policy should be confirmed in writing.

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

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- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

[Click here](#) to flag a policy or practice that disproportionately affects marginalized students

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

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UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
- Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Voter Registration Information

Register: Did you know you can register to vote and check your voter registration status at www.myvote.wi.gov?

Vote: In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at www.myvote.wi.gov (select "Vote Absentee" on the navigation page).

Make a Difference: Sign up to work the polls on election day by contacting your local city clerk office (find your clerk at <https://myvote.wi.gov/en-us/PollWorker>).

For more information on registration and voting procedure, visit your campus resource page at <https://linktr.ee/UWSPGOTV> or www.myvote.wi.gov

Emergency Procedures

- In the event of a medical emergency call 9-1-1 or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See www.uwsp.edu/rmgt/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 fire alarm, evacuate the building in a calm manner. Meet at across the street in front of Champions Hall. Notify instructor or emergency response personnel of any missing individuals.
- Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.