

FCS 391: Curriculum for Family and Consumer Education

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. – Noon

Wednesday \* 1:00 p.m. – 4:00 p.m.

Other times by appointment

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

**Class Meeting Times:** Tuesday & Thursday 12:30 p.m. – 1:45 p.m.

**Text:** Alexander, K. L., Holland, A. K., & Rambo, P. (Eds.) (2018). *Teaching Family and Consumer Sciences in the 21st Century*. Lubbock, TX: Curriculum Center for Family and Consumer Sciences. (**Purchase**)

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. Peoria, IL: Glencoe/McGraw-Hill. (**Rental**)

**Additional Resources that will be used:**

*Alternative Assessment: A family and consumer sciences teacher’s tool kit.* Ohio State University Vocational Instructional Materials Laboratory, Columbus Ohio.

Chamberlain V.M., & Cummings M.N., (2003). Creative Instructional Methods for Family and Consumer Sciences and Nutrition & Wellness. Peoria IL., Glencoe McGraw-Hill

Hitch, E.J. & Youatt, J.P. (2002). Communicating family and consumer sciences. A guidebook for professionals. Tinley Park, IL: Goodheart-Wilcox Company.

**Course Objectives:**

Students will be able to:

1. Identify and analyze the major theories of learning
2. Demonstrate an understanding of learning theory by applying it to learning strategies in lesson plans.
3. Utilize a critical science approach to curriculum development
4. Plan instruction that supports students in meeting learning goals

**Major Concerns:**

Meaning of curriculum Family systems of action

Views of curriculum Practical reasoning

Learning Theory/theorists Conceptual teaching/learning

Lesson planning edTPA components

Practical problems

Learning objectives

**Course Questions:**

1. What is the meaning of curriculum?
2. What are the prevalent views of Family and Consumer Sciences Education curriculum?
3. What subject matter and processes should be included in Family and Consumer Sciences Education curriculum?
4. How is a diverse Family and Consumer Sciences Education curriculum developed and organized?
5. In what ways can the intellectual skill of practical reasoning be utilized by families and professionals?
6. What role does conceptual teaching and learning play in Family and Consumer Sciences Education curriculum?
7. What process is used for planning diverse teaching and learning situations in Family and Consumer Sciences Education?
8. What instructional skills and tools enhance learners’ intellectual abilities?
9. How does learning theory relate to student learning?

**Course Requirements:**

1. **Class Engagement:** This is an important part of the work for this course. Attendance and participation will be **20%** of your 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. 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 you final grade and is due by **May 1.**
4. **Classroom Observation:** You will observe two (2) lab experiences in a middle or high school FCS classroom. These observations are **15%** 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 8**. 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

(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)

**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% | F | < 60% |
| C+ | 77-79% |  |  |

Class Engagement 20%

Reflections/Written Work 25%

Teaching/Learning Plan 30%

Classroom Observations 15%

Professional Dev. 10%

**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 to the dropbox on D2L no later than May 7.

**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**.

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

**Tentative Course Schedule:**

**Date Topic Reading and/or Assignment Due**

|  |  |  |
| --- | --- | --- |
| January 23 | Course Overview |  |
| 25 | Perceptions of FCS education |  |
| 30 | Meaning and Planning of Curriculum | Read Chapter 1 & 2, Executive Summary, and Curriculum Development; Reflection #1 due |
| February 1 | Critical Science Approach  Continuing Concerns & Practical Reasoning | Read Chapter 7 & 11; Chapter 2 ebook |
| 6 | Work of the Family & Family Systems of Action | Read Chapter 9 & 10 |
| \* 8 | (continued) | Practical Reasoning due |
| 13 | Planning for Instruction | Chapter 5 ebook |
| 15 | (continued) |  |
| 20 | Teaching Diverse Learners & Learning Styles | Chapter 14 ebook; Philosophy due |
| 22 | Objectives | Chapter 4 ebook |
| 27 | Course Planning & Learning Theories | Chapter 7 ebook; Rough draft of section I of TLP |
| March \* 1 | (continued) (WAFCS conference) | Section I of TLP due |
| 6 | Methods and Strategies | Chapter 6 ebook |
| 8 | (continued) |  |
| 13 | Questioning | Reflection #2 due |
| 15 | STEAM & Literacy Integration | Read - How Do You Expect me to Teach Reading and Writing? Teacher Handbook; Chapter 9 ebook |
| 20 | (continued) | JFCS articles – STEM integration |
| \*22 | (continued) | Lesson Plan due; Observation #1 due |
| 27 & 29 | Spring Break – No Classes |  |
| April 3 | Assessing Learning | Read Chapter 18 |
| \* 5 | (continued) (WICFR conference) |  |
| \*10 | (continued) (FCCLA conference) | Reflection #3 due |
| 12 | edTPA Analysis |  |
| \*17 | (continued) | Observation # 2 due |
| 19 | (continued) |  |
| \*24 | (continued) | Reflection #4 due |
| 26 | Classroom Management |  |
| May \* 1 | (continued) | TLP due |
| 3 | Individual TLP meetings |  |
| 8 | Individual TLP meetings |  |
| 10 | Peer Review TLP | Reflection #5 due |
| Wed. 5/16 | Final 10:15 a.m. – 12:15 p.m. |  |

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