FCS 392: Program Planning and Assessment in Family and Consumer Education

**University of Wisconsin-Stevens Point**

# Fall 2012

**Instructor:** Susan Turgeson, CFCS

Family and Consumer Sciences Lecturer

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**Office Hours:** Monday 11:00 a.m. – 1:00 p.m.

Tuesday & Thursday 10:00 a.m. – 12:15 p.m.

Wednesday 1:00 p.m. – 4:30 p.m.

Other times by appointment

**Class Meeting Times:**Tuesday & Thursday 8:00 a.m. – 9:15 a.m.

**Text:** Hitch E.J., & Youatt, J.P. (2002). Communicating family and consumer sciences: A guidebook

for professionals. Goodheart-Wilcox Company: Tinley Park, Ill. (Rental)

**Choose 1 of the following (Purchase):**

Whitaker, T. (2012). What great teachers do differently: seventeen things that matter most. 2nd ed.

Eye on Education: New York, NY.

Johnson, L. (2011). Teaching outside the box: how to grab your students by their brains. 2nd ed.

Jossey-Bass: San Francisco, CA

Lemov, D. (2010). Teach like a champion: 49 techniques that put students on the path to college.

Jossey-Bass: San Francisco, CA

Wong, H.K, & Wong, R.T. (2009). The first days of school: how to be an effective educator. Harry K

Wong Publications, Inc: Mountain View, CA.

**Course Objectives:**

Students will:

1. Understand that FCE programs are based on school and department mission and goals; an understanding of national, state, district, and community perspectives; and a vision of adult success in a multicultural national and international economy.
2. Demonstrate the use of multiple instructional strategies and learning methodologies to ensure the development of critical thinking, problem solving, and performance skills by diverse learners.
3. Design learning environments structured for active, performance-based learning that addresses individual differences in student learning needs and talents, including technology and alternative instructional strategies and materials.
4. Investigate resource management principles and tools used in FCE programs.
5. Investigate the use of marketing strategies to recruit and retain students in FCS programs.
6. Develop techniques for assessing, evaluating, and improving student learning and programs in FCE.

**Course Requirements:**

1. **Class Participation:** This is an important part of the work for this course. Attendance and participation will be **10%** 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 given an appropriate alternate assignment.
2. **Teacher interviews:** Conduct interviews with 2 different FCS teachers. Interviews are to focus on management and promotion of FCS programs. The class will discuss questions together. Interviews are **due November 26th** and are worth **10%** of your grade.
3. **Teaching/Learning plan:**  Details will follow. This will be **25%** of you final grade and is due by **December 5th** .
4. **Classroom teaching:** You will present 3 lessons to a selected group of learners in a middle or high school FCS classroom. You will complete a thorough lesson plan prior to each lesson that is to be approved by the course instructor AND the classroom teacher. Lessons should be at least 45 minutes in length. **At least one of these lessons must be videotaped**. Lessons are to be completed with all materials turned in by **November 14th , December 3rd , and December 12th.** These lessons will determine **20%** of your final grade.
5. **Book Reflection:**  Choose one of the four books from the list above. Choose the book that you have the most interest in or would fit your current needs. You will indicate your choice on **September 10th**.You will be assigned to a book club based on the text you choose. You will have opportunities to meet with your book club during class to discuss the reading. Upon completing the text and discussions write a brief report answering the following questions: What did you learn from the text? How do you plan to use it? Book reflection will be worth **15%** of your grade and is due **November 21st** .
6. **Professional Development Activities:** You must earn **10** professional development points during the semester. Summary report due **December 10th**. 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)

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

4 Participation in an FCCLA or HOSA event

(Note: 10/21 is FCCLA TEAM Training at UWSP and 11/12 is HOSA in WI Rapids)

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

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

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 or service projects

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

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

7. **Final:** Write a reflective letter of recommendation, for yourself. Why should a school district hire you? What are your best qualities/accomplishments? How have you grown during your time at UWSP? Due **December 16th before 10:00 a.m..** This is **10%** of your final grade.

**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 Participation 10%

Interviews 10%

Teaching/Learning 25%

Classroom teaching 20%

Book reflection 15%

Professional Dev. 10%

Final 10%

**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 Honesty:**

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is taken very seriously. A direct link is located at: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChapt14.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/>

**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 should be submitted to the “Late Work” Folder.

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

**Tentative Course Schedule:**

**Date Topic Assignment Due**

|  |  |  |
| --- | --- | --- |
| September 3 | Becoming an Educator | Chapter 1 |
| 5 | The Learner | Chapter 2 |
| 10 | Inclusive Excellence / Cultural Competency |  |
| \* 12 | Habits of Mind / Classroom Management | Chapter 3, on-line discussion |
| 17 | Managing Classrooms – RTI, PBIS |  |
| 19 | Learning Styles | Chapter 5 |
| 24 | Differentiation | Book club discussion, TLP rules & procedures due |
| 26 | Setting the Stage | Chapter 7 |
| October 1 | Deciding What to Communicate | Chapter 6, AAFCS & WI Stds |
| 3 | Assessment | Chapter 14 |
| 8 | Assessment | TLP classroom description due |
| 10 | Planning | Chapter 8 |
| 15 | Selecting Materials | Chapter 12 |
| \*17 | Lesson Prep / Teaching | TLP assessment due |
| 22 | Talking to Learners | Chapter 9, book club discussion |
| 24 | Talking With Listeners | Chapter 10 |
| \*29 | Lesson Prep / Teaching | TLP 9 week or 18 week plan due |
| 31 | Active Learning | Chapter 11 |
| November 5 | Active Learning |  |
| 7 | Active Learning | Book club discussion |
| \*12 | Lesson Prep / Teaching |  |
| 14 | Technology in Teaching | Chapter 13, Lesson #1 due |
| 19 | Technology in Teaching | Book club discussion |
| \*21 | Lesson Prep / Teaching | Book Reflection due |
| 26 | Marketing FCS Programs | Interview due |
| 28 | Thanksgiving |  |
| December 3 | Program Evaluation | Chapter 15, Lesson #2 due |
| \*5 | Lesson Prep / Teaching | Teaching/Learning Plan due |
| 10 | Adults as Learners | Chapter 4, Prof. Development due |
| 12 | Wrap Up | Lesson # 3 due |
|  |  |  |
|  |  |  |
| Mon. 12/16 | Final 8:00 a.m. – 10:00 a.m. | Letter of Recommendation due |

**Note: Class does NOT meet face to face on days marked with \***