

Delta State University
Family and Consumer Sciences
Concepts of Family Systems

FCS 150-Hybrid

Instructor: Dr. Thomas W. Taylor

662-846-4319

ttaylor@deltastate.edu

Course Designation

Concepts of the Family System I. Depiction of the family as a system and the integration of life span/human development and family resource management within this system.

Concepts and Course Objectives

- | | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Concept I: | Integrative focus of Family Systems Theory |
| Objectives: | 1. To describe the relationships between human beings and the total environment. |
| | 2. To express an understanding of the concept that a system is dynamic, i.e., a change in one aspect affects all other aspects of the system. |
| Concept II: | Careers |
| Objectives: | 3. To identify career opportunities available in family and consumer sciences. |
| | 4. To relate concepts in family systems theory to responsibilities in family and consumer sciences careers. |
| Concept III: | The Family System |
| Objectives: | 5. To describe the family as a system and its relationship to the micro and macroenvironment. |
| family systems. | 6. To evaluate the nature of changes in and the dynamics of |
| | 7. Identify the impact of heritage and culture on the behavior of individuals and families. |
| Concept IV: | The Life Span and Human Development |
| Objectives | 8. To express an understanding of human growth and development, including physical, cognitive, and psychological development. |
| development | 9. To evaluate the needs of individuals throughout the life span. |
| | 10. To define the principles and theories of life-span |
| | 11. To relate life span development within the concept of the disciplines within family and consumer sciences. |
| Concept V: | Family Resource Management and Management Theory |

- Objectives:
12. To interpret individual and family resource management concepts and theories.
 13. To relate management theories to the concepts of family systems and the human ecological system.
 14. To practice decision making strategies to achieve individual and family well being.
 15. To associate management theory with consumer rights and responsibilities.

Text

Johnson, L. (2010). Strengthening Family & Self. Tinley Park, IL: Goodheart-Wilcox Company, Inc. ISBN: 978-1-60525-108-0

Activities and Requirements

1. Read chapters assigned in the textbook.
2. Assignments
3. 2 Reaction papers on journal articles in web ct
4. Tests and final exam

Attendance Policy

Regular Attendance and active participation in class is expected of all students. Attendance is viewed as an essential element for achieving understanding of the course content since much of the material discussed in class will be a supplement to the text. Those students who have perfect attendance will have 5 points added to their final grade. Those students who miss only one class will have 3 points added to their final grade.

Method of Evaluation

A= 90-100%	4 Exams @ 100 points ea.		= 400
B= 80-89%	2 Reaction Paper		= 200
C= 70-79%	Assignments		= 100
D= 60-69%	Participation		= <u>100</u>
F= Below 60%	Total		

points = 800

To determine a percentage grade, divide the number of points earned by 800. This percentage grade will be converted to a letter grade based on the above scale.

Policy on Late Assignments & Make-up Exams

Make-up exams after an excused reason must be taken soon after the return to class. Plagiarism/cheating will result in negative consequences determined by the instructor or reported to the department chair and dean of their school.

The student has the responsibility of informing the course instructor of any disabling condition which will require modifications to avoid discriminations. Delta State University provides academic adjustments and auxiliary aid to individuals with disabilities, as defined under law, who are otherwise qualified to meet the institution's academic requirements.

"Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. This policy extends to all programs and activities supported by the University."

REACTION PAPER

Instructions

A reaction paper is your general response to information you have acquired through actual experience and/or written material. The paper should reflect your opinions regarding the experience and/or written material. Specifically, the reaction paper might address the following questions.

1. What did I learn from this experience/material?
2. What suggestions would I make, if any, regarding the experience/material to make it more worthwhile?
3. Do I agree or disagree with the author's points of view? Why?
4. What further information or research may be needed?
5. How did the experience/materials change my viewpoint?
6. What else would I have liked to learn about the experience/material?
7. Did my feelings, attitudes, or beliefs change as a result of the experience/material?
8. Did I learn more about topics important to me?
9. Did I learn something I never knew or thought before?
10. Did I gain new or fresh insights into things I already knew?

Writing Instructions

1. Each reaction paper should be 450 words using 12 fonts. There should be a cover page and a reference page for each paper. Put in one document and submit.
2. I am more interested in your thoughts and not a summary of the articles.
3. Grading will consist of the following:
 - a. the quality of the article selected
 - b. neatness and grammatical correctness of the writing
 - c. the personal reaction content in the paper
 - d. how well the student followed instructions

**Delta State University
College of Education Conceptual Framework**

DELTA EDUCATION MODEL



Vision: The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the larger Delta educational community (faculty, educational partners, and alumni).

Guiding Principles:

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and

the needs of all segments of the educational community. (GP4)

5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)