

Delta State University  
College of Education  
Division of Family and Consumer Sciences

FCS 312  
Fall 2011

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## **COURSE SYLLABUS**

### **Course Designation**

**FCS 312 Meals for Modern Day Living.** Food selection, preparation techniques, and meal management principles for simple and gourmet meals. Aesthetics of food and entertaining. Table etiquette for all occasions. Lecture 2 hours, laboratory 2 hours.

### **Objectives**

The student will be able to:

1. Develop or increase proficiency in the science and art of food preparation.
2. Demonstrate practice in the principles of basic meal management.
3. Make rational food choices in the marketplace, based on understanding of forms available, cost per serving, labels, food standards, quality and marketing practices.
4. Practice table etiquette appropriate for various types of meal service.
5. Demonstrate basic knowledge of calorie control in food selection and preparation.
6. Select, use and care for a variety of small kitchen appliances and equipment.
7. Demonstrate an ability to plan meals that are appetizing, easy to prepare, nutritionally adequate and suited to the cultural, economic and personal lifestyle of the student.
8. Demonstrate an appreciation for other cultures through the preparation of some foods common to other countries.

### **Text**

Miller, Jan.(2006) *Better Homes and Gardens New Cookbook*, 14th edition, Des Moines, Iowa: Meredith Books. Any form is acceptable. The ISBN for the paperback version is 9780696225659

### **Activities and Requirements**

Students are expected to study related text and other assigned reading materials, prepare for and participate in laboratory sessions and complete all assignments. There will be 3 tests and a comprehensive final.

### **Notebook**

A folder will be kept containing all handouts including recipes used in the laboratory, all homework assignments and other material as assigned.

### **Written Assignments**

Writing assignments should be completed using word processing with easily read fonts. Students should save assignments on disk for possible use in portfolios later. Students should cite sources of information in written assignments following guidelines of the American Psychological Association Style Manual, 4th edition.

### **Policy Statement for Written Assignments**

The teaching of writing as a subject matter is the responsibility of the Department of English; however, the Division of Family and Consumer Sciences advocates that evaluations are appropriate for all courses. The Division consequently expects that students will construct writings that are grammatically accurate, appropriately organized, specifically developed and correctly spelled. All written assignments must be completed using appropriate software.

### **University Policy on Cheating and Plagiarism**

Cheating and plagiarism will not be tolerated. If it is established beyond a reasonable doubt that a violation has occurred, instructors may determine the penalty, or may report the offense to the division/department chair and dean of their school. The usual penalty involves a grade of zero on the test, examination or paper in question. If cheating or plagiarism is suspected, but not established beyond a reasonable doubt, the instructor may require the student to take another test or submit another paper. A second offense by any student should be reported immediately for more stringent agent. Plagiarism can occur with information from the internet as well as from written material. The rule is: "If you didn't write it, you better cite it."

### **Tentative Evaluation**

Grades will be determined from the following:	<u>Possible Points</u>
3 tests @ 100 points each	300
Labs 12 @ 25 points each	300*
Special Meal Lab @ 50 points	100
Class Activities/Participation	100
Recipe/Menu Notebook	25
Special Projects	100
Final Exam	<u>100</u>
Total possible points	1025

*\*this number may vary but it will be 25 points per lab. One lab grade may be dropped.*

To determine a percentage grade, divide the number of points earned by 1025 (or number of total possible points).

### **Attendance Policy**

- Class attendance is required and expected. University policy will be followed in determining a student's eligibility to pass the course as related to absences (total of both excused and unexcused absences).
- Three tardies or early departures constitute one absence.
- Excused absences should be cleared with the instructor in advance whenever possible, however they will still be counted as an absence.
- Absences will reduce the potential points for class participation and the maximum grade that a student can receive for the course. One cannot participate in a class if he/she is absent.

## University Grading Scale

A	94-100
B	84-93
C	74-83
D	65-73
F	below 65

## General Information

- Labs or group work cannot be made up
- No make-up work is allowed for unexcused absences
- Make-up work will be due within a week of the excused absences unless other arrangements are made in advance. The student is responsible for obtaining all make-up work, handouts and/or notes missed.
- All students must have a Blackboard ID.
- Assignments are due at the beginning of the class period on the due date. Assignments turned in after that time are late. Points will be deducted from late assignments. Assignments which should be turned in through Blackboard must be turned in through Blackboard by the beginning of the class period on the due date. It is the student's responsibility to be sure that they can access Blackboard before the first assignment is due. If there is difficulty accessing Blackboard, the help desk must be contacted before the first assignment is due.
- It is the responsibility of the student to schedule make-up quizzes with the instructor and the secretary for excused absences within one week of an absence. If the student does not appear at the agreed upon time, and does not notify the secretary that he/she will not appear, another time will not be scheduled.
- Students should attend to any needs that can be anticipated during the 110-minute class period **prior to coming to class.**
- Cell phones and pagers must be turned off during class. If an emergency call is expected, special arrangements can be made with the instructor at the beginning of the class.
- Prior to leaving the room during a test, the instructor or proctor must be notified. Students will be allowed to leave only if a true emergency exists.

## Accommodation of Disabilities

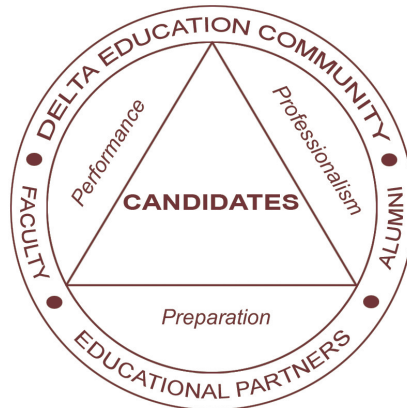
It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special needs.

*"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."*

## Reference List

- Bennion, M. (2004) *Introductory food* (12th. Edition). Upper Saddle River, NJ: Prentice Hall.
- Charley, J. & Weaver C. (1998) *Foods a scientific approach* (3<sup>rd</sup> edition). Upper Saddle River, New Jersey: Prentice-Hall.
- Labensky, S. & Hause, A. (1999) *On cooking* (2<sup>nd</sup> edition). Upper Saddle River, New Jersey: Prentice-Hall.
- McWilliams, M. (2005) *Foods experimental perspectives* (5<sup>th</sup> edition) Upper Saddle River, New Jersey: Pearson Prentice Hall.

### **Delta State University College of Education Conceptual Framework DELTA P<sup>3</sup> 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 greater 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)