

FCS 151
Spring 2011

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Ewing 114; 846-4314

COURSE SYLLABUS

Course Designation

FCS 151 Concepts of the Family II. Continued focus on the family system with the integration of the additional components of nutrition, design and apparel within this system.

Course Objectives:

Concept I: Integrative focus of Family Systems Theory

Objectives:

1. Describe the relationships between human beings and the total environment (micro and macro).
2. 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

3. Identify career opportunities available in family and consumer sciences.
4. Relate concepts in family systems theory to responsibilities in family and consumer sciences careers.

Note: concepts III, IV and V are addressed in FCS 150 Concepts of Family System I.

Concept VI: Nutrition

5. Discuss the importance of good nutrition for optimum health and well being.
6. List the primary functions of selected nutrients and identify common food sources of those nutrients.
7. Evaluate his/her diet using the food pyramid, the U.S. Dietary Guidelines and nutrition labels.
8. Describe basic recommendations for dietary revisions during various life stages and in various cultures.

Concept VII:

9. Evaluate design by use of the knowledge of the elements, principles and supporting qualities of good design.
10. Recognize the contribution of design to the enrichment of living throughout history.
11. Analyze the elements and principles of design.
12. Recognize the practical relationships of design for the individual in the home and community.
13. Identify and describe housing issues that confront households today, including financing housing, diversity of lifestyles, family and role relationships and limitations of space and resources.
14. Identify and describe the various types of housing available.
15. Recognize problems relative to the function and quality of man's proximate environment.

Concept VIII: Apparel

16. Recognize the relationship of clothing to a culture and how clothing may be used to satisfy basic needs.
17. Describe clothing as related to the self-concept.
18. Identify the physical characteristics of textiles and relate them to clothing and the end use of the item.
19. List the responsibilities of the consumer when purchasing clothing and the textile legislation which protects consumers of textile products.

Text

Johnson, L. (2002 or) *Strengthening family & self*. Tinley Park, IL: Goodheart-Willcox Company, Inc.

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.
- Class participation points will be deducted for each absence. Progressive points will be deducted for multiple absences. This 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.

Tentative Grade Chart

| <u>Assignments</u> | <u>Points</u> |
|-----------------------|---------------|
| Tests (3) | 300 |
| Special Projects | 300 |
| Class Activities | 100 |
| Final Exam | <u>100</u> |
| Total Possible Points | 800 |

Detailed information on these assignments will be given later. Final grades will be calculated based on an accumulation of points. To determine a percentage grade, divide the number of points possible. This percentage grade will be converted to a letter grade using the university scale.

University grading scale

| | |
|---|----------|
| A | 94-100 |
| B | 84-93 |
| C | 75-83 |
| D | 65-74 |
| F | below 65 |

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; students will be responsible for printing their assignments. Written assignments are to be done individually unless otherwise specified.

General Information

Make-up Work

- **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.
- 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.
- Blackboard will be used as a supplement to this class. All students must have a Blackboard ID. Assignments to be turned in through Blackboard must be turned in by the beginning of the class period for which they are assigned. It is the responsibility of the student to be sure that he/she can access Blackboard before the first assignment is due. Assignments due on Blackboard will only be accepted through Blackboard; students having trouble accessing Blackboard may find help through the help desk 24 hour number and are responsible for doing so.
- Communication outside of class will be done through Blackboard e-mail. It is the responsibility of the student to check this e-mail regularly.
- 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 85-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. Students who use their phone for texting or talking will lose class participation points and be asked to either leave their phones at home or with the instructor in the future.
- Prior to leaving the room during a test, the instructor or proctor must be notified. Students will only be allowed to leave if a true emergency exists.

University Policy on Cheating and Plagiarism

Cheating and plagiarism are not to 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 the 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 action.

Accommodation of Disabilities

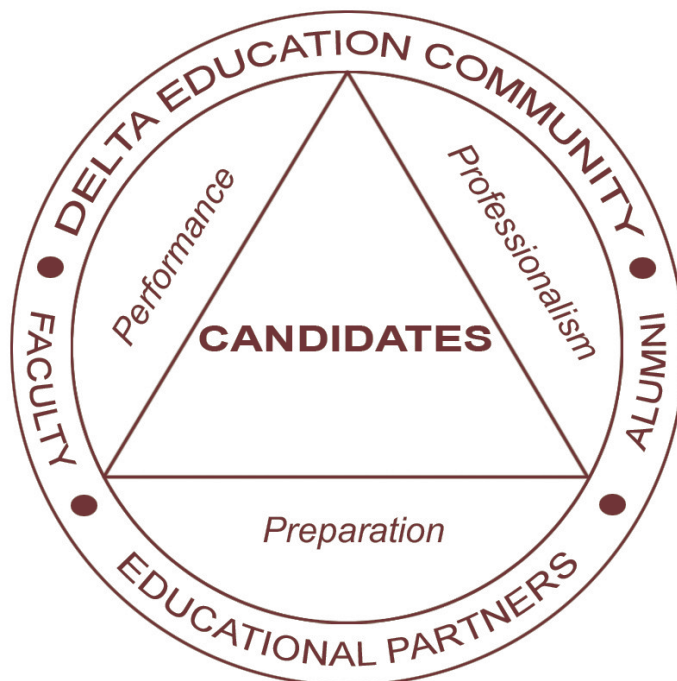
It is the responsibility of students who have professionally diagnosed disabilities to notify the instructor so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Reference List

- Charley, J.& Weaver C. (1998) *Foods a scientific approach* (3rd edition). Upper Saddle River, New Jersey: Prentice-Hall.
- Labensky, S.& Hause, A.(1999) *On cooking* (2nd edition). Upper Saddle River, New Jersey: Prentice-Hall.
- Largen, V.& Bence, D. (2004) *Guide to good food*. Tinley Park, Illinois: Goodheart-Willcox Company, Inc.
- Lewis, E.&Turner, C. (2000) *Housing decisions* . Tinley Park, Illinois: Goodheart-Willcox Company, Inc.
- McWilliams, M. (2005). *Foods experimental perspectives* (5th edition) Upper Saddle River, New Jersey: Pearson Prentice Hall.

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 teacher candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects teacher 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)