

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

FCS 150: Concepts of the Family System I
Fall 2014: Online
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COURSE SYLLABUS

Course Designation

FCS 150. 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. 3 hours credit.

The American Association of Family & Consumer Sciences (AAFCS) established accreditation standards for university programs. The standards for accreditation serve as a foundation to establish course content for FCS 150. The most recent (2010) Standard 2 was used in establishing course content.

Standard 2: Instructional Programs, Family & Consumer Sciences Body of Knowledge. The body of knowledge of family and consumer sciences encompasses three critical components: Core concepts, integrative elements, and cross-cutting themes.

1. Understand the basic human needs such as physiological needs, safety, love, belongingness, self-esteem and self-actualization. (I: Core Concepts)
2. Enable students to make decisions through their life span by being self-aware motivated, and empowered individuals. (I: Core Concepts)
3. Describe the resilient characteristics of families that help them deal with stressors and transitions throughout the course of life. (I: Core Concepts)
4. Understand the necessity to adapt, modify, manage and interact with their social, cultural, technological, and natural environments. (I: Core Concepts)
5. Identify how people develop biologically and socially across their lives in ways that influence and change their interactions with each other and with social institutions.(II: Integrative Elements)
6. Understand how a family is a collection of independent and interdependent parts working together to achieve a common purpose. (II: Integrative Elements)
7. Understand the importance of change throughout their lifetime. (II: Integrative Elements)
8. Identify the development stages of Individuals. . (II: Integrative Elements)

9. Acquire the knowledge necessary to respond effectively to change and yet maintain a continuity of society. (III: Cross-cutting Themes)
10. Describe the micro-and macro environment factors and how they affect families. (III: Cross-cutting Themes)
11. Understand the impact of people - individually and collectively - on the world, and the effect of their actions on others. (III: Cross-cutting Themes)
12. Understand the balance needed in the use of technology as to the ethical and moral issues involved along with the benefits gained by society. (III: Cross-cutting Themes)

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. Chapter Assignments
3. Two Reaction papers on journal articles (Maslow & managing environment)
4. Tests and final exam
5. Family History Assignment
6. Discussion post on article (Family Resiliency)
7. Lecture on Global Interdependence and quiz

Method of Evaluation

A= 90-100%	4 Exams @ 100 points ea	. = 400
B= 80-89%	2 Reaction Papers	= 200
C= 70-79%	Assignments	= 100
D= 60-69%	Family History	= 100
F= Below 60%	Discussion Assignments	= 100
	Quiz on global Interdependence	= 50
	Total points possible	= 950

To determine a percentage grade, divide the number of points earned by 900. 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 the College of Education and Human Sciences.

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 400 words using a 12 point font. 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

REACTION PAPER RUBRIC

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. Write a reaction paper based on your personal feelings and thoughts about the article.

	Criteria	Points
Grammatical Correctness 10 points	Paper should be written grammatically correct.	
Presented personal thoughts and feelings related to the topic 50 points	Write the paper from first person expressing what you learned, any suggestions you may have, if you agree or disagree or what you liked about the article. Express your feelings, attitudes, or beliefs. Did these change after reading the article?	
Followed Instructions 20 points	Each reaction paper should be at least 400 words long using 12 font. Do not write a summary of the article.	
Expressed an understanding of the article 20 points	Your response should reflect an understanding of the article and its content.	

Objectives:

1. Understand the basic human needs such as physiological needs, safety, love and belongingness, self-esteem, and self-actualization. (Core Concepts: Basic Human Needs)
2. Understand the necessity to adapt, modify, manage, and interact with social, cultural, technological, and natural environments. (Core Concepts: Family Strengths & Individual Well-being)

FAMILY HISTORY RUBRIC

Prepare a family history that will go back to your great grandparents. Consider it similar to a family tree showing children, dates of birth and deaths, and other important events that took place. Once the history is complete write a reaction expressing how these events shaped your life. Reflect on the impact your family history made on your personal development.

	Criteria	Points
Grammatical Correctness 10 points	Paper should be written grammatically correct.	
Obtain history of family of origin 30 points	Write the history of your family of origin back to your great grandparents, if available. Include where they lived, how many children they had, when and how they died, and any special circumstances they encountered such as traumas or highlights of their life. 400 words long	
Followed Instructions 20 points	The family history should be at least 400 words with the reaction portion being 300 words long. Write in 12 font and be neatly prepared with proper spacing.	
Reaction to the assignment 40 points	Write a reflection of your family of origin that includes what was learned and how you believe your family of origin influenced your life. This may include where you live, your family values, and extended family influences. In addition any physical, emotional, mental and spiritual influences should be included.	

Objectives:

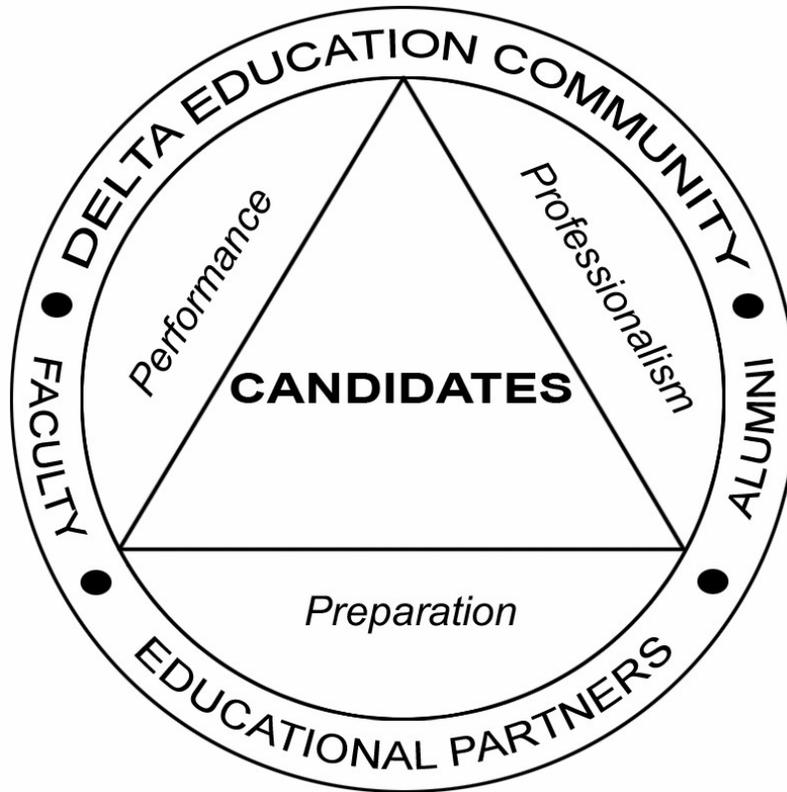
1. Identify how people develop biologically and social across their lives in ways that influence their interactions with each other and social institutions. (Integrative Element: Life course Development)

2. Understand the importance of change throughout their lifetime. (Integrative Element: Life course Development)

3. Identify the developmental stages of Individuals. (Integrative Element: Life course Development)

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)