

FCS 391: Curriculum for Family and Consumer Education

 University of Wisconsin-Stevens Point Spring 2019

**Instructor:** Susan Turgeson, Ed.D., CFCS

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**Office Hours:** Monday\* 10:30 a.m. – 2:30 p.m.

 Tuesday & Thursday 11:00 a.m. – Noon

 Wednesday \* 1:00 p.m. – 4:00 p.m.

 Other times by appointment **-** Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.

 **\*** Student teacher observation may conflict with this time. Be sure to confirm with me in advance.

**Class Meeting Times:** Tuesday & Thursday 12:30 p.m. – 1:45 p.m.

**Text:** Alexander, K. L., and Holland, A. (Eds.). (2018). *Teaching Family and Consumer Sciences in the*

 *21st Century: A Live Interactive Textbook*. 1st ed. Toronto, Ontario: Top Hat. (**Purchase**)

 Johnson, J.M. & Fedje, C. G. (1999). Family and Consumer Sciences Teacher Education: Yearbook 19. Family and consumer sciences curriculum: Toward a critical science approach. Peoria, IL: Glencoe/McGraw-Hill. (**Rental**)

**Additional Resources that will be used:**

 *Alternative Assessment: A family and consumer sciences teacher’s tool kit.* Ohio State University Vocational Instructional Materials Laboratory, Columbus Ohio.

 Chamberlain V.M., & Cummings M.N., (2003). Creative Instructional Methods for Family and Consumer Sciences and Nutrition & Wellness. Peoria IL., Glencoe McGraw-Hill

 Hitch, E.J. & Youatt, J.P. (2002). Communicating family and consumer sciences. A guidebook for professionals. Tinley Park, IL: Goodheart-Wilcox Company.

**Course Objectives:**

Students will be able to:

1. Identify and analyze the major theories of learning
2. Demonstrate an understanding of learning theory by applying it to learning strategies in lesson plans
3. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing

 reasoning in deciding what conclusions to draw or actions to take

1. Utilize a critical science approach to curriculum development
2. Plan instruction that supports students in meeting learning goals

**Major Concerns:**

 Meaning of curriculum Family systems of action

 Views of curriculum Practical reasoning

 Learning Theory/theorists Conceptual teaching/learning

 Lesson planning edTPA components

 Practical problems Learning objectives

**Course Questions:**

1. What is the meaning of curriculum?
2. What are the prevalent views of Family and Consumer Sciences Education curriculum?
3. What subject matter and processes should be included in Family and Consumer Sciences Education curriculum?
4. How is a diverse Family and Consumer Sciences Education curriculum developed and organized?
5. In what ways can the intellectual skill of practical reasoning be utilized by families and professionals?
6. What role does conceptual teaching and learning play in Family and Consumer Sciences Education curriculum?
7. What process is used for planning diverse teaching and learning situations in Family and Consumer Sciences Education?
8. What instructional skills and tools enhance learners’ intellectual abilities?
9. How does learning theory relate to student learning?

**Course Requirements:**

1. **Class Engagement:** This is an important part of the work for this course. Attendance and participation will be **20%** 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 considered excused. You will be expected to come to class having read and thought about the reading assignment so that you will be able to ask questions, to give examples, and to actively participate in group activities.
2. **Reflections & Written Assignments**: You will be asked to reflect upon class discussions, readings, assignments, past experiences, and provoking questions. These reflections will be **25%** of your grade.
3. **Teaching/Learning plan:**  You will gain experience in planning and organizing Family and Consumer Sciences education curriculum by completing a teaching and learning plan during the semester. This will be **30%** of your final grade and is due by **May 1.**
4. **Classroom Observation:** You will observe two (2) lab experiences in a middle or high school FCS classroom. These observations are **15%** of your final grade.
5. **Professional Development Activities:** You must earn **10** professional development points during the semester. A variety of actions and/or organizations are desired. All points should NOT be from the same type of activity. Summary report due **May 8**. 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/ACTE)

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

3 Present or evaluate at a FCCLA or HOSA event

 (Note: FCCLA Regional 2/25 and State 4/9 and HOSA State 4/14/15)

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

 (Note: WAFCS 3/7-9 and WICFR 4/12)

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

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 / service projects

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

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

**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 Engagement 20%

 Reflections/Written Work 25%

 Teaching/Learning Plan 30%

 Classroom Observations 15%

Professional Dev. 10%

**Note:** You will have the opportunity to make revisions to any written work to improve your grade. Reflection on feedback and a desire to improve are important aspects of professionalism. Revisions should be submitted to the dropbox on D2L no later than May 3.

**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:**

Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. To reduce distraction and as a courtesy to other members of class, please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

**Confidentiality:**

Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.

**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 will be considered late. Late work will not be accepted after **May 3.**

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

**Tentative Course Schedule:**

**Date Topic Reading and/or Assignment Due**

|  |  |  |
| --- | --- | --- |
| January \*22 | Introduction to Critical Thinking | View presentation and take quiz |
|  24 | Perceptions of FCS education | Chapter 1 ebook |
|  29 | Meaning and Planning of Curriculum | Read Chapter 1 & 2, Executive Summary, and Curriculum Development; Reflection #1 due |
|  31 | Critical Science ApproachContinuing Concerns & Practical Reasoning | Read Chapter 7 & 11; Chapter 2 ebook |
| February 5 | Work of the Family & Family Systems of Action | Read Chapter 9 & 10 |
|  \* 7 | (continued) | Practical Reasoning due |
|  12 | Planning for Instruction | Chapter 5 ebook |
|  14 | (continued) |  |
|  19 | Teaching Diverse Learners & Learning Styles | Chapter 14 ebook; Philosophy due |
|  21 | Course Planning & Learning Theories | Chapter 7 ebook |
|  26 | (continued) | Rough draft of section I of TLP |
|  \*28 | (continued)  |  |
| March 5 | Methods and Strategies | Chapter 6 ebook |
|  \* 7 | (continued) | Section I of TLP due |
|  12 | Lab Management | Chapter 4 ebook |
|  14 | Questioning | Reflection #2 due |
|  19 & 21 | Spring Break - No Classes |  |
|  26 | STEAM & Literacy Integration | Read - How Do You Expect me to Teach Reading and Writing? Teacher Handbook; Chapter 9 ebook |
|  28 | (continued) | JFCS articles – STEM integration |
|  April \* 2  | (continued) | Lesson Plan due; Observation #1 due |
|  4 | Assessing Learning | Read Chapter 18; Chapter 23 ebook |
|  \* 9 | (continued) (FCCLA conference) | Reflection #3 due |
|  11 | edTPA Analysis |  |
|  \*16 | (continued) | Observation # 2 due |
|  18 | (continued) |  |
|  \*23 | (continued) | Reflection #4 due |
|  25 | Making Community Connections | Chapter 12 & 24 ebook |
|  30 | Classroom Management | TLP due |
| May 2 | Individual TLP meetings |  |
|  7  | Individual TLP meetings |  |
|  9 | Peer Review TLP | Reflection #5 due |
| Thurs. 5/16  | Final 12:30 – 2:30 p.m. |  |

\*Note: Class does NOT meet face-to-face; coursework will be completed on-line or off-site for these dates

**Other Campus Policies:**

**Attendance**

Attend all your classes regularly. We do not have a system of permitted "cuts." If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

\* If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .

\* If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.

\* If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

\* If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.

\* If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service - As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the Military Call-Up Instructions for Students.

Religious Beliefs Accommodation- It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if: \* There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and you have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.

Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential. Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement. You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

**Resources Available**



**UWSP Service Desk**

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP).

**Care Team**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here:

[https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx).

**Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional

policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify theTitle IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: https://www.uwsp.edu/DOS/sexualassault Title IX page: [https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx](https://www3.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx)

**Disability and Accommodations**

In accordance with federal law and UW System policies, UWSP strives to make all learning experiences as

accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the Disability and Assistive Technology Center to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

**FERPA**

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and

correct their student records. Staff of the university with a clear *educational need to know* may also have to

access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug

use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable

information from a student’s education records, without consent, to another school in which the student seeks or intends to enroll.

**Academic Integrity**

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are

responsible for fostering and upholding an environment in which student learning is fair, just, and honest.

Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Honest intellectual work – on examinations and on assignments is essential to the success of this community of scholars. Using classmates’ responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal from each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: [https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx](https://www3.uwsp.edu/dos/Pages/Student-Conduct.aspx)

**Reporting Incidents of Bias/Hate**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that

students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to

this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: [https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx). You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: [https://www.uwsp.edu/dca/Pages/default.aspx](https://www3.uwsp.edu/dca/Pages/default.aspx).

**Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security

information, and fire safety information annually. Statistics for the three previous calendar years and policy

statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and

immediate/emergency notifications. For more information about when and how these notices will be sent out,

please see our Jeanne Clery Act page.

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish

policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. **Center for** **Prevention – DFSCA**

**Copyright infringement** is the act of exercising, without permission or legal authority, one or more of the

exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.

**Emergency Procedures**

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point. See [www.uwsp.edu/rgmt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rgmt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools, or large classrooms). In the event of a medical emergency call 9-1-1 or use Red Emergency Phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim. In the event of a fire alarm, evacuate the building in a calm manner. Meet across the street in front of the Health Enhancement Center (HEC). Notify instructor or emergency command personnel of any missing individuals.