

Foundations of Family and Consumer Sciences  
FCS 1000 (002 and 006)  
Fall 2012

Instructor:	Sonja A. Foster, M.A., M.S.	E-mail: safoster@eiu.edu
Office:	Klehm Hall 2050	Office Hours:
Telephone:	217-581-6356	M,W (11-12) and T,Th (2-3)
		Other Times : By Appointment

Course Description:

FCS 1000 explores the foundations of the discipline of family and consumer sciences, including history and mission; role in meeting the needs of individuals and families; the integrative nature of the discipline; and career opportunities within the discipline.

Text:

Kato, S. L. (2008). *Foundations of family and consumer sciences: Careers serving individuals, families and communities*. Tinley Park, IL: The Goodheart-Willcox Company, Inc.

Simerly, C.B., Nickols, S.Y., & Shane, J.M. (2004). *Themes in family and consumer sciences: A book of readings* (Volume Two). Alexandria, VA: American Association of Family and Consumer Sciences.

Supplemental readings will be assigned as appropriate.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Articulate the foundations of family and consumer sciences and the relationship to current and future professional directions.
2. Evaluate personal skills, interests, values, and abilities related to career development in family and consumer sciences.
3. Summarize research and professional resources related to all options of family and consumer sciences.
4. Explain elements and standards of ethical professional practice.
5. Differentiate among professional organizations related to the discipline.
6. Explain the interrelationship of public policy and family and consumer sciences.
7. Identify global issues and trends that impact the discipline
8. Initiate the development of a professional portfolio.

**Course Policies and Procedures: The instructor reserves the right to alter or amend the syllabus, including the tentative course and guest speaker schedule.**

Students are expected to attend class regularly. If you miss class, it is your responsibility to obtain all notes, assignments, and handouts. If you are tardy to class, it is also **your responsibility** to catch up on any missed announcements, etc. You will need a valid, EIU e-mail address and regular access to WebCT to receive course announcements and to correspond with me and your classmates. **I strongly encourage you to check your WebCT accounts daily for any announcements, materials, etc. related to this class. I will do my best to respond to your emails within 48 hours (excluding weekends and holidays) after your initial email.**

Academic dishonesty will not be tolerated by the School of Family and Consumer Sciences. All students are expected to comply with University rules and regulations on academic integrity and honesty. Disciplinary sanctions may be imposed for violations of these rules and regulations.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database. **Your Turnitin passcode and class ID will be sent via WebCT.**

*If you need course adaptations or accommodations because of a documented disability, have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please notify me as soon as possible. Also, contact the Coordinator of Office of Disability Services at 581-6583.*

**Classroom Courtesy and Professionalism** – Attendance will be taken during the first 5 minutes of class. Students who arrive after that time are welcome to stay for class, but will be counted as absent for the day (unless I am notified BEFORE the start of class). Students are not allowed to leave class until dismissed, in other words, no packing up materials and/or leaving before the end of the allotted class time. Laptops and cell phones (including texting) are not allowed in the classroom. Cell phones must be turned off and put away during class time. Magazine reading, newspaper reading, and working on materials for classes or projects other than those for this class are prohibited. iPod/MP3 player use is also prohibited.

Inappropriate dress (such as sagging pants, low-cut tops, “extremely short” shorts) and conversations will not be tolerated in the classroom. **Students who fail to follow these requirements will be asked to leave the class and if necessary, face additional disciplinary action.**

### **CLASS ASSIGNMENTS**

Unless otherwise noted, **ALL** assignments are due at the beginning of class time on the date listed on the schedule\*. **Ten percent will be deducted from late assignments (exceptions may be made at the instructor’s discretion), per date late, including the due date. No assignments will be accepted after one week from the due date. Also, I will not accept late assignments via Panthermail or WebCT, unless you have official documentation that would support such a submission.** Any concerns, questions, or comments must be addressed to the instructor within one class period after the assignments are graded and returned to the students. Grade appeals will not be entertained after that point.

\* I will allow **one free "pass"** (within 24 hours, **including weekends and holidays**) for students who may have issues with submitting an assignment. This pass DOES NOT apply to the Statement of Understanding assignment. I strongly suggest that you use this "pass" wisely.

Assignments prepared out of class are required to be typed using a 12 point font with one-inch margins, double spaced, and proof-read (not just computer spell check) by the student. Grading will be based, in part, on the appearance of the work, including grammatical and typographical errors. APA style is to be used and used correctly. **Make sure to staple any submitted work longer than one page. Unstapled papers will not be accepted and are subject to point deductions due to lateness.**

1. **In-class Assignments** - Students will generally complete these brief assignments during the class period. **Students must be present when assignment is given in order to receive credit,** make-up work will not be accommodated (no exceptions). Individual assignments will vary in point value.

2. **Exams - 2 exams worth 50 points each, for a total of 100 points.** Students will be unable to make up an exam without documentation of an excused absence. If a student is unable to attend class on the day an exam is scheduled, the instructor must be notified within 24 hours PRIOR to exam time. This notification must be followed up with appropriate documentation of the excuse for absence. If excused from taking an exam, the student must make up the exam within one week of the originally scheduled exam, or no credit will be allowed. A make up exam will not be of the same format as those given in the regularly scheduled class period. If the absence is not excused, then make up credit will not be allowed.

3. **Decade Trends/Timeline – 50 points.** Each student will examine events in the development of Family and Consumer Sciences, events in society, and related legislation (public policy) during a specified time period and submit a written annotation of major events in each of the three categories. The results will be combined, forming a class timeline for the discipline. The presentation will be in PowerPoint format.

4. **Career Exploration Assignment – 50 points.** Each student will choose his or her area of interest within the discipline. A report will be completed that is related to employment opportunities, issues and trends, the population with whom he or she would be working, typical beginning salary levels, educational requirements/training, and the advantages/disadvantages of working in this specific area. The paper must be based on an interview with a professional in your area, the chapter that correlates with your chosen career in the Kato text, and at least one additional source, formally cited using APA style.

This assignment is required to be three pages long, plus references and title page. Students will be responsible for reading the chapter in which their career is explained outside of class. A detailed rubric will be provided for this assignment, and all areas must be covered thoroughly. **The instructor must pre-approve the professional who the student intends to interview for the assignment. Students must inform me of who they plan to interview no later than one month before the assignment due date.**

5. **Statement of Understanding of FCS Assignment – 100 points.** This assignment will be included in the Assessment Portfolio to be compiled by all FCS majors and turned in during enrollment in FCS 4000. The 4-5 page paper is to include: 1) knowledge and beliefs about FCS, 2) it's evolution as a discipline (including major events and people, 3) its mission and purpose, 4) the value for families and communities, and 5) an explanation of the integrative nature of FCS.

This assignment will be submitted as a first draft and as a final assignment after revision (worth 100 points). The first draft (including rubric with instructor comments) must be submitted with the final assignment.

**Grading Scale - The best way to get the grade you want in this class is to: attend every week, read and study the assigned readings, actively participate in classroom discussions, and complete the assignments (correctly and on time).**

A=90-100%    B=80=89%    C=70-79%    D=60-69%    F=59% and below

---

**STUDENT RIGHTS:**

It is important to recognize that while there are rules and regulations that students must follow within the classroom, students do have rights regarding their education. Cornwell Strickland, writing in *Excellence in University Teaching*, has noted the following student rights:

1. the right to be recognized as an individual, even in large classes,
2. the right to have a professor interested in teaching,
3. the right to instruction based on adequate preparation,
4. the right to express opinions and to (respectfully) challenge those of the instructor,
5. the right to personalized instruction, relevant to student needs and interests,
6. the right to access to the professor at times other than class sessions, and
7. the right to know the system by which he or she is graded.

I have received, read, and understand the requirements stated in the class syllabus.

Signed by:

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
Date