

Family Perspectives  
FCS 2000  
Spring 2013  
Syllabus

**Instructor:** Misty M Baker, MS  
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**Office:** 1429 Klehm Hall  
**Phone:** 217-581-2124

**Office Hours:**  
Monday and Wed. 9:00-10:30  
Friday 10:00-11:00

*\*\*If you are unable to come during office hours, feel free to contact instructor to arrange a different time.*

**COURSE DESCRIPTION:** FCS 2000 (3-0-3) Perspectives for understanding and analyzing family structure and function, interpersonal dynamics, individual family roles, the role of family in society, and the formative influences of heritage and culture.

**TEXTBOOKS:**

Skolnick, A. S., & Skolnick, J. H. (2008). *Family in transition*. (15<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

1, J. E. (2008). *Exploring family theories*. Los Angeles, CA: Roxbury Publishing Company.

**COURSE OBJECTIVES:** Upon completion of this course, students should be better able to:

1. Analyze families and family systems from various situational, social, cultural, and professional perspectives.
2. Identify theoretical perspectives and their applications related to understanding family dynamics and individual roles.
3. Describe how family and community heritage and culture form family roles, traditions, rituals, values, and personal and family identity.
4. Describe the impact of public policy on individuals and families at different stages in the life cycle.
5. Apply ethical professional practice standards.

**METHODS OF EVALUATION**

***Assignments and Attendance:***

Your success is largely dependent upon your presence in this class. Your attendance is expected at all class meetings and attendance will be taken each class period. If you are absent, it is your responsibility to retrieve information you missed.

You are responsible for all assigned readings. Assignments are due at the BEGINNING of class the day they are due. Assignments must be turned in by the beginning of class; therefore, if you put anything in the instructor's mailbox during or after class, it will be considered late. Any assignments turned in late will automatically lose 5 points for each day they are late. No assignment will be accepted more than one week late. Consideration for make-up work will only be given due to special circumstances, such as a lengthy illness or death of an immediate family

member with advance notice and appropriate documentation. Appointment slips from University Health Services are not sufficient documentation for missed absences. Any concerns, questions, or comments must be addressed to instructor within one class period after the assignments are graded and returned to the student.

Students are expected to attend class regularly. If you miss class, it is your responsibility to obtain all notes, assignments, and handouts.

**1.) Exams – (Total of 150 pts.)**

There will be 2 exams administered during the course of the semester. Each exam will be worth 75 points for a total of 150 points.

The exam will cover material presented in lectures, class discussions, assigned readings and book. A make-up exam will be permitted only if the student contacts me at least 24 hours prior to the exam and produces a very legitimate excuse. No bill-caps may be worn during the exam.

Tests cannot be made up without documentation of an excused absence. Illness (such as unscheduled doctor's appointment) or a family crisis is considered excused absences. In addition, Mrs. Baker must be contacted before the examination time. If you email me after an exam, I will reply with your exam grade as soon as all of the exams have been graded.

**2.) Assigned readings/reviews.**

All readings/reviews will be discussed on the assigned date noted on the class schedule.

Readings/reviews are to be completed BEFORE the student comes to class. It is imperative that students complete all readings/reviews in order to actively participate in class discussions and writing reflections.

**3.) In-class writing reflections and homework exercises (150 pts.)** Short in-class writing reflections and homework exercises will occur periodically throughout the semester during class time. You must be present in class for the reflection and the assignment of homework. The intent is to demonstrate an understanding of the current topic and assigned readings through practical application.

Assignments completed outside of the classroom are required to be typed, double-spaced, one-inch margins, stapled, and proof-read. Evaluation may be based, in part, on the appearance of the work including grammatical or typographical errors and use of APA references.

**4.) Theoretical application paper - "Children & FCS" (100 pts.) and poster presentation.- 100 pts.**

Each student will complete a theoretical application paper on a self-selected topic. At least one theoretical framework will be applied to a case scenario and will include theoretical: (a) focus and scope assumptions; (b) concepts; (c) propositions; (d) implications for ethical and practical intervention; and (e) summary/conclusion.

Specifically, your project topic will focus on case scenario related individuals, families, and communities in relation to your concentration of study. The concentrations include: (a) Career and Technical Education; (b) Consumer Affairs; (c) Dietetics; (d) Family Services; (e) Hospitality Management; or (f) Merchandising. Website resources that will be of assistance to you include [www.kon.org/kids/text/homepage.htm](http://www.kon.org/kids/text/homepage.htm) (Kappa Omicron Nu) and [www.aafcs.org](http://www.aafcs.org) (American Association of Family and Consumer Sciences). Both

organizations have endorsed projects and research focusing on "Children and FCS" as a means of introducing children to and stimulating interest in the field of Family and Consumer Sciences.

Suggested questions that you should reflect upon and use to guide the development of your paper include:

1. How does my concentration of study relate to and impact individuals, families, and communities?
2. What is the importance of my concentration of study concerning individuals, families, and communities?
3. How can theory be applied to understanding behaviors related to individuals, families, and communities?

At the conclusion of the semester, each student will present her/his work in the form of a poster. The guideline formats for the paper and poster will be distributed and discussed during the semester.

\* Assignments must be turned in by the beginning of class; therefore, if you put anything in the instructor's mailbox during or after class, it will be considered late. Any assignments turned in late will automatically lose 5 points for each day they are late.

<b><u>Evaluation activity</u></b>	<b><u>Possible points</u></b>
In-class assignments & homework exercises	150
Application paper – first draft	50
Application Paper- final	100
Application poster	100
Exams (2 exams)	150
<b>TOTAL POINTS POSSIBLE</b>	<b>550</b>

#### **GRADING SCALE:**

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

**Writing Intensive Assignment/Deadlines.** FCS 2000 is designated as a writing-intensive course. According to University guidelines:

In such courses several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, the quality of students' writing should constitute no less than 35% of the final course grade.

If students choose to include work from FCS 2000 in the electronic writing portfolio (EWP), the designated assignment is the Theoretical Application Paper. Students must notify instructor if they plan to submit theoretical application paper for EWP and give necessary EWP forms to the instructor by the specified due date (see schedule). After the specified due date on the schedule, the instructor will not accept submissions for the EWP. If you have questions, please see the instructor as early in the semester as possible and/or refer to the University guidelines on EWP submissions.

**CELL PHONE POLICY:**

Cell phones and other technology are to be TURNED OFF during class and exams. In addition, TEXT MESSAGING DURING CLASS OR EXAMS WILL NOT BE TOLERATED. The first time a student is caught texting in class, they will receive a verbal warning from the instructor; the second time they will receive a written warning; the third time they will be asked to leave the class for causing disruption, administratively dropped from the course, and sent to the Student Standards Board.

**Academic Integrity:** 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.

**Documented Disability.** If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

**STUDENT RIGHTS:**

\*Having described policies and responsibilities to which you, as a student, will be expected to adhere for this course, I want to emphasize that as an instructor I have responsibilities to you. 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 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.