



Sam Houston
State University

College of Health Sciences



FAMILY &
CONSUMER
SCIENCES

Creating Healthy & Sustainable Families



FACS 4395-01 Introduction to FACS **TTR** 12:30 – 1:50 - 3 credits

Classroom: MLH 302 and **Blackboard SHSU Online** (*check the class Bboard site and your SHSU email at least 5x per week!*) For ONLINE SUPPORT: [SHSU Online Support \(click this link\)](http://online.shsu.edu/campus/support-desk/) or visit <http://online.shsu.edu/campus/support-desk/> (ALSO: see this document, page 5, BLACKBOARD!)

Instructor: G. Kevin Randall, Ph.D., CFLE (*Certified Family Life Educator*)

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E-mail: krandall@shsu.edu

Office Hours: T/TR 10-12 AM & W 10-11 or by appointment (please e-mail in advance; I will respond to your emails/calls in a timely fashion, usually within 24 hours, *except for weekends*)

COURSE DESCRIPTION: An introduction to Family and Consumer Sciences: its history, philosophy, theory, and foundations as an integrated *science* profession.

STUDENT LEARNING OBJECTIVES: *Upon completion of the course, the student will gain understanding of, interact with, and personally consider foundational close relationship concepts and their practical implications regarding:*

- understand the history, philosophy, theory, and foundations of Family and Consumer Sciences
- develop a personal understanding of the professions within Family and Consumer Sciences
- develop an awareness of professional Family and Consumer Sciences career opportunities
- identify Family and Consumer Sciences resources
- develop beginning skills for reading and understanding research, and basic descriptive and inferential statistics
- develop professional communication skills in writing and verbal communication

REQUIRED TEXTBOOKS:

Best, J. (2012). *Damned lies and statistics: Untangling numbers from the media, politicians, and activists* (Updated ed.). University of California Press: Berkeley. ISBN: 978-0-520-27470-9

Best does a good job of making it clear that critical thinking is paramount when it comes to interpreting numbers/statistics often used in the press and other sources of information.

Kato, S. L., & Elias, J. G. (2015). *Foundations of family and consumer sciences: Careers serving individuals, families, and communities* (2nd ed.). Tinley Park, IL: Goodheart-Wilcox Company. ISBN: 978-1-61960-254-0

Kato provides the historical background and current overview of FCS professional fields; this supports the first major goal of FCS 140.

Metcalfe, A. (2008). *Writing to the point* (6th ed.). Roseville, MN: Birch Grove Publishing. ISBN: 978-0-9744071-9-7

Communicating clearly using the written word is essential for professionals. Metcalfe provides a very practical step-by-step process for stating and supporting a thesis or point.

Writing Enhanced Course:

This is designed as a “W” course, which means that at least 50 percent of your course grade will be derived from writing activities designed to help you master course objectives. Writing in this course is one of the tools your instructor will use to help you learn course material. Some writing activities will require you to draft and revise your work, with or without instructor feedback. Informal writing-to-learn activities may not receive a grade; they are designed to assist you in critical reflection of the course material or activities. *You should approach writing in this course as a tool to use as part of your learning as well as a tool your instructor will use to assess your level of learning.*

Course Activities / Assignments and Evaluation

Assignment due dates are below. **No late assignments are allowed ! Please plan and work ahead!**
Late assignments WILL NOT receive any credit; the student earns 0 points.

I) Writing to the Point: 1-8 @ 20 pts / 9 @ 40 = total 200 pts. Read pp. 13—15. You will read the nine chapters and complete the following exercises:

1. Read Chapter 1, **Making a Point**, and do Exercise 1.7 **DUE: Jan 23 (in class & Bboard-TurnItIn)**
2. Read Chapt. 2, **Explaining the Point**, and do Exercises 2.2, 2.5, and 2.6 **DUE: 01/25 as above**
3. Read Chapt. 3, **Completing the Point**, and do Exercise 3.1 **DUE: 01/30** “
4. Read Chapt. 4, **Going into Detail**, and do Exercises 4.8 and 4.12 **DUE: 02/01** “
5. Read Chapt. 5, **Key Connections**, and do Exercise 5.3 **DUE: 02/06** “
6. Read Chapt. 6, **Final Connections**, and do Exercises 6.5, 6.7, and 6.9 **DUE: 02/08** “
7. Read Chapt. 7, **Style**, and do one theme in the Review Assignment. In addition, insert [] notation in your theme using [step 1 making a point] to demonstrate your use of steps 1-6. **DUE: 02/13** “
8. Read Chapt. 8, **Comparison and Contrast**, and do Assignment 8.1. As in your chapter 7 assignment above, provide notation of your use of steps 1-6 **DUE: 02/20** “
and the six new rules from chapter 8.
9. Read Chapt. 9, **Argumentation: The Other Side**, and do Assignment 9. **DUE: 02/27** “

I I) Foundations of FCS: 3 @ 20 = total 60 pts. Read the assigned chapter and answer the selected questions or component to the best of your ability for three of the following chapters. You may use other sources beyond the textbook. Follow APA style (see Sakai). All assignments are due **before class begins** on the date below. **You must do Chapters 1 and 2; you may select one other (the third) from the other options.** **Due dates will vary depending upon your course section. See your section schedule supplement for due dates.**

Chapter	Topic	Assigned ? or Project	
Chapt 1	The Birth of a Discipline (Profession)	? 1, 3, and 4	DUE: 01/23
Chapt 2	Improving the Quality of Life . . .	? 1,2,4,5, & 6	“ 03/06
Chapt 3	Current State of FCS Profession	? 2 for www.aafcs and www.kon.org	Third is DUE: 04/03
Chapt 4	Environmental Trends . . .	? 2,3,4,5	
Chapt 5	Public Policy in FCS	? 2, 5, 6	
Chapt 14	Looking Inward: Self-Assessment	?1 (at least 3)	
Chapt 17	Making An Impact	?1 (key prof) and 3	

Grading Rubric for Foundations of FCS:

Required summary points: clarity & completeness	10 points
Reflection: demonstrates interaction & thoughtfulness	10 points
Grammar, syntax, spelling, sentence/ paragraph error	REDO if one or more errors

III) Group Presentation Damned Lies & Stats (100 pts): Your instructor will randomly assign the class into small groups of 2 or more. Each group will present its findings to the class (teach the class!) **on an assigned chapter from Best's book**. Learn from your group experience about servant-leadership and teamwork, and creatively engage your classmates and instructor. Each group will provide some type of handout or powerpoint for the class to help prepare for the final exam.

Evaluation of the GCC presentation will be based upon:

Creativity	30 points
Class Engagement	20 points
Clarity	20 points
Applicability / Handout	30 points

Group 1 – Best chapter 1, Importance of Social Statistics **DATE: 3/22**

Group 2 – Best chapter 2, Soft Facts – Sources of Bad Statistics **DATE: 3/29**

Group 3 – Best chapter 3, Mutant Statistics – Methods for Mangling Numbers **DATE: 4/5**

Group 4 – Best chapter 4, Apples & Oranges – Inappropriate Comparisons **DATE: 4/12**

Group 5 – Best chapter 5, Stat Wars – Conflicts over Social Statistics **DATE: 4/19**

Group 6 – Best chapter 6, Thinking about Social Statistics – The Critical Approach **DATE: 4/26**

IV) Group Mini Quantitative Research Paper (100 pts): Your instructor will provide readings/handouts on the basics of research methods and statistics. You and your group will prepare, using APA style, a research paper consisting of the following:

*a simple review of literature leading to hypotheses (at least 3 references including 3-12 steps) 45 pts. DUE: 03/29

*a method section including: participants, procedure, measures, and data analytic technique 45 pts. DUE: 04/26

*references page (must follow APA style – see Able Scribe on Bboard) 10 pts. DUE: 05/01
(due means by the beginning of class and on Blackboard)

V) Two Examinations will be given @ 50 points each (100 pts. total)

Two exams, a mid-term and a final, will be given as per in-class instructions. Material for exam 1, **the mid-term**, will be Kato chapters 1 & 2; and all of *Writing to the Point*. **The final** will be cumulative and include material from the mid-term, *Damned Lies & Statistics* presentations, class handouts on research methods and stats, and guest speaker material.

MIDTERM – date TBD by class

FINAL – Tuesday, May 8, 1-3 p.m. in our classroom

<http://www.shsu.edu/dept/registrar/calendars/final-exam-schedules.html>

EVALUATION TOTAL

Writing to the Point	(8 @ 20 pts; 1 @ 40)	200 points
Foundations of FACS	(3 @ 20 pts)	60 points
Group DL&S	(1 @ 100 pts)	100 points
Mini-Quantitative Research Paper	(1 @ 100 pts)	100 points
Two exams (50 points each)	(2 @ 50 pts)	100 points

TOTAL

560 POINTS

Earning a Grade or “Grades & the Curve”

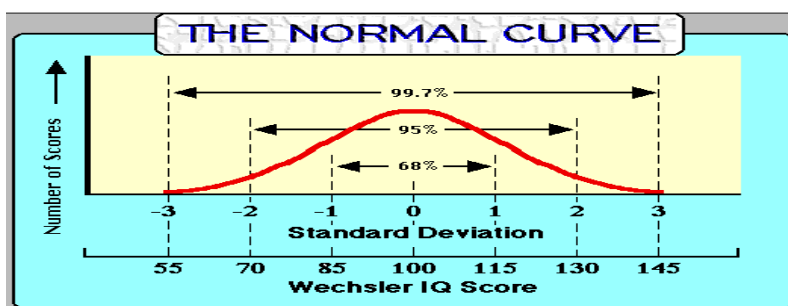
** The following is partially based on material developed by Dr. G. Recktenwald*

A curve implements a relative grading system. When a curve is used, there is no fixed score that earns an "A", "B", etc. Instead, the letter grade is an expression of how well any one student performs **relative to the rest of the class**.

The following table summarizes the meaning of letter grades. Note that *competence earns a grade of "B"*.

Grade	Meaning
A	Excellent
B	Above Average
C	Average
D	Passing (not necessarily satisfying degree requirements)
F	Failure

The Standard Normal Curve (as applied to Wechsler IQ scores) follows as a heuristic device, illustrating how final grades for this course will be assigned based upon scores earned by students in the class. See the chart that follows:



Typically, the class average or mean score will correspond to the 100 or mean (0 SD) above. Scores at the mean or 1 SD above will be assigned a C; scores between 1 and 2 SDs above the mean are assigned a B, and so on. The instructor will carefully consider the range and spread (SD) of the exam, and reserves the right to adjust the curve in as fair a manner as possible (I often consider the percentiles, and will adjust the SD as needed). Often this is needed when an exam might be unfairly difficult, or if a small percentage of scores “skew” the curve (aka “curve busters”). **The point is to, as fairly and empirically possible, assign letter grades based upon your position relative to others in the course.**

ACADEMIC DISHONESTY: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. **Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.** The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials. Cell phones, tablets, laptops, backpacks, purses, etc. may not be at the student's desk or table during exams. If they are in the class during exam time, they **MUST** be placed at front of the room. Students assume responsibility for personal property. See the link at [Procedures in cases of Academic Dishonesty AP 810213](#)

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Director of the Office of Services for Students with Disabilities, Lee Drain North Annex, or by calling 936.294.3512, TDD 936.294.3786. **NOTE: No accommodation can be made until the student registers with the Office of Services for Students with Disabilities (SSD).** See the link at [Students with Disabilities AP 811006](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

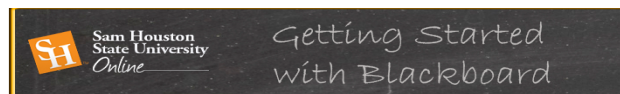
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. See [Student Absences on Religious Holy Days AP 861001](#)

CLASS ATTENDANCE: see [SHSU Class Attendance policy AP 800401](#)

INSTRUCTOR EVALUATIONS:

Students will have opportunity to complete an online course/instructor evaluation form toward the end of the semester. These are used by your instructor (instructor learns anonymously and after grades are assigned) and by others to improve courses at SHSU.

BLACKBOARD: This course utilizes applications in Blackboard. You are expected to visit the class site every other day or at least 3x per week as I will post all assignments, due dates, exams, and more. **You should gain familiarity with SHSU Online, know how to contact the support desk if you experience technical difficulties, and work through "Getting Started with Blackboard."**



Welcome



Welcome to the **Getting Started with Blackboard** resource for SHSU Online students. Part of having a successful time in your online courses is learning how to operate and interact in the environment where it is placed. This resource will equip you with the tools to be successful in your online course. It will cover how you access course materials, communicate with classmates and your professor, submit assignments, take tests and check your grades.

Below are the learning objectives for this resource as well as where you will go and what you will do next! Good luck on your learning journey, we are excited to be on it with you.

Learning Objectives

After reviewing the materials of this resource, you will be able to:

- Successfully navigate the Blackboard environment
- Setup and Access your BH Home
- Understand the basics skills to be a successful online student
- Communicate with classmates and professors online
- Collaborate with classmates using social learning tools
- Submit assignments for class
- Take online tests and surveys
- Check your grades

Now what?

Continue on your orientation by visiting the **Where do I go from here?** link in the navigation menu. After that you can visit the **Distance Learning** section to continue.

Students find the A – Z content very helpful for navigating the material. Especially learn about taking online tests and Turn It In for your assignments. In addition, Distance Learning is very helpful: *The Essentials and Who to Call*.

ASSIGNMENTS:

All assignments, explanations, and rubrics will be explained in class and/or posted on Blackboard. **Assignments are due as posted. Late assignments are not accepted. Do not email your assignments to me if you are late.**

Writing: Students will be graded on their writing ability in this course (organization, flow, grammar, spelling, and creativity). Students are encouraged to visit the SHSU writing center at Farrington 111 (936-294-3680, wctr@shsu.edu). The website is here: <http://www.shsu.edu/centers/academic-success-center/writing/> Also, note the Handouts link in the right column. Lower Order Concerns are important areas to master, especially for this course!

Survey! Question! Read! Recite! Review!

Before you read, <u>Survey</u> the chapter:	<ul style="list-style-type: none"> • the title, headings, and subheadings • captions under pictures, charts, graphs or maps • review questions or teacher-made study guides • introductory and concluding paragraphs • summary
<u>Question</u> while you are surveying:	<ul style="list-style-type: none"> • Turn the title, headings, and/or subheadings into questions; • Read questions at the end of the chapters or after each subheading; • Ask yourself, "What did my instructor say about this chapter or subject when it was assigned?" • Ask yourself, "What do I already know about this subject?" <p>Note: If it is helpful to you, write out these questions for consideration. This variation is called SQW3R</p>
When you begin to <u>Read</u>:	<ul style="list-style-type: none"> • Look for answers to the questions you first raised; • Answer questions at the beginning or end of chapters or study guides • Reread captions under pictures, graphs, etc. • Note all the underlined, italicized, bold printed words or phrases • Study graphic aids • Reduce your speed for difficult passages • Stop and reread parts which are not clear • Read only a section at a time and recite after each section
<u>Recite</u> after you've read a section:	<ul style="list-style-type: none"> • Orally ask yourself questions about what you have just read or summarize, in your own words, what you read • Take notes from the text but write the information in your own words • Underline or highlight important points you've just read • Use the method of recitation which best suits your particular learning style but remember, the

	<p>more senses you use the more likely you are to remember what you read - i.e.,</p> <p>TRIPLE STRENGTH LEARNING: Seeing, saying, hearing-</p> <p>QUADRUPLE STRENGTH LEARNING: Seeing , saying , hearing, writing!!!</p>
<p><u>Review:</u> an ongoing process.</p>	<p>Day One</p> <ul style="list-style-type: none"> • After you have read and recited the entire chapter, write questions in the margins for those points you have highlighted or underlined. • If you took notes while reciting, write questions for the notes you have taken in the left hand margins of your notebook. <p>Day Two</p> <ul style="list-style-type: none"> • Page through the text and/or your notebook to re-acquaint yourself with the important points. • Cover the right hand column of your text/notebook and orally ask yourself the questions in the left hand margins. • Orally recite or write the answers from memory. • Make "flash cards" for those questions which give you difficulty. • Develop mnemonic devices for material which need to be memorized. <p>Days Three, Four and Five</p> <ul style="list-style-type: none"> • Alternate between your flash cards and notes and test yourself (orally or in writing) on the questions you formulated. • Make additional flash cards if necessary. <p>Weekend</p> <p>Using the text and notebook, make a Table of Contents - list all the topics and sub-topics you need to know from the chapter.</p> <p>From the Table of Contents, make a Study Sheet/Spatial Map.</p> <p>Recite the information orally and in your own words as you put the Study Sheet/Map together.</p>

	Now that you have consolidated all the information you need for that chapter, periodically review the Sheet/Map so that at test time you will not have to cram.
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Adapted from: Robinson, Francis Pleasant, (1961, 1970) *Effective study* (4th ed.), Harper & Row, New York, NY.

SAMMY SAYS: COMMIT TO EXCELLENCE!

