B.L. Sands, Ph.D., Professor Office: 330 Burk Hall Ph. (415) 338-2081
email: blsands@sfsu.edu (Do NOT e-mail assignments)
Advising: sign-up sheets for advising are posted at left of the 330 Burk Hall office door.

TEXTBOOKS and CLASS REQUIREMENTS:
- You are responsible for getting the correct editions of your text books as indicated below
- The CFS 312 Families, Individuals, and Environments Course Guide, Fall 2010 must be printed from https://ilearn.sfsu.edu/login/index.php
- A lined and hard bond (not spiral) composition book, for use in this class only, is required.
- Show proof of Completing OASIS, the University’s Basic Information Competence Requirement. If not completed, must do so within the first two weeks of this class.
- You are required to turn in TWO (2) copies of your final paper with the Evaluation Sheet stapled to the front of EACH copy. One copy of your paper will not be returned. Note that your finalized paper will NOT BE GRADED unless you have printed two copies of the Evaluation Sheet on p. 10 of your Course Guide and attach one to each copy of your final paper.
- You are required to make complete copies (at your own expense) of all references used for your CFS 312 papers that require references]
- **Note** that this is a Graduation Writing Assessment Requirement (GWAR) designated course for FCS major, and requires a C (74%) or better to pass the class. The course will need to be repeated if 73% or below is earned.
- Taking this class for CR/NC is NOT allowed.

GWAR References:
3. Purdue Online Writing Lab (OWL): http://owl.english.purdue.edu/owl/resource/560/01/

TEACHING METHODS TO BE EMPLOYED:
- Lecture
- Class discussion
- Media
- Student Presentations
- Student writing throughout course
- Small group work
- Peer editing and feedback on writing

BULLETIN DESCRIPTION:
Prerequisites: ENG 214 or equivalent with C- grade or better, upper division standing, FCS major. Integrative focus of Family and Consumer Sciences through understanding its common knowledge base from the study of personal, family, and child development; nutrition, foods, and hospitality; fashion and textiles; housing and interior design; and consumer education.
GRADUATION WRITING ASSESSMENT REQUIREMENT (GWAR):

1. The GWAR may be satisfied by CFS 312. Family & Consumer Sciences (FCS) Majors who satisfied the GWAR in a discipline other than FCS are still required to complete CFS 312 as a requirement in the major.
2. The overall assignments will include a minimum of 4000 words/15 pages of formal writing that demonstrate upper-division written English proficiency within the Family & Consumer Sciences field of study.
3. At least 60% of the grade in CFS 312 is based on written assignments and exams designed to allow for revision, and are evaluated for both content and quality of writing.
4. CFS 312 provides for substantive revision of major, graded, written assignments in response to feedback. Significant class time is devoted to instruction in writing conventions used within the Family & Consumer Sciences field of study.
5. A variety of writing assignments are sequenced and distributed throughout the semester.

COURSE OBJECTIVES
Students completing this course are able to:

1. Write at upper division, university level standards of writing, using correct grammar, spelling, composition, scholarly wording, citing sources, developing reference lists, using APA style, and communicating effectively in writing and verbally.
2. Use basic library research tools in print or on-line format to locate information on FCS related topics.
3. Describe and distinguish between popular, trade and scholarly journals and websites.
4. Express ideas in a written format that is concise yet complete for a PowerPoint presentation.
5. Frame questions, make claims and support ideas in both verbal and written formats.
6. Demonstrate an understanding of what is plagiarism, correctly cite sources and create reference listings using APA style.
7. Write an original, clear, grammatically correct paper in a scholarly style.
   a. Revise, edit, proofread and spell check one’s writing.
   b. Constructively edit, and provide feedback on the writing of a peer.
8. State, in writing, the mission and philosophy of the Family and Consumer Sciences field of study.
9. Summarize the history of Family and Consumer Sciences, including its major historical events and leaders.
10. Explain the synergistic, integrative nature (common body of knowledge) of the family and consumer sciences field with its focus on the interrelationships among diverse individuals, families, consumers, and communities as taught in human ecological theory and life course development, and extends to all subject matter areas of the field.
11. Apply the common body of knowledge of the family and consumer sciences field with its focus on the interrelationships among individuals, families, consumers, and communities to the study of their areas of specialization and professional practice.
12. Use the integrative focus to explain the dynamics of capacity building of individuals within families, communities, work environments, and other contexts.
13. Apply knowledge from their programs of study to the issues of individuals, families, consumers, and communities in the environments in which they function to enable the wellness of those entities.
14. Integrate concepts of societal diversity and global interdependence as they relate to individuals, families, consumers, and communities to their areas of specialization.
15. Demonstrate how human resource development and sustainability impact the growth of individuals, families, consumers, and communities.
16. Explain the interdependence of the principles of human nutrition and food, including the impact of heritage and culture, on the behavior and health of individuals.
17. demonstrate how the relationship of design and changing technology in the near environment to human behavior, and aesthetic concerns.
18. describe the impact of fabrication, design, and the function of apparel and textile products on human behavior and lifestyles in the home and in the workplace.
19. apply concepts of family/human development over the life span including physical, intellectual, emotional, and social development to the subject matter areas of the field of family and consumer sciences.
20. use critical thinking skills to develop diverse approaches for determining alternative solutions for issues affecting the well-being of individuals, families, consumers, and communities.
21. apply strategies for staying abreast of current issues and developments in Family and Consumer Sciences, such as joining professional organizations, attending in-service training, and accessing Internet resources.
22. identify industry trends, career and entrepreneurship opportunities, employers’ expectations, and personal characteristics necessary for successful careers in the workplace.
23. relate content domains to career paths, transferable knowledge and skills, aptitudes, and responsibilities for careers in Family and Consumer Sciences.
24. demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
25. analyze family and consumer sciences based issues; synthesize the information from multiple sources and perspectives; and communicate skillfully in oral and written forms.

COURSE REQUIREMENTS:
-Attendance at every class session; note taking and active learning
-Reading assignments in required textbooks
-In class writing at each class session
-Class discussion
-Final term paper
  a) Drafts will be reviewed in class
  b) DUE: November 5
-Oral presentation with written and visual Power Point presentation
-Midterm exam (multiple choice and questions requiring written answers, open book, open notes)
-Final comprehensive examination (multiple choice and questions requiring written answers, open book, open notes)

Instructions and evaluation rubrics are provided for the paper and the oral presentation in the Course Guide.
The final examination is comprehensive and will cover material from the textbooks reading assignments, class lectures, and student presentations. The exam will require written answers as well as multiple choice.

GRADING PROCEDURES:
1.) Late Assignments are NOT ACCEPTED without a Medical Doctor's Official Written Authorization, and WILL RESULT IN A O (zero) GRADE for the particular assignment(s) that is not turned in on the specified deadline in the syllabus.
2.) No make-up Exams will be given without a Medical Doctor's Official Written Authorization for absence, and WILL RESULT IN A O (zero) GRADE.
3.) Even with a Medical Doctor’s written authorization for absence, NO assignments will be
accepted after the last day of instruction.

4.) All assignments are to be submitted during the class session. No assignments will be accepted by email or fax.

5.) See the instructor if questions concerning deadlines.

In class Informal Writing in CFS 312 Composition Book — 50 page minimum 15%
Mission and Philosophy paper (Peer reviewed) – 1-2 pages 07%
Oral Presentation (with written and visual Power Point presentation) – 2-3 pages 15%
Draft of Term Paper – 10 pages 10%
Finalized Term Paper – 10 pages 15%
Midterm Exam (multiple choice and written answers) – 1-2 pages 19%
Final Comprehensive Exam (multiple choice and written answers) – 2 pages 19%
Total 100%

Attendance/Participation Extra Credit, NO other opportunities for extra credit are permitted
(No absences=3%, 1 absence=2%, 2 absences=1%, 3 or more absences=0%)
Please realize that more than two (2) absences are excessive.

GWAR COURSE GRADING SCALE:
100-94% = A
86-84% = B
76-74% = C
93-90% = A-
83-80% = B-
73 and below = No Credit
89-87% = B+
79-77% = C+

COLLEGE OF HEALTH AND HUMAN SERVICES (CHHS) CLASS POLICIES AND
DISABILITY STATEMENT: FALL 2010

Check your registration through MySFSU: Sign up for CR/NC, drop and add classes by the appropriate deadline online through MySFSU. ALWAYS check your registration after making any changes and BEFORE deadlines to be sure you are registered properly for your classes. This is a student responsibility.

Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Human Services.

This information can be viewed on the Registration Calendar at the following website:
http://www.sfsu.edu/~admisrec/reg/regsched102.html

Final Exams: According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is available from http://www.sfsu.edu/~acadres/final_exams/finals10.htm

CHHS Withdrawal Policy: The last day to drop a class is ______, 2010. From ______ - ______, 2010 you must submit a withdrawal petition. Withdrawal from a class after April 20 will be considered for serious and compelling reasons only, and must have accompanying documentation. The following reasons are not considered serious and compelling: Changing your major, poor performance, class not required for graduation/major, or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. If you are requesting a withdrawal, bring your petition and appropriate documentation to the instructor. From ______ - ______ 2010 you may not withdraw from a class or the
University, except in the case of a serious, documented illness or verified accident.

**CR/NC option**: ______, 2010 is the last day to request the CR/NC option. The Associate Dean will not approve requests for changes if you miss this deadline.

**Late Add Policy**: The period to add classes with a late permit number is _____-____ (midnight), 2010. It is your responsibility to procure a late permit number from your instructor and add the class. Faculty cannot add you into a class. After this deadline, between _____-____, 2010, a Late Add Justification Form and Add Form must be signed by your instructor, Chair and CHHS Associate Dean to add. This will be approved only if there was an administrative error.

**Disability Programs and Resource Center**: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at dprc@sfsu.edu.

**CLASS SCHEDULE**

Aug. 26 Th - Introduction to Course – Syllabus

-**AV**: Family and Consumer Sciences - Focus On The Future
  - The History and Growth of the Family & Consumer Sciences (FCS) Professions
    - The Profession Today
    - Professional Careers Serving Families and Consumers: Human Services for Families and Children; Business and Consumer Services; Education and Communications; Design, the Arts, and Science; Government and Public Service;
  - **READ**: AAFCS p. v, p. xv Foundations and pp. 1-17 Historical Roots;
  - Sproles pp. 3-8, pp. 23-36

Please take notes that include names and dates of:

- The origins and history of Family & Consumer Sciences (formerly Home Economics):
  - What were the problems of the day?
  - Who were the founders?
  - Why did they establish Home Economics and the American Home Economics Association (AHEA)? What is the up-dated title?
  - What are the advances and changes in the body of knowledge?
- The main *goal* and *mission* of the *field* of Family & Consumer Sciences (FCS)
  - Trends in society
  - Issues in the Family & Consumer Sciences (FCS) *field of study* and *body of knowledge*
  - What was the Scottsdale Initiative?
  - What were the outcomes of the Scottsdale Initiative?

(Continued on next page)
**Write:** In your CFS 312 Composition Notebook, write what you see as your writing strengths and areas needing improvement, based on your self-evaluation and feedback from others. Are having professional writing skills important to you? Your views will not be evaluated.

Sept. 2 Th

- **Draw numbers** for **Oral Presentation** and **Semester Paper** (Due November 5).
  
  [The topics are based on the common body of knowledge, and the mission and philosophy of the Family & Consumer Sciences field of study.]

- Family & Consumer Sciences (FCS) (formerly Home Economics) History and Mission

- Integrative Nature and Body of Knowledge of the Family & Consumer Sciences (FCS) professional field of study

- Human Needs and Quality of Life

- Community Development

- Common errors in writing and how to avoid them. Using *The Elements of Style.*


- **READ:** AAFCS pp. 19-70, Human Ecosystems and Systems Theory, and pp. 120b-160a Basic Human Needs. Please define, describe, and/or take notes on the following:
  - Basic Needs
  - Individual Well-Being
  - Family Strengths
  - Community Vitality
  - Systems Theory
  - Life Course Development
  - Global Interdependence
  - Resource Development and Sustainability
  - Capacity Building
  - Appropriate Use of Technology
  - Wellness

- **Write:** In your CFS 312 Composition Notebook, write what you see as the key ideas/concepts from each reading assignment.

- Peer review of writing

- Class discussion.

Sept. 9Th

- **DUE September 16:** Mission and Philosophy paper for Peer Review – 1-2 pages.

- **DUE September 23:** Finalized Mission and Philosophy paper

- **Library Research Instruction** (in our Classroom, BH 352) by Caroline Harnly, Reference Librarian charnly@sfsu.edu Phone: 415/338-1454

  You are to locate and make copies of current juried research journal articles and professional journal articles based on research directly related to the paper topic you have drawn. **References used for your paper are NOT to be before 1996**

  Carefully read and follow directions on in this Course Guide.

- **NOTE:** The Draft of your PAPER on your assigned topic is DUE September 30. Your FINALIZED PAPER is DUE NOVEMBER 4, 2010. Remember to use a minimum of 12 peer reviewed research journal articles and peer reviewed professional journal articles based on research that directly relate to the paper topic (Continued on next page)
you have drawn. You are **required to include ENTIRE copies of each article with your paper** (with complete references). Note that books and the textbooks for this class may NOT be used as a reference for your paper.

- Integrative Nature and Body of Knowledge of FCS Profession (*topic continued*)

**READ**: AAFCPS pp. 160b-306 Integrative Approaches to Practical Problems of Life. Please take notes on the following in terms of integrative approaches to practical life problems:
- Nutrition/Food/Health and Wellness
- Aging
- Family Economics and Resource Management
- Housing, Interior Design and Equipment
- Impact of Technology
- Textiles, Apparel, and Design
- FCS Education
- Families, Youth, and Children

**Write**: In your CFS 312 Composition Notebook, write what you see as the key ideas/concepts from each reading assignment and how it relates to your (FCS) field of study.

-Peer review of Mission and Philosophy paper – 1-2 pages

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**Sept. 16 Th**

**DUE September 16: Mission and Philosophy paper for Peer Review** – 1-2 pages.

- Relating U.S. and Global Trends and Perspectives to Family and Consumer Sciences (FCS)
- Public Policy and Family and Consumer Sciences
- Ethics and Leadership
- AAFCPS

**READ**: AAFCPS pp. 71-120, pp. 307-488. Please take notes on the following in terms of FCS professional responsibilities:
- Tends, Forecasts, and Images of the Future
- Diversity and Global Perspectives
- Public Policy
- Professional Ethics
- Professional Leadership and Membership

**Write**: In your CFS 312 Composition Notebook, write what you see as the key ideas/concepts from each reading assignment and how it relates to your (FCS) field of study.

-a) how it may relate to diverse individuals in the U.S.
-b) how it may relate to families in the U.S.

-Peer review of Mission and Philosophy paper
-Class discussion

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**Sept. 23 Th**

**DUE September 23: Finalized Mission and Philosophy paper**

- Life Course Development and Career Planning
- Today’s Career Market
- Your Family & Consumer Sciences (FCS) Major with selected emphasis area and advising plan to graduate (Refer to handouts in course guide)
- B.A. in Family & Consumer Sciences (FCS)
  - Required Core Courses
  - Child & Family Sciences Emphasis (CFS)

(Continued on next page)
Nutrition/Foodservice Systems Management Emphasis (NFSM)
- General Family & Consumer Sciences/Teacher Preparation Emphasis

-Peer review and feed back of DRAFTS of final paper. Drafts due to professor Sept. 30

Sept. 30
**DUE: Draft of final paper due**
- Life Course Development and Career Planning continued
- Professional Development for Careers Serving Families and Consumers
- Careers in Human Services for Families
- Careers in Business and Consumer Services
- Careers in Design, the Arts, and Science
- Careers in Government and Public Service
- Developing an Innovative Career
- Your College Education, AAFCS Student Association, Internships and Other Pre-professional Experiences
- Starting Your Professional Portfolio NOW (Needed in CFS 600)

- **Read:** Sproles Ch. 3, and 4, PART II, pp. 85-228, and PART III pp. 229-343
- **Write:** In your CFS 312 Composition Notebook, describe in your own words
  a) what new information you learned about FCS careers
  b) while in college, how can you prepare yourself for career(s) that will be marketable in the U.S. and internationally.

- Class discussion.

Oct. 7
**MID-TERM EXAM (2nd half of class):** on information covered on above dates
(Open Books, Open Notes
- Lecture and Discussion: Life Span Development of Individuals and Families
- AV No. 86141 Seasons of Life I: Infancy & Early Childhood (57 Min.)

Oct. 14
**NOTE: Due November 4, FINAL PAPER, and COMPOSITION BOOK OF INFORMAL WRITING**
- Lecture and Discussion: Biological Processes, Physical Development and Health throughout the Individual and Family Life Cycle
- Review Mid-Term Exam Results
- AV No. 86142 Seasons of Life II: Childhood & Adolescence (58 Min.)
- **Write:** In your CFS 312 Composition Notebook, write what you viewed to be the key ideas/concepts from the October 7th lecture and Seasons of Life I.
- Peer review of writing

Oct. 21
- Lecture and Discussion: Cognitive Processes and Development throughout the Individual and Family Life Cycle
- AV No. 86143 Seasons of Life III: Early Adulthood (57 Min.)
- **Write:** In your CFS 312 Composition Notebook, write what you saw as the key ideas/concepts from the October 14th lecture and Seasons of Life II.
- Peer review of writing

Oct. 28
- Lecture and Discussion: Social-emotional Processes & Development throughout the individual and Family Life Cycle
- AV No. 86144 Seasons of Life IV: Middle Adulthood (57 Min.)
- **Write:** In your CFS 312 Composition Notebook, write what you see as the key ideas/concepts from each reading assignment.
- Peer review of writing
Nov. 4 Th  **DUE: Final paper**  
**DUE: Composition Book of Informal Writing**  
- Lecture and Discussion: Social Context of Development throughout the Individual and Family Life Cycle  
- AV No. 86145 Seasons of Life V: Late Adulthood (57 Min.)

Nov. 11 Th  **NO Class:**  Veterans Day

Nov. 18 Th  - Lecture and Discussion: “Endings”  
**Write:** In your CFS 312 Composition Notebook, write what you saw as the key ideas/concepts from the November 4th lecture and *Seasons of Life V.*  
- Peer Review of Writing.

**Nov. 22 Th**  **Fall ’09 Recess: No Classes; Offices closed**

Dec. 2 Th  **Individual Student Presentations on Assigned Topics:** based on the common body of knowledge, and the mission and philosophy of the Family & Consumer Sciences field of study

Dec. 9 Th  **Individual Student Presentations on Assigned Topics:** based on the common body of knowledge, and the mission and philosophy of the Family & Consumer Sciences field of study

December 16  **FINAL Comprehensive EXAM**