FCS200 – Practical Problem Solving in Family and Consumer Sciences  
Sections .01 & .02 - Course Syllabus - Summer 2014

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Office Hours: Summer hours by appointment

Dates: FCS200.01: May 19-June 27, 2014

Required Texts: StrengthsQuest: Discover and develop your strengths ... (2006). Gallup Press  


Other required readings: On e-reserve available through Milner website

1. DEPARTMENTAL MISSION STATEMENT: The mission of the department of Family and Consumer Sciences is to provide an integrative study of the human environment and the systems that impact and strengthen individuals, family units, agencies, businesses, and community at large.

2. CATALOG COURSE DESCRIPTION: Mission and goals of FCS related to the practical reasoning process for problem solving and critical thinking. Prerequisites: FCS101 and 103. Major/minor only or consent.

3. COURSE OBJECTIVES: By the end of this course successful students will:
   1. Comprehend the practical reasoning process for problem solving
   2. Practice professionalism through interaction in groups
   3. Utilize critical thinking and self-discovery as problem solving; applying individual strengths to problem solving
   4. Correctly apply the practical problem solving/reasoning process to issues and trends in each sequence area
   5. Develop understanding of research methods including techniques for gathering data, simple statistical methods, and interpretation of professional literature as they relate to the dynamics of family and consumer science professionals
   6. Use problem solving and research skills to examine a problem within a sequence area, and come to specific and applicable conclusions about solving the problem

4. MAJOR REQUIREMENTS:
   - Read required material - Mini-lectures will cover some material, but they are not substitutes for assigned readings
   - Manage your time wisely. Completing the assignments on time is your responsibility.
   - Complete all module assignments and quizzes in a sequential and timely manner
   - 15 Discussion Board posts
   - 12 One-papers (OPP’s). 10 are required. Of the remaining 7 optional OPP’s, the student will select and complete 2
   - Taking Sides initial response essay
   - Response paper – draft and final submissions

This course is reading intensive. This will include the text, articles and materials available on e-reserve at Milner Library, and a variety of websites.

This course is writing intensive. Such is the nature of most online courses; one of the main points of this course is to develop your ability to solve problems in a professional manner and share your results in a professional manner.
This course is thinking intensive. Since this course is mainly interested in research and problem-solving, I am very interested in the formation of options and in the generation of new ideas. In fact, many of your assignments will indeed require you to form options (not opinions) and generate ideas.

Simple opinion is not a response. In other words, several of your one-page papers and quizzes will require you to respond to a question for which there is no single, ready-made response, and to defend your conclusion. Informed responses are expected.

ReggieNet problems can only be addressed by the Help Desk at 309-438-HELP or http://helpdesk.illinoisstate.edu/. Technical problems with your computer or ReggieNet are not the responsibility of the instructor.

5. ASSIGNMENTS:

5.1 Discussion posts: Students will be divided into 4-7 person groups and will be required to post a minimum of 15 thoughts, arguments, options, questions... on the ReggieNet discussion tool (15 submissions for 4 possible points each). These can consist of any combination of responses or new threads. Please review the rubric provided before posting; frivolous statements will result in no points or be removed from the board. The object is to expand and continue the conversation in a meaningful way.

5.2 Module assignments and quizzes: ReggieNet learning modules will typically consist of some combination of 1-3 short reading assignments, a PowerPoint overview, 1 to 3 short assignments, and one or two brief quizzes. Each module should be completed before beginning the next.

It is highly recommended that the student completes a minimum of five modules per week in order to complete the course on time. This is especially true during the first two weeks in order to allow more time for the larger writing assignments in the second half of the class. Remember, a summer course is essentially a full, semester-length course condensed in time only, not material.

5.3 One-Page Papers: You will be asked to write 12 one-page papers (10 are required; you choose 2 from the remaining 7 labeled as optional) in response to a specific statement or question. These will be related to the readings and assignments you have just completed (or largely contained in the module you’re currently working on).

Most one-page papers will not have a single, specific, predetermined answer; they are intentionally open-ended questions. In other words, you will likely have to infer, or discover, the answer based on your work so far. This is not the same as opinion: opinion can lack grounding in fact or research.

--- Papers should be concise and directly related to your coursework ---

5.4 Initial Response essay: Students will prepare and submit an initial response to their chosen topic (selected from the list on the next page). These responses will be approximately 2-3 pages in length and consist of (a) a thorough introduction of the question, (b) an unbiased overview of both the yes and the no arguments, (c) the general process of your decision making, using evidence from the two articles provided and your own experience or insights from previous modules (as previously mentioned, do not confuse this with simple opinion), and (d) your conclusion (strongly relatable to the evidence you presented above) and (e) any final, clarifying remarks. This will serve to allow you to thoroughly understand the topic question and form an initial informed idea. This completed assignment then becomes the basis for your final paper.
Topics (available through Milner electronic course reserve) to be used for the required position paper:

1. Can the public schools produce good citizens?
2. Are undocumented immigrants entitled to public education?
3. Is greater parental involvement at school always beneficial?
4. Can Howard Gardner’s theory of multiple intelligences transform educational practice?
5. Are single-gender classes necessary to ensure equal educational opportunities for boys and girls?
6. Can large high schools provide a quality education?
7. Should we be cheering for high school sports programs?
8. Will stricter dress codes improve the educational environment?
9. Should we require labeling for genetically modified food?
10. Is increasing profits the only social responsibility of business?
11. Is bottling water a good solution to problems of water purity and availability?
12. Is Wal-Mart good for the economy?
13. Are CEO’s paid what they are worth?
14. Is the treasury’s $700 billion bailout the solution to the credit crisis?
15. Is diversity in the workplace a worthwhile goal for corporations?
16. Is the Atkins low-carbohydrate diet a valid weight loss plan?
17. Should the government regulate the sale, advertisement, and distribution of junk food?
18. Should pro-life health providers be allowed to deny prescriptions on the basis of conscience?
19. Should doctors ever help terminally ill patients to commit suicide?
20. Is the use of nicotine replacement therapy (NRT) an appropriate cessation aid for adolescents wishing to quit smoking?
21. Are girls bigger bullies than boys?
22. Are American families in decline?
23. Is it possible to be pro-life and pro-choice?

---If other topics are added they will be announced in ReggieNet---

The Taking-Sides topics listed above, are available through Milner Library electronic course reserve at https://i-share.carli.illinois.edu/isu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch
A link is also provided on the class ReggieNet site in the Resources & Materials folder. No more than 2 students will be allowed to choose the same topic.

5.5 Initial draft of your paper: This assignment will build on 5.4 above, your Taking-Sides Response essay will serve as the starting point for your final position paper. Using the methods discussed in the ReggieNet learning modules (but specifically #20 - #22), continue the topic in order to produce a fully researched position paper (6 pages minimum - 8 pages maximum, using a minimum of 6 resources beyond the two initial articles included in Taking Sides chapter). Consult the available rubric for further details.

This draft will add more resources, organization, and depth to your original argument. Be flexible, you may actually change your point of view during the process. This is not your final paper but should be as complete as possible at this point (the term rough draft does not apply here). A grade of A on the draft will eliminate the need for a Final Position Paper.
5.6 Final Position paper/Literature review: This assignment will complete 5.5 above. Your Taking-Sides Response essay will have become your research paper. Using the feedback and rubric provided, it is expected that this paper will be complete in every detail, and in APA format.

- It is not possible to pass this class without a submitted Final Position Paper

5.7 General instructions for all assignments: Work may be discussed with classmates; however, each student must submit independently produced assignments. If your name is on the assignment I will assume that all work is wholly original with you, and the result of your study, effort, and thinking.

All written submissions are to be typed and double-spaced with a 12-point font. Place your name and class number (FCS200) on all assignments. Oddly enough, grammar, spelling, organization etc., will also be reflected in the grade of every assignment.

- No work will be accepted after the course closes without documented cause. A grade of incomplete will be considered only if there are excused causes.

7. SPECIAL ACCOMMODATIONS: Illinois State University seeks to provide each individual with ways of functioning independently within the University community. The Office of Disability Concerns provides approved accommodation services, in confidence, for students with disabilities. It is located at 350 Fell Hall (438-5853). Information at http://www.disabilityconcerns.ilstu.edu/fac_faq/.

8. POLICY ON ACADEMIC MISCONDUCT: All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to cheating, plagiarism, fabricating information, misrepresentations, making up false excuses for late or missing assignments, and assisting any of the above. Any of the above will result in notification of Student Dispute Resolution Services and a grade of F in the course. See the current ISU catalog for further information.

9. COURSE GRADES: Based on a total of 780 possible points, grades will be assigned as follows:

- Learning module quizzes and assignments (Modules at 3-20 points each, 200 possible points)
- Discussion board posts (15 submissions at 4 points each for 60 possible points)
- One-Page Papers (12 at 15 points each for 180 possible points)
- Initial Taking Sides Response essay (50 possible points)
- Reference List Draft (30 possible points)
- Draft (60 possible points)
- Final Paper (100 possible points)

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702 – 780
624 – 701.99
525 – 623.99
468 – 524.99
467.999 and below
10. SCHEDULE: READINGS, ASSIGNMENTS, & EXAMS

Module 1 Course Overview
- Course introduction
- Time management
  - One-page paper #1 (Optional)

Module 2 Problem Solving and Bloom’s Taxonomy for Learning
- Problem-solving defined
- Bloom’s Taxonomy for learning and teaching
  - One-Page Paper #2 (required): Where, on the taxonomy, should you be performing in your major courses and why?

Module 3 Bloom’s Taxonomy Revised and Critical Thinking
- Bloom’s Revised Taxonomy
  - One-Page Paper #3 (required): What is the reasoning for researchers discussed in this module placing undergraduate students like yourself at specific levels of Bloom’s revised taxonomy? Compare your answer here with your One-Page Paper #1.

Module 4 Stereotypical Thinking
- Stereotyping and Stereotype threat
- Implicit stereotypes
  - One-Page Paper #4 (optional): How could stereotypical thinking and the lowest level of the taxonomy (remembering) be related?

Module 5 Motivation
- Implicit theory
- Expectancy*value theory
- Habitual thinking and learned helplessness
  - One-Page Paper #5 (optional): How are "entity theory" and "learned helplessness" related?

Module 6 Learning and Problem Solving I
- How we learn
- IP theory
  - One-Page Paper #6 (required): Based on information processing theory, who has the major responsibility for learning, the teacher or the learner?

Module 7 Multiple types of intelligence (not levels of intelligence or IQ)
- Sternberg’s Successful Intelligence
- Gardner Survey
  - One--Page Paper #7 (optional): Describe how your intelligence(s), from Gardner's model, will serve you in your specific sequence of Family and Consumer sciences. Did the inventory accurately reveal your set of intelligences? How does this fit, or fail to fit, your chosen FCS sequence?

Module 8 Learning and Problem Solving II
• Boosting Brain Power
  o One-Page Paper #8 (required): In the story, “Boosting Brain Power” segment from CBS News, two researchers with opposing viewpoints are introduced and interviewed. Choose one of these, Dr. Martha Fera (sp) or Dr. Nora Volckan (sp), and defend their position.

Module 9 Critical Reflection
  o One-Page Paper #9 (optional): How is generalized, oversimplified, or assumptive thinking related to remembering (first level of the taxonomy)? How can this relate to an oversimplified problem, or similarly overgeneralized statement, in your field/sequence?

Module 10 Multitasking Myth?
  • Critical reflection revisited
    o One-Page Paper #10 (required): What is the relationship between multitasking and critical reflection? Are they the same thing? Do they help or hinder one another?

Module 11 Learning and Problem Solving III
  • Boosting Brain Power revisited
    o One-Page Paper #11 (required): Refer back to module #8 and the story, “Boosting Brain Power” from CBS News. Consider again the researchers Dr. Martha Fera (sp) and Dr. Nora Volckan (sp). Choose one and explain how critical thinking does, or does not, seem to play a role in their conclusions.

Module 12 History of Family and Consumer Sciences
  • Mission and Goals
    o One-Page Paper #12 (optional): Briefly explain how the mission statement of your appropriate governing organization compares/contrasts to two other sequence in FCS (your choice).

Module 13 FCS Sequences
  • Interdisciplinary
  • Common Body of Knowledge
  • Sequences
    o One-Page Paper #13 (optional): How could professionals from your FCS sequence serve an intergenerational site like the in the video? How do you imagine professionals from another FCS sequence (your choice) serving the same site?

Module 14 Who are you as an FCS professional?
  • Kiersey personality profile
  • Big-5 Personality Profile
    o One-Page Paper #14 (optional): Using at least one element of each of the Keirsey and Big-5 inventories, describe yourself as a professional in your sequence.

Module 15 StrengthsQuest introduction
  • The nature of strengths, pp. 1-11
  • Gardner revisited
    o One-Page Paper #15 (required): Is there a potential relationship between Gardner’s multiple intelligences and “strengths?”

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Module 16 **StrengthsQuest: Discover your strengths…**
- Complete the *StrengthsQuest* personal inventory
- Submit .pdf copies of your results electronically
  - **One-Page Paper #16** (required): Describe your initial reaction to the results to the “StrengthsFinder” assessment (use the terminology of *StrengthsQuest* and the Applying Your Talents in Career section beginning on p. 243).

Module 17 **StrengthsQuest: Gaining direction and affirming your talents**
- Chapters 2-3
- Analyzing your strengths
  - **One-Page Paper #17** (optional): Validate your *StrengthsQuest* results with two other people who know you well.

Module 18 *StrengthsQuest:*
- Chapter 4
- Awareness of your strengths
  - **One-Page Paper #18** (Required): How can understanding the talents of others minimize stereotypical thoughts concerning others?

Module 19 **Your Strengths and Your Career**
- Chapter 10
  - **One-Page Paper #19** (required): Choose one main point from each of your 5 strengths and briefly illustrate how these could aid you in becoming the future professional you hope to become.

Module 20 **Plagiarism and the APA Format**
- Plagiarism
- APA format brief intro

Module 21 **Academic Research and Writing** Topic selection
- Reviewing the articles provided
- Organizing an initial response
  - **Written Submission:** Initial *Taking-Sides* Response Essay

Module 22 **Literature Research**
- Locating other sources
- Common and peer-reviewed sources
  - Submit a minimum of 6 additional sources located by this time (this is essentially your reference list for your completed paper)

Module 23 **Initial Draft of Paper**
- APA style and organization
- Checklist for draft submission
  - Submission of draft of position paper with at least 8 references (including the initial two from *Taking-Sides*)
  - This is not your final paper but should be as complete as possible at this point. Be flexible, you may actually change your point of view during the process.
Module 24  Research: Problem Solving in FCS

- APA style and organization
- Checklist for final paper
  - Final Paper due June 27th by 6:00pm via ReggieNet assignment tab