

FCS 380 - Foundations and Research Spring 2009

Monday & Wednesday 2:00-3:15 pm

class e-mail classsp09.16655-c@csun.edu

Wednesday 7:00-9:50 pm

class e-mail classsp09.16394-c@csun.edu

Contact Information

Professor Matthews-Maxwell

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Office Hours SQ200H

Monday 5:00-6:50,

Tuesday 12:30-1:40,

Wednesday 1:00-1:50,

and by appointment

Course Goals

The main goal of this course is to expose students to the art and science of social research. Students will learn how to plan and carry out a scientific research study and apply those skills to a small-scale study of their own design. They will also learn how to be cautious consumers of scientific research. Ethical concerns of social scientists will also be discussed.

Course Objectives

Course objectives include, but are not limited to, the following. Students will be able to:

- Analyze the existing literature and evaluate articles for their scholarly merit and limitations.
- Synthesize information from several sources and complete a review of the literature.
- Demonstrate skills related to research methods in human development.
- Collect, examine, and make sense of data collected in the field.
- Analyze study designs for ethical concerns and identify ethical standards for the FCS profession.
- Determine what constitutes professionalism.
- Identify ethical standards for the Family and Consumer Sciences profession.
- Demonstrate professional writing skills and mastery of written English.

Required Textbooks

Neuman, W. L., Marenco, A. L., & Matthews-Maxwell, E. M. (2007). *Basics of social research: Qualitative and quantitative approaches: Adapted for FCS380 at California State University, Northridge*. Boston: Allyn and Bacon.

Simerly, C. B., Nickols, S. Y., Shane, J. M. (Eds.). (2001). *Themes in family and consumer sciences: A book of readings*. Alexandria, VA: American Association of Family and Consumer Sciences. A copy of the entire book is on reserve in the library reserve book room—call #32447. A copy of each of the required articles is also on paper reserve and electronic reserve—see attached list for call #s. There is also a link from my website to the e-reserve articles.

Publication Manual of the American Psychological Association, (5th ed.) Softcover ISBN 1-55798-791-2 (available in the bookstore or on the APA website www.apa.org; also available in other formats)

A course pack can be purchased at the bookstore on the shelf with the other books or at QuickCopies. **These need to be brought to class every day.** There are also study guides and practice exam questions on my website for your use. Failure to bring course pack to class each day will result in a 5-point deduction.

Required Supplies

- Calculator with square and square root
- 3 - 882 scantrons
- binder clips (NOT paper clips)
- small bookmark-size post-its
- highlighter
- stapler

Course Requirements

- Syllabus (5 points)
- 3 - 882 scantrons (5 points)
- Library Assignment (20 points)
- Annotated References (5 + 10 points)
- Review of Literature (5 + 15 points)
- Survey (5 points)
- Research Proposal (25 points)
- Research Paper (50 points)
- Oral presentation of your work (10 points)
- Professional Development activities (50 points)
- 4 exams (50 points each, the lowest score is dropped)

Simerly and Supplemental Articles

(to be used only for an in class exercise, not for your research project)

Get these from library e-reserve or regular reserve. You can also link to these from my website.

<u>Title of Article (Nutrition/Food Science)</u>	<u>Author</u>	<u>Simerly Page</u>	<u>E-Reserve #</u>
<u>Nutrition and nutrition education at diabetes camps: Past and present...</u>	Morgan	166	34549
<u>Dietary intake in young female gymnasts: A summary...</u>	Nikols-Richardson	170	34550
<u>Rethinking the thinness obsession...</u>	Ryan	175	34551
<u>Integrating nutrition and parenting practices for young families: A report of two statewide projects...</u>	Grogan	182	34552
<u>Hunger and food insecurity: Hunger and food security—a worldwide problem...</u>	Cason	187	34553
<u>How we grew so big...</u>	Lemonick	None	33589
<u>Title of Article (Family Studies)</u>	<u>Author</u>	<u>Simerly Page</u>	<u>E-Reserve #</u>
<u>Aging: Global trends and national perspectives...</u>	Bagby	202	34554
<u>Helping caregivers confront nursing home challenges...</u>	Marsden	208	34555
<u>The empty-nest syndrome revisited: Women in transition at midlife...</u>	Rawson	302	33456
<u>Social work and end-of-life care for older people...</u>	Luptak	None	33554
<u>Caregiver, care for thyself...</u>	Tufts Univ. Newsletter	None	33586
<u>Self-help for midlife growing pains...</u>	Perlmutter	None	33585
<u>Title of Article (Consumer Affairs)</u>	<u>Author</u>	<u>Simerly Page</u>	<u>E-Reserve #</u>
<u>The relationships between self-worth and financial beliefs, behavior, and satisfaction...</u>	Hira	214	34556
<u>Baby boomers at mid-life: Financial planning for 2000 and beyond...</u>	O'Neill	221	33557
<u>Financial planning education throughout the life cycle...</u>	O'Neill	228	33558
<u>Gender comparison of babyboomers and financial preparation for retirement...</u>	Glass	None	33551
<u>Retirement prospects of babyboomers...</u>	None	None	33552
<u>Are babyboomers richer than their parents...</u>	Kiester	None	33553

<u>Title of Article (Interior Design)</u>	<u>Author</u>	<u>Simerly Page</u>	<u>E-Reserve #</u>
<u>Mature consumers' responses to innovative bathing fixtures: Cross cultural comparisons...</u>	White	237	34559
<u>An introduction to universal design...</u>	Higbee	None	34560
<u>Making the most of the smallest room in the house...</u>	Adelson	None	34561
<u>Universal product design involving elderly users: A participatory design model...</u>	Demirbilek	None	34562
<u>Home style for later life...</u>	Brown	None	34563
<u>People grow old, houses grow old. Both can adapt...</u>	Rayer	None	34564
<u>Title of Article (Fashion Design/Merchandising/Textiles)</u>	<u>Author</u>	<u>Simerly Page</u>	<u>E-Reserve #</u>
<u>An analysis of the portrayal of female models in television commercials by degree of slenderness...</u>	Peterson	243	34565
<u>Country of origin and evaluative criteria: Influences on women's apparel purchase decisions...</u>	Forney	263	34566
<u>Unintended effects of advertising...</u>	Gilly	252	34567
<u>Changing the way retailers sell...</u>	Mayk	None	33581
<u>Preadolescents and apparel purchasing...</u>	Meyer	None	33582
<u>Uses of sex appeals in prime-time television commercials...</u>	Lin	None	33588
<u>Title of Article (Education)</u>	<u>Author</u>	<u>Simerly Page</u>	<u>E-Reserve #</u>
<u>Talking about sexual abuse: Teachers as catalyst...</u>	Sims	269	34568
<u>The teacher's role in helping young people survive and transcend a traumatic childhood...</u>	Jones	274	34569
<u>Project reality: A collaborative effort toward teenage pregnancy prevention...</u>	Wilson-Sweebe	277	34570
<u>Evaluation of the No. Carolina baby think it over project...</u>	Tingle	None	33583
<u>Learning to say no...</u>	Cohen	None	33584
<u>Teachers' attitudes towards abstinence-only sex education curricula...</u>	Bowden	None	33587

Library Assignment

- This assignment will be completed during and after the library orientation.
- If you miss the orientation it will be difficult for you to complete this assignment.
- A handout of the assignment will be given at the orientation.
- All articles for this class must be obtained from the library databases—not the Internet (i.e., findarticles.com is not acceptable).
- The articles must be *scholarly research articles*—be sure you know what this means.
- Be sure each of your articles follows the basic article format presented in class: Review of lit, methods, results, and discussion. The headings may be different from those presented in class.
- No books, magazines, newspapers, internet articles, trade journals, or scholarly non research articles, such as editorials, best practices, reviews. However, some of these may have references lists that may lead you to some good research articles (especially the reviews).
- Anything with magazine, newsletter, week, or weekly in the title is almost for sure NOT scholarly.
- The following are NOT scholarly journals: Interiors, Interior Design, Kiplinger's Personal Finance, Architectural Digest, Architecture, CQ Researcher, US News and World Report, Metropolitan Home, Better Nutrition, Advertising Age, Women in Business

Some topics that have been used in the past that lend themselves to research include:

Dietetics: obesity, diabetes, breakfast skipping, disordered eating, dietary supplements

Fashion Merchandising: impulse/compulsive/obsessive buying, Internet shopping, store design, buying behavior, buying influences (parents/peers/media), fashion and date rape

Fashion Design: apparel styles, psychology of color, fashion and date rape

Family Studies: sex education, caregiving for elders, marital relationships, division of household labor, postpartum depression, raising grandchildren

Interior Design: color in childcare environments, psychology of color, effects of lighting on mood/performance/learning, ergonomic furniture in the classroom

Consumer Affairs: costs of caregiving for elders, impulse/compulsive/obsessive buying

Education: sex education

Some journals that might be useful

General

Family and Consumer Sciences Research Journal

Journal of Family and Consumer Sciences

Family

Journal of Marriage and the Family (JMF)

Family Relations

Journal of Family Issues

Marriage and Family Review

Journal of Child and Family Studies

Journal of Family Psychology

Journal of Divorce and Remarriage

Interior Design

- Journal of Interior Design
- Environment and Behavior
- Consumer
 - Customer Relations Management
 - Journal of Financial Counseling and Planning
 - Journal of Consumer Affairs
- Education
 - Journal of Family and Consumer Sciences Education
- Fashion
 - Clothing and Textiles Research Journal
 - Dress
 - Fashion Theory
 - Costume
 - Textile History
- Nutrition, Dietetics, and Food Science
 - Journal of Food Science
 - Journal of the American Dietetics Association
 - Journal of Childhood Obesity
 - Journal of Pediatrics
 - International Journal of Sport Nutrition and Exercise Metabolism
 - American Journal of Clinical Nutrition

Annotated References

- An annotated reference list contains a full discussion, critique, or analysis of each entry as it relates to the topic at hand. Include all of the relevant information, not just a series of “reminder” notes.
- The annotations are on the sections of the articles starting with the methods section. Do NOT summarize what is in the review of literature sections.
- Select 6-8 scholarly/peer reviewed/referred research study articles on your topic of interest (6 come from the library assignment) and give correct reference citation in APA format and annotation (see APA pgs. 215-246).
- You may have 1-2 articles specifically on theory in addition to your 6-8 research articles. Pay attention to what theory/theories the study articles are using. If you are using Human Ecological Theory then you can just use what you have learned in class on it.
- Be sure each of your articles follows the basic article format presented in class: Review of lit, methods/procedure, results, discussion/summary/conclusion. The headings may be different from those presented in class.
- No books, magazines, newspapers, Internet articles, trade journals, or scholarly non-research articles (e.g., editorials, best practices, reviews). However, some of these may have reference lists that may lead you to some good research articles (especially the reviews). Check all reference lists for leads to other articles.

Peer Review

- Students will earn 5 points for bringing 10 copies of their annotated reference assignment and exchanging with other students for a peer review on the assigned day.

Final Annotated References

- Staple this assignment at the top left with the grade sheet on top and binder clip with all articles (each stapled individually) *in order* after the stapled assignment.
- Highlight the reference information on each article.
- No title page, no page numbers, put your name on top of the first page.
- *Reminder:* double space, use hanging indents, be thorough in your annotations, and make sure annotations are of the studies the articles discuss, not of the reviews of lit in the articles.
- Alphabetize your reference entries; see your APA guide for formatting issues.

Review of Literature

- ☐ Title page: title, your name, affiliation, and date (see handout).
- ☐ Review of literature: 6-8 scholarly articles (also may have 1-2 articles on theory) on your topic should be synthesized into a meaningful whole. Use a level one heading and at least three level two headings to organize your review, you may use level three headings if you choose (see review of literature handout and sample on the FCS380 website for what a synthesis is and refer to the review of literature section in the articles you have read for this class).
- ☐ Tell what studies were done, how they were done, what they found, how they are similar or different from the other studies you found.
- ☐ DON'T tell how to..., DON'T give advice to create a better..., DON'T state the title of the article or the title of the journal, DON'T use the author's first name or credentials.
- ☐ Don't forget to include a discussion of the theory that you are using to direct your research. If you don't come across any formal theories in your readings, then you may use the Human Ecological Theory. Name the theory, describe it, and tell how it ties into your research. For the Human Ecological theory you don't need to cite what you learned in class or from my website.
- ☐ Revised references in APA format (see APA guide) (**do not include annotations**).

Peer Review

Students will earn 5 points for bringing 10 copies of the review of literature assignment (title page, review, references) to class to exchange with other students for a peer review. Do NOT include graded annotated references or copies of the articles in the peer review copies. However, do bring the articles to class so that you can look up something should your peers have questions.

Final Review of Literature

Staple this assignment at the top left with the grade sheet on top and binder clip with the following in this order:

- ☐ Original graded annotated references with grade sheet attached.
- ☐ Writing lab draft of the review of literature with the pink sheet stapled on top, if applicable.
- ☐ If you have changed topics/added articles since the annotations, include all of the new articles *in order*.
- ☐ Highlight the reference information on each article and staple each article.

Remember you are reviewing what your articles found in their research (methods, results, discussion, and conclusions), not reviewing their reviews of literature. Look at their reviews of literature and reference lists for scholarly writing style and where to look for more articles.

☹Failure to follow directions will result in a 4-point deduction

See NOTE1 below for extra credit on this assignment.

See NOTE2 below for submitting a draft of this paper to turnitin.com

Survey

- ☐ Descriptive title
- ☐ Brief introduction
- ☐ Instructions

Surveys must include **seven questions only**:

three demographic questions:

- ☐ age
- ☐ sex
- ☐ one other of your choice, such as religion, education, social class, major, or political party—this question must provide at least three choices for respondents and you **must** get a representation of at least three choices. When we discuss this variable, we will refer to this variable as *3rd demographic variable*

three quantitative items that will get at your research question:

- ☐ interval/ratio level question (e.g., questions that ask the respondents to indicate a number, such as to state the number of times they ate at a restaurant last month, see the survey handout) we will refer to this variable as *research variable 1*
- ☐ ordinal level rating question (e.g., “How satisfied are you with your marriage?” very dissatisfied, dissatisfied, satisfied, very satisfied. Other choices include agree to disagree, or how often-rarely, sometimes, etc.) refer to this variable as *research variable 2*
- ☐ one other research variable of your choice, refer to this variable as *research variable 3*
- ☐ **one qualitative question that will encourage your respondents to answer in full sentences or paragraphs** (e.g., “How does _____ make you feel?” “What is your reaction to _____?”)

No more than one piece of paper (single-sided)

Use the review of literature to direct your survey construction.

Peer Review

Students will earn 5 points for bringing 10 copies of their survey to exchange for a peer review.

Handwrite your name at the top and handwrite in the margin which question fulfills each requirement for the 3rd demographic, RV1, RV2, and RV3. Then photocopy the survey for the peer review.

Remember

When you administer this survey you need a minimum of six of each sex (male and female) with a total minimum of 15 respondents.

Research Proposal (your plan)

- ☐ (revised) Title page
- ☐ Table of contents (you must use page numbers **on the bottom center of the pages** and subheadings to help me navigate through your paper) (see handout for correct format). Do NOT include sections that do not exist

* *items below are not included in the table of contents*

- ☐ Introduction (include why you are interested in this topic), this is the place you can be personal and tell me why you chose this topic
- ☐ (revised) Review of literature
- ☐ Methods (this section is written in future tense because it is your plan)

This section has four subsections with level 2 headings:

- ☐ Paragraph introducing your study with your research question: Give your study a name, and use that name in the level two heading (e.g., The Matthews Study of Life)
- ☐ Operationalization of variables: discuss your variables, the survey items, in specific but general terms; define any ambiguous terms
- ☐ Sample: state that you will use a convenience sample and tell where you plan to collect it (e.g., A convenience sample will be collected for this research. I will stand outside the library and ask if students would be willing to participate in my research.)
- ☐ Analyses: since you don't know what statistics you will use yet, it is sufficient to say that you will use qualitative and quantitative methods of analysis

See the quantitative article "How American's Enact the Grandparent Role" page 498 for an example of this section and also refer to the articles you have collected. Published articles will be more comprehensive than you need to be, but they provide a good guide for you.

- ☐ (revised) Survey (use the name of your survey in your table of contents)
- ☐ (revised, revised) References

Staple this assignment at the top left with the grade sheet on top and binder clip with the following in this order:

- ☐ *Original graded review of literature with grade sheet attached **
- ☐ *Original graded annotated references with grade sheet attached **
- ☐ *Original graded survey with my comments **
- ☐ *Writing lab draft of the proposal with pink sheet stapled on top, if applicable (do NOT include the writing lab draft of the review of literature) **
- ☐ If you have changed/added articles since the review of literature, include all of the new articles *in order*.
- ☐ Staple each article and highlight the reference information.

☺ Failure to follow directions will result in a 6-point deduction

See NOTE1 below for extra credit on this assignment

See NOTE2 below for submitting a draft of this paper to turnitin.com

Research Paper (your finished study)

- ☐ (revised, revised) Title page
- ☐ (revised, revised) Table of contents
- * items below are not included in the table of contents.*
- ☐ Abstract (150 words or less, count your words)
- ☐ (revised) Introduction
- ☐ (revised, revised) Review of literature
- ☐ (Revised) Methods (Typically you would rewrite this in past tense because it is now what you did, but we will keep it in future tense as your plan.)
- ☐ (revised, revised) Survey
- ☐ Results. Here you present what you found, the facts. Write in past tense—it is what you found. Keep to the facts, no opinion, no preaching, no conclusions. Make sure you discuss each survey question (variable) and it's results. Look at the articles you have found and the sample papers for wording.
Results must include four subsections with level 2 subheadings:
 - ☐ Univariate demographic analyses
 - ☐ one paragraph discussing your demographic variables
 - ☐ mean age in years (if very skewed, use median and state why)
 - ☐ N and percentage of sex
 - ☐ third demographic variable, use the appropriate statistic
 - ☐ one table with these variables labeled "Table 1. Univariate Analysis of Demographic Variables, N=??."
 - ☐ Univariate research analyses
 - ☐ one paragraph discussing your research variables
 - ☐ mean score of research variables 1 and 2
 - ☐ appropriate univariate statistic of research variable 3
 - ☐ one table with these three variables labeled "Table 2. Univariate Analysis of Research Variables, N=??."
 - ☐ Bivariate analyses
 - ☐ A series of paragraphs discussing:
 - ☐ crosstab percentages of sex or third demographic variable by research variable 1, 2, or 3, your choice (sex by RV1 OR sex by RV2 OR sex by RV3 OR 3rd demo by RV1 OR 3rd demo by RV2 OR 3rd demo by RV3)
 - ☐ chi square of 3rd demographic variable by sex
 - ☐ *t*-test of RV1 by sex
 - ☐ correlation of RV1 by age or RV2 by age or RV1 By RV2
 - ☐ appropriate bi- or multi-variate statistic of RV3 by another variable
 - ☐ one figure (graph, chart) of bi- or multi-variate analysis with appropriate title and labels. Choose the most appropriate data to present in this figure.
Refer to, and discuss, the tables and figure in your discussion. They are to enhance your paper, not just sit there and look pretty. The graph should not reiterate a table but *add* to the presentation of the findings.
 - ☐ Qualitative analysis
 - A thematic analysis of the responses to the qualitative question. Do not quantify this discussion.

Be *specific* and *concise*, but *not overly brief* when you discuss your results. Make sure everything you state is clear to the reader.

- ☐ Conclusions. Here you present what you think about the findings, why you may have these findings, what these findings may mean to your population and suggestions for future research. It is not merely a summary of the results; draw some conclusions.
- ☐ (revised, revised, revised) References

Staple this assignment at the top left with the grade sheet on top and binder clip with the following in this order:

- ☐ *Original graded proposal with grade sheet attached, original graded review of literature with grade sheet attached, original graded annotated references with grade sheet attached, and original graded survey with my comments. **
- ☐ *Writing lab draft of the final paper with pink sheet stapled on top, if applicable (do NOT include the writing lab draft of the review of literature or the proposal).**
- ☐ If you have changed/added articles since the proposal, include all of the new articles in order.
- ☐ Staple each article and highlight the reference information.

☺Failure to follow directions will result in a 12-point deduction.

NOTE1: You may earn 5 points extra credit on the review of literature, proposal, and final paper for having the campus writing lab read your draft. Make suggested corrections that you agree with. Attach the writing lab draft with the tutor's and or your markings with the pink sheet stapled on top. This does not appear in the table of contents. The writing lab often requires appointments for this service. I am not responsible for the tutor canceling an appointment or appointments not being available at your convenience. I am also not responsible if you neglect to attach the lab draft and or pink sheet.

NOTE2: You must submit your final paper to turnitin.com. For the final submission, you **MUST** have all parts of the paper in one file (table of contents and title page not required). Failure to submit the final paper results in a **25-point deduction** in the final course points. Failure to have all parts in the final submission results in a deduction in points to be determined by me. You may submit drafts or partial papers as many times as you like to the drafts section. This submission will NOT be checked against the student paper database, so be sure you have not copied from any student papers because the final paper WILL be checked against the student database. You may submit your final entire paper **ONLY ONCE** to the final paper section. If you submit any *part* of the paper and not the *entire* paper I will consider that you have plagiarized and are trying to hide something. If you have any doubts about what to submit here, **ASK ME FIRST!** See the FCS380 website for a link to turnitin.com and the course id and password. Each student needs to create a user profile. If you have done this for another class, you just need to enroll in my class on turnitin.com.

NOTE3: This final paper will be read as thoroughly as the prior papers, but will not be marked as extensively. I invite you to make an appointment to meet with me to go over your paper.

Oral Presentation

- Tell your name and why you are interested in this topic.
- Describe the sample, who they are.
- Discuss the highlights of what you found (results) and what it may mean (conclusion).
- Discuss the challenges of this project.
- 5-7 minutes; **professional dress is required.**
- Do NOT read your presentation to us.

Exams

I will attempt to cover all material that will appear on an exam in this class, however, this is not always possible.

- You are responsible for all material that is covered in class, in the text and supplementary reading materials and in films.
- Cheating will not be tolerated and will be recognized by a grade of “F” on the exam and will be reported to the appropriate office. Please see pages 531 and 532 in the CSUN catalog for the campus policy on academic dishonesty.
- If you have questions during an exam, please ask me to clarify.
- If you require special assistance during an exam, please see me during the first week of class so that I can make arrangements.
- If you find you need to miss an exam this will be your dropped score unless you have legal documentation for the absence. The exam must be made up at my convenience.
- Bring tissue if you have a cold or allergies since you will not be permitted to leave the room during an exam until you are done.
- You will not be admitted to take the exam after the first person finishes the exam and has left the room.
- You may not leave the room during the exam unless you are done with the exam.
- Exams will be multiple choice and true/false.
- Bring sharp #2 pencils; only standard pencils are allowed; no mechanical pencils are allowed.
- For exam 3 you will need a calculator with square and square root functions (phones are NOT acceptable).
- No food, water, candy, etc. is allowed on or around your desk during the exam.
- All books, backpacks, purses must be placed under your chair or at the front of the room if they don’t fit under the chair, they may not be placed in the aisle.
- Cell phones must be turned off–powered off–and placed in your purse or backpack.
- If your cell phone rings or vibrates, you fail the exam.
- All exams are closed book, closed notes.
- Hats with bills and sunglasses must be removed (hats may be turned backwards).
- You may write on the exam, but you must mark all answers on your scantron.
- You must write your name on the exam and on your scantron, failure to do so will result in a score of 0.
- If you find these rules to be absurd, thank a person you know who has cheated in the past.

Professional Development Activities

Choose as many, and whatever combination, of the following activities as you like to make up to 50 points. You may complete more activities to ensure yourself 50 points.

*** Education option students must complete one specific 10-point activity. ***

Type a table of contents with the following headings:

<u>point value</u>	<u>points earned</u>	<u>activity</u> (title of book, article, workshop, interview subject, etc.)	<u>page #</u>
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- Fill in everything except the points earned
- Type your name on the table of contents page
- Type or handwrite page numbers on all pages (exception: the parachute workbook or conference booklets; write one page number on the cover and the entire booklet will be that page number, i.e., the next item will get the next number for its page number)
- Each individual page should have a level one heading that describes the activity (e.g., Brown bag film series, March 30, 2009, The New Food Pyramid and You). This title should appear in your table of contents. Use your knowledge of how to construct a proper table of contents.
- Do NOT include a title page
- Do NOT place in a folder
- Staple if small enough or binder clip
- Place in **descending** point value
- Failure to follow directions will result in a deduction of 12 points
- All activities must relate to your option or the FCS profession if it's a general interest activity and cannot be the product of paid work. See me if you have questions about whether the activity applies or not.

20 point activities

- Complete ALL of the activities in The What Color is Your Parachute Workbook by Richard Bolles; Purchase the book through Borders, Amazon.com, etc. The publisher is Ten Speed Press (\$9.95). Turn in the completed book. For the older version Do not cut out the flower petals (Conclusion: Putting it all Together). For the revised version, the flower on pg. 6 & 7 is completed at the end.
- An older version is in the library and my office for you to make a photocopy of if you wish. I also have a revised version in my office. Either version is acceptable. (There is also a book with the same title, see 10 point section). Staple the life stories and prioritizing grids inside the workbook.
- Note: Read all the instructions carefully. You will need to make copies of the grid sheets and life story sheets.

15 point activities

- Conduct an interview with a professional in your chosen career. You may conduct up to two interviews. The interviews may only be of professors if you have plans to be a professor. If you interview two professionals include a comparison and contrast of the information from the two interviews

The person(s) you interview may NOT be a friend, relative, or from a place where you currently work or have worked in the past.

Professional Development Interview

- Call a professional in your option to schedule the interview.
 - Before the interview, read about the field so that you can ask *informed* questions.
 - Prepare a list of 10 open-ended questions to ask at the interview.
 - Focus on questions that will provide useful career planning information.
 - Do not ask questions that you could learn from your reading.
 - Do not ask personal questions such “How much do you earn?”
 - Arrive on time and dress appropriately for the interview.
 - After the interview, write a thank you note to the person you interviewed.
 - Turn in:
 - list of questions
 - interviewee name, title, company
- (contact information so that I can contact the person to verify your interview)**
- analysis of the interview: *summarize* the interview information (*not* question and answer format) and *discuss* this career option in relation to your current goals and interests
 - copy of thank you note
 - if you interview two professions include a comparison and contrast of the information from the two interviews

Many of the 10 and 5 point activities require a verification form. Type a form with the pertinent information for the person in charge to sign (see below for an example). Alter the form for your meeting/event/etc. The form should be typed prior to attending the event and should be brought with you to the event; do not expect event coordinators to remember you and to sign the form days later. Lack of prior planning on your part does not constitute an emergency on the part of the person in charge of the event. Handwritten forms, signed business cards, signed flyers, emails, etc. are NOT acceptable

Professional Development Form *Example*

This is to verify that Erin Matthews-Maxwell attended the Family and Consumer Sciences Presidential Picnic on May 3rd, 2003, from 11:00 a.m. until 4:00 p.m. This event was sponsored by the Student Association of Family and Consumer Sciences and was held at The Park of the Oaks, Santa Barbara, California.

Signed _____

_____ Title

10 point activities

*****Education option students must complete the following activity. This activity cannot be completed by non-Education options students.*****

- Observe one period of a middle school or high school FCS class. Summarize what you observed and discuss how this experience will influence your teaching career. One observation and write-up is required, but you may complete one additional observation and write-up.
- Attend one of the prep sessions or workshops in the Writing Lab or Career Center. Specify which session you attended and type a ½-1 page summary of what you learned at this session. Have the person in charge sign a professional development verification form. **Writing Lab 677-2033, BH414; Career Center 677-2878, UN105.** Limit three sessions.
- Attend Resumania in the Career Center. Type a ½-1-page summary of what you learned at this session. Have the person in charge sign a professional development verification form.
- Write a Review of Literature on the Simerly articles pertaining to your option. R of L must be 2-3 pages in length and include references done in APA format.
- Attend one event outside your option to learn how Family and Consumer Sciences is an integrated whole. A 1-page summary must be written describing how this option is related to your option. Have the person in charge sign a professional development verification form.
- Read a book on professional development. The Career Center has many books to choose from. Type a ½-1 page critique of the book. Give reference information in APA style. Limit three books. If the book you read has sections or chapters and only one section or chapter applies to you, then treat it as an article (see the five points activities).
- Attend a one-session professional meeting/event on/off campus that applies to your option. Indicate how this organization pertains to your option. Summarize the major highlights of the meeting/event in ½-1 page (no more than 1 page total). Have the person in charge sign a professional development verification form. Limit three meetings/events/etc.

- Write an article for *The Betty* newsletter. Submit the article to me or the editor of SAFCS. In the case of a professional newsletter that won't be published until after the deadline, submit a verification form signed by the editor or submit the editor's letter of acceptance. Limit three articles.
- FCS departmental Critiqued-seminar. Submit a verification form signed by the person in charge. Summarize the major highlights of the event in ½-1 page (no more than 1 page total).
- Critiqued luncheon-lunch. Submit a verification form signed by the person in charge. Summarize the major highlights of the event in ½-1 page (no more than 1 page total).
- Kid's Fitness Challenge (Spring). Submit a verification form signed by the person in charge stating you worked the entire event. Summarize the major highlights of the event in ½-1 page (no more than 1 page total).
- Run, Walk, Roll (Spring). Submit a verification form signed by the person in charge stating you worked the entire event. Summarize the major highlights of the event in ½-1 page (no more than 1 page total).
- Nutrition Bowl. Submit a verification form signed by the person in charge stating that you worked at least 4 hours. Summarize the major highlights of the event in ½-1 page (no more than 1 page total). If you compete in the Nutrition Bowl you may earn 15 points.
- JADE representative. Include a copy of the acceptance letter addressed to you or provide a verification form. Describe your duties in ½-1 page

5 points each

- Become a paid member of a student or professional organization related to your option. You must join before October 31th (fall semester) or March 30th (spring semester). Photocopy your membership card or have the treasurer or secretary sign a professional development verification form if the organization does not have membership cards (SAFCS and SDFSA do have them). Limit three organizations.
- Become an officer in a student or professional organization that relates to your option. Have another officer sign a verification form stating your position. Limit two organizations. This is in addition to the 5 points for being a member.
- Attend a business meeting of an FCS student organization (such as SDFSA, Trends, etc.). List the date, time, and location of the meeting/event. Summarize the major highlights of the meeting/event in ½-1 page. Have the person in charge sign a professional development verification form. Limit three meetings/events.
- Attend an event of an FCS student organization (such as the Brown Bag Film Series sponsored by SDFSA, a lecture series, SAFCS Professional Event). List the date, time, and location of the meeting/event. Summarize the major highlights of the meeting/event in ½-1 page. Have the person in charge sign a professional development verification form. Limit three meetings/events.
- DPD orientation. Summarize the major highlights of the meeting/event in ½-1 page. Have the person in charge sign a professional development verification form. Limit one.
- Attend a multi-session professional conference that applies to your option. Indicate how this organization pertains to your option. Summarize the major highlights of each session you

attended in ½-1 page each. Include the conference booklet. Have the person in charge sign a professional development verification form for each session. Limit three sessions.

- Read an article or a chapter in a book on professional development. Type a ½-1 page critique of the article as it relates to *your* career plans. Give reference information in APA style. Include a copy of the article. Limit three articles.
- FCS student organization fundraisers (e.g., Shakey's Pizza). Critique the event in ½-1 page (no more than 1 page total). Limit three events.
- Have your resume read by the career center. Include the original resume with the counselor's markings and your revised resume. Include official paperwork from the Career Center or a verification form. Limit one resume review.
- Complete the Choices Career Planner in the Career Center. Type a ½-1 page description of the process. Limit one time.
- Diet analysis (dietetics majors only). Submit a verification form signed by the person in charge. Summarize what you got out of this as a professional in ½-1 page (no more than 1 page total). Limit one time.
- Spend the day trailing a professional in your area. Write a ½ to 1 page summary of what you learned. Limit once.
- CSUN job fair. Write a ½ to 1 page summary of what you encountered there. Submit a verification form signed by the person in charge.
- Obtain peer nutrition counseling at the student health center. Submit a verification form signed by the person in charge. Summarize the major highlights of the event in ½-1 page. Limit once.
- FCS426 focus groups (fall only). Submit a verification form signed by the person in charge. Summarize the major highlights of the event in ½-1 page.
- Kappa Omicron Nu Research night (usually spring). Submit a verification form signed by the person in charge. Summarize the major highlights of the event in ½-1 page.
- Visit the writing lab and view the video Revising Prose. Submit a verification form signed by the person in charge. Summarize the video and tell how what you learned will help improve your writing in ½-1 page.

Under NO circumstances may any activity be a paid activity!!!

*****Please do not hesitate to ask about other events that might come up during the semester that pertain to your option*****

Commonly Misspelled Words

Then

at that time; soon after that; next in order of time (he walked to the door, *then* turned); being next in a series (first came the clowns, *then* came the elephants); in addition; besides (then there is the interest to be paid); in that case (take it, *then*, if you want it so much); used after *but* to qualify or offset a preceding statement (she lost the race, *but then* she never really expected to win); according to that; as may be inferred (your mind is made up, *then*); as it appears; by way of summing up (the cause of the accident, *then*, is established); as a necessary consequence (if the angles are equal, *then* the complements are equal)

Than

used as a function word to indicate the second member or the member taken as the point of departure in a comparison expressive of inequality; used with comparative adjectives and comparative adverbs (older *than* I am) (easier said *than* done); used as a function word to indicate difference of kind, manner, or identity; used especially with some adjectives and adverbs that express diversity (anywhere else *than* at home); rather than; usually used only after *prefer*, *preferable*, and *preferably*; other than

Affect-verb

the conscious subjective aspect of an emotion considered apart from bodily changes; a set of observable manifestations of a subjectively experienced emotion (patients showed perfectly normal reactions and affects); to act on; produce an effect or change in (cold weather affected the crops); to impress the mind or move the feelings of (the music affected him deeply); Psychology—feeling or emotion;

Effect-noun

essence; something that inevitably follows an antecedent (as a cause or agent); an outward sign; appearance; power to bring about a result; influence (the content itself of television is therefore less important than its *effect*); *plural*—movable property; goods (personal *effects*); a distinctive impression (the color gives the *effect* of being warm); the creation of a desired impression (her tears were purely for *effect*); something designed to produce a distinctive or desired impression—usually used in plural (special effects); the quality or state of being operative (the law goes into *effect* next week); in substance (the committee agreed to what was *in effect* a reduction in the hourly wage); to the effect (issued a statement *to the effect* that he would resign)

There

in or at that place (stand over *there*); to or into that place; (went *there* after church); at that point or stage (stop right *there* before you say something you'll regret); in that matter, respect, or relation (*there* is where I disagree with you); used interjectionally to express satisfaction, approval, encouragement or sympathy, or defiance (*there*, it's finished)







Their

of or relating to them or themselves especially as possessors, agents, or objects of an action (*their* furniture) (*their* verses) (*their* being seen); referring to more than one person, plural

They're

they are

Common Proofreading Symbols

Symbol	Meaning		
	insert something		close up this space
	use a period here	/	space needed here
	transpose elements		begin new paragraph
	delete		no paragraph

Common Proofreading Abbreviations

Abbreviation	Meaning	Example
Agr	agreement problem: subject/verb <i>or</i> pronoun/antecedent	"The piano as well as the guitar need tuning." "The student lost their book."
Awk	awkward expression or construction	"The storm had the effect of causing millions of dollars in damage."
=	faulty capitalization	"We spent the Fall in Southern Spain."
Frag	fragment	"Depending on the amount of snow we get this winter and whether the towns buy new trucks."
Non-seq	non-sequitur	does not follow what came before
ital	italicize	used in the reference list usually with journal titles
Word is circled	spelling error	"This sentence is flaudef with two misspellings."
Wdy	wordy	"Seldom have we perused a document so verbose, so ostentatious in phrasing, so burdened with too many words."
Sp	spelling error	

Common Computer Formatting Problems

Hanging Indents

Microsoft Word

Format>>paragraph>>
indents and spacing tab>>
change “special” to hanging

WordPerfect

Format>>paragraph>>hanging indent

Double Spacing

Microsoft Word

Format>paragraph
click indents and spacing tab
spacing
change “use spacing” to double

WordPerfect

Format>line>spacing
change “spacing” to 2

Centering a Page Vertically

Microsoft Word

file>page setup
click layout tab
change “page vertical alignment” to center

WordPerfect

format>page>center>current page

Insert Page Numbering

Microsoft Word WordPerfect

insert>page numbers
click alignment list arrow
click center
click OK

WordPerfect

format>page>numbering
click OK

Margins

Microsoft Word

File>page setup
click Margins tab
change all margins to one inch, click on
default click OK
Do this before you start your document
because the default is 1.25 inches

WordPerfect

format>page>page setup
change all margins to one inch
click OK
change all margins to one inch, click OK

To do well in this class, you must pay attention to the details

Use this as a checklist when you prepare your paper

- ☐ one inch margins all around
- ☐ left justify (except survey)
- ☐ double-space entire paper (except survey, tables, figures)
- ☐ use one font throughout, preferably Times New Roman (except survey)
- ☐ use 12 point font throughout (except survey)
- ☐ use bold, italics, and capitalization for emphasis only (including survey) indent all paragraphs
- ☐ look at the wording in the articles you have collected, write in a college-level, formal style
- ☐ be clear and concise, but not overly brief
- ☐ pay attention to heading levels
- ☐ do your table of contents entries and text headings match?
- ☐ the proposal is what you plan to do (future tense), the results is what you found (past tense)
- ☐ tables are numbered starting at 1 and include a descriptive title
- ☐ all graphs and charts are labeled as figures and start at 1 and include a descriptive title for numbers, see your APA guide
- ☐ if a number is the first in a sentence, spell it out
- ☐ can use “%” with numerals, but must use “percent” with words
- ☐ present your data in percentages, not numbers of people (20 out of 35 is more difficult for the reader to process than 57%)
- ☐ in tables: left justify the title, left justify the variables, right or decimal align the numbers, center the headings, left justify the table on the page, single-space within the table
- ☐ leave four single lines of space above and below tables and figures (2 double spaces)
- ☐ place tables and figures after the paragraph in which they are referred to if possible, do not split a table or figure on two pages, do not split a paragraph with a table or figure
- ☐ it should not be your goal to show that you can make 20 different graphs, choose the best style for the data
- ☐ if you cannot make a graph on the computer, draw it neatly (use a ruler and colored pencils or crayons)
- ☐ can your tables and figures stand alone?
- ☐ did you discuss the tables and figures adequately in the text?
- ☐ no data is so striking that it needs to be presented exactly the same in a table and a graph
- ☐ we don’t prove, we support
- ☐ this is research, not your personal beliefs and opinions, make supported statements, choose your words carefully
- ☐ the people you survey are respondents or subjects not surveyors or responders
- ☐ the results present the facts, leave the fluff out
- ☐ does the text make sense?
- ☐ does the text flow in a logical order—general to specific, univariate to bivariate?
- ☐ is your qualitative data qualitative?
- ☐ does each section stand alone?