

FCS 380 - Foundations and Research
M/W or T/TH - 2:00-3:15
Spring 2006
Anne Marengo, Ph.D.

Office hours: Mon & Wed 1-2 pm
Mon 5:50-6:50 pm
Wed 3:15-4:15 pm
Office - SQ200Q

Contact Information:

anne.marengo@csun.edu
www.csun.edu/~amarengo
Office phone: 818/677-3120

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

Brown, K. W., Cozby, P. C., Kee, D. W., Worden, P. E. (1999). *Research methods in human development*. Mountain View, CA: Mayfield. A copy is on reserve in the library reserve book room—call #33073.

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.

Slade, C. (2003). *Form & style* (12th ed.). Boston: Houghton Mifflin. Call #LB2369.C3.1994

Handouts can be printed from my website or can be purchased at the bookstore on the shelf with the other books or at QuickCopies.

Simerly and Supplemental Articles
(to be used for an exercise, not for your research project)

You can link to these from my website to read them and they are also available in print in the reserve room in the library.

Nutrition/Food Science

<i>Title; Author</i>	Simerly Page	E-Reserve Call#
Nutrition and nutrition education at diabetes camps: Past and present	166	33456_2
Dietary intake in young female gymnasts: A summary	170	33456_3
Rethinking the thinness obsession	175	33456_4
Integrating nutrition and parenting practices for young families: A report of two statewide projects	182	33456_6
Hunger and food insecurity; Hunger and food security—a worldwide problem	187	33456_7
How we grew so big; Lemonick	none	33589

Family Studies

<i>Title; Author</i>	Simerly Page	E-Reserve Call#
Aging: Global trends and national perspectives	202	33456_9
Helping caregivers confront nursing home challenges	208	33456_10
The empty-nest syndrome revisited: Women in transition at midlife; Rawson	302	33456
Social work and end-of-life care for older people; Luptak	none	33554
Caregiver, care for thyself; Tufts Univ Newsletter	none	33586
Self-help for midlife growing pains; Perlmutter	none	33585

Consumer Affairs

<i>Title; Author</i>	Simerly Page	E-Reserve Call#
The relationships between self-worth and financial beliefs, behavior, and satisfaction	214	33456_11
Baby boomers at mid-life: Financial planning for 2000 and beyond	221	33456_12
Financial planning education throughout the life cycle	228	33456_13
Gender comparison of babyboomers and financial preparation for retirement; Glass	none	33551
Retirement prospects of babyboomers; none	none	33552
Are babyboomers richer than their parents; Keister	none	33553

Interior Design

<i>Title; Author</i>	Simerly Page	E-Reserve Call#
Mature consumers' responses to innovative bathing fixtures: Cross cultural comparisons	237	33456_15
An introduction to universal design	none	33456_33
Making the most of the smallest room in the house	none	33456_34
Universal product design involving elderly users: A participatory design model	none	33456_30
Home style for later life	none	33456_31
People grow old, houses grow old. Both can adapt	none	33456_32

Fashion Design/Merchandising/Textiles

<i>Title; Author</i>	Simerly Page	E-Reserve Call#
An analysis of the portrayal of female models in television commercials by degree of slenderness	243	33456_17
Country of origin and evaluative criteria: Influences on women's apparel purchase decisions	263	33456_21
Unintended effects of advertising	252	33456_18
Changing the way retailers sell; Mayk	none	33581
Preadolescents and apparel purchasing; Meyer	none	33582
Uses of sex appeals in prime-time television commercials; Lin	none	33588

Education

<i>Title; Author</i>	Simerly Page	E-Reserve Call#
Talking about sexual abuse: Teachers as catalyst	269	33456_22
The teacher's role in helping young people survive and transcend a traumatic childhood	274	33456_23
Project reality: A collaborative effort toward teenage pregnancy prevention	277	33456_24
Evaluation of the No.Carolina baby think it over project; Tingle	none	33583
Learning to say no; Cohen	none	33584
Teachers' attitudes towards abstinence-only sex education curricula; Bowden	none	33587

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

- 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)

On my website you will find many handouts. These need to be printed and brought to class or attached to assignments. Please print them all during the first week so you will be prepared. There are also study guides and practice exam questions on my website for your use.

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, 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 Design: apparel styles, psychology of color

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

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.
- Select 6-8 scholarly/peer reviewed/referred research study articles on your topic of interest and give correct reference citation in APA format and annotation (see Slade APA section and annotation handout).
- You may have 1-2 articles specifically on theory in addition to your 6-8 research articles.
- Be sure each of your articles follows the basic article format presented in class: Review of lit, methods, results, discussion. The headings may be different from those presented in class.
- Pay attention to what theory/theories the articles are using.
- 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).
- Staple this assignment at the top left with the grade sheet on top and binder clip with all of the 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, 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 style guide for formatting issues.

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. Also bring all of your articles on the peer review day.

Review of Literature

- G Title page: title, your name, affiliation, and date (see handout).
- G 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 for what a synthesis is and refer to the review of literature section in the articles you have read for this class).
- G 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.
- G Revised references in APA format (see Slade) (do not include annotations).

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

- G Original graded annotated references.
- G Lab draft of the review of literature if applicable.
- G If you have changed topics/added articles since the annotations, include all of the new articles *in order*.
- G Highlight the reference information on 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

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.

See NOTE2 below for extra credit on this assignment.

See NOTE3 below for submitting a draft of this paper to turnitin.com

Survey

- G Descriptive title
- G Brief introduction
- G Instructions

Surveys must include seven questions only:

three demographic questions:

- G age
- G sex
- G 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. In subsequent parts of the project refer to this variable as *3rd demographic variable*

three quantitative items that will get at your research question:

- G 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) refer to this variable as *research variable 1*
- G 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) refer to this variable as *research variable 2*
- G one other research variable of your choice, refer to this variable as *research variable 3*
- G 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- or double-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 on each copy and handwrite in the margin which question fulfills each requirement for the 3rd demographic, RV1, RV2, and RV3.

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)

- G (revised) Title page
- G Table of contents (you must use page numbers and subheadings to help me navigate through your paper) (see handout and books for correct format). * items are not included in the table of contents
- G Introduction–introduce the entire paper (this should be numbered page one)
If you want to include why you are interested in this topic, this is the place
- G (revised) Review of literature
- G Methods (this section is written in future tense because it is your plan)
This section has four subsections with level 2 headings:
 - G 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 Marengo Study of Life)
 - G Operationalization of variables: discuss your variables, the survey items, in specific but general terms; define any ambiguous terms
 - G Sample: state that you will use a convenience sample and tell where you 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.)
 - G 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.
- G (revised) Survey (use the name of your survey in your table of contents)
- G (revised, revised) References

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

- G Original graded review of literature *
- G Original graded annotated references *
- G Original graded survey with my comments *
- G Lab draft of the proposal if applicable (do NOT include the lab draft of the review of literature).*
- G If you have changed/added articles since the review of literature, include all of the new articles *in order*.
- G Highlight the reference information on each article.

© Failure to follow directions will result in a 6 point deduction

See NOTE2 below for extra credit on this assignment

See NOTE3 below for submitting a draft of this paper to turnitin.com

Research Paper (your finished study)

- G (revised, revised) Title page
- G (revised, revised) Table of contents * items are not included in the table of contents.
- G Abstract (150 words or less, count your words)
- G (revised) Introduction
- G (revised, revised) Review of literature
- G (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.)
- G (revised, revised) Survey
- G 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 question and it's results. Look at the articles you have found for wording. Results must include four subsections with level 2 subheadings:
 - G Univariate demographic analyses
 - G a discussion of each demographic variable
 - G mean age in years (if very skewed, use median and state why)
 - G N and percentage of sex
 - G third demographic variable, use the appropriate statistic
 - G one table labeled "Table 1. Univariate Analysis of Demographic Variables, N=??."
 - G Univariate research analyses
 - G a discussion of research variables 1, 2, and 3
 - G mean score of research variables 1 and 2
 - G appropriate univariate statistic of research variable 3
 - G one table labeled "Table 2. Univariate Analysis of Research Variables, N=??."
 - G Bivariate analyses
 - G 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)
 - G chi square of 3rd demographic variable by sex
 - G *t*-test of RV1 by sex
 - G correlation of RV1 by age OR RV2 by age Or RV1 By RV2
 - G appropriate bi- or multi-variate statistic of RV3 by another variable
 - G one figure (graph, chart) of bi- or multivariate analysis with appropriate title and labels. Choose the most appropriate data to present in this figure

Refer to the tables and figure in your discussion. They are to enhance your paper, not just sit there and look pretty. A bar graph of sex is *not* interesting. The graph should not reiterate a table but *add* to the presentation of the findings.

Research Paper, continued

G 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.

G 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.

G (revised, revised, revised) References

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

G Original graded proposal, review of literature, annotated references, and survey. *

G Lab draft of the final paper if applicable (do NOT include the lab draft of the review of literature or the proposal).*

G If you have changed/added articles since the proposal, include all of the new articles *in order*.

G Highlight the reference information on each article.

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

NOTE1: 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 together.

NOTE2: 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 to your draft to be turned in to me. Attach the lab draft with the tutor's markings and pink sheet to the end of your paper after all other attachments. This does not appear in the table of contents. The writing lab requires appointments for this service. I am not responsible for the tutor canceling an appointment or appointments not being available at your convenience.

NOTE3: All students must submit their final papers to turnitin.com. Failure to do so results in a **25 point deduction** in the final course points. Students may submit drafts of their papers as many times as they like throughout the semester. 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.

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.

Exams

Three exams will be multiple choice and true/false. Exam policies are as follows:

- Bring 1 scantron 882 and #2 pencils with erasers for exams 1, 2, & 4. Sharpening pencils or asking to borrow supplies is not appropriate college student behavior.
- Only standard #2 pencils will be allowed. No mechanical pencils will be allowed.
- Bring pencils with erasers and calculator with square and square root for exam 3. No cell phones allowed.
- You will not be admitted to the room after the first person finishes the exam.
- If you find you need to miss an exam, this will be your dropped score unless you can provide legal documentation for the absence.
- 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.
- No food, water, candy, etc. will be allowed during exams.
- You will be required to place all books, backpacks, purses, etc. under your chair or at the front of the room if they don't fit under the chair. Make sure you zip or fasten all purses, backpacks, etc.
- Cell phones must be turned off—powered off—and placed in your purse or backpack under your desk. If your cell phone rings or vibrates, you automatically fail the exam.
- All exams are closed book, closed notes.
- You will be required to remove all hats with bills and sunglasses.
- You may write on the exams but you must mark all answers on your scantron.
- 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.

Type a table of contents with the following headings:

point value points earned activity (title of book, article, workshop, interview subject, etc.) page #

- 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, Jan 31, 2005 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 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 and cannot be the product of paid work

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. Do not cut out the flower petals (Conclusion: Putting it all Together).
- A copy is in the library for you to make a photocopy of if you wish. (There is also a book with the same title, see 10 point section). Staple the life stories and prioritizing grids inside the workbook.
- Note: On page 28, read the instructions carefully to customize this grid for yourself. Most of you won't have been alive to correspond with most of the years listed so use one of the alternatives.

15 point activities

- Conduct an interview with a professional in your chosen career. You may conduct up to two interviews. One professional may be a professor 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

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, white a thank you note to the person you interviewed.
- Turn in:
 - list of questions
 - interviewee name, title, company
 - 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. Alter the form for your meeting/event/etc. The form should be complete except for the signature and title and should be brought with you to the event. Lack of prior planning on your part does not constitute an emergency on the part of the person in charge of the event. A handwritten form is NOT acceptable.

Professional Development Form Example

This is to verify that Anne Marenco attended the Family and Consumer Sciences Presidential Picnic on May 3rd, 2003, from 11:00 a.m. until 4:00 p.m. at The Park of the Oaks, Santa Barbara, California.

Signed Title

10 point activities

- 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, SB414; 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.
- 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.
- 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 a professional or student newsletter. Submit the published article. 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.
- Critiqued luncheon - 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. 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).
- Nutrition Bowl. 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).
- 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 September 30th (fall semester) or February 28th (spring semester). Photocopy your membership card or have the treasurer or secretary sign a professional development verification form. 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). 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 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 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.
- Student organization fundraisers (e.g., Shakey's Pizza). Submit a verification form signed by the person in charge. 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).
- Spend the day trailing a professional in your area. Write a ½ to 1 page summary of what you learned.
- 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.
- 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.
- FCS426 focus groups (fall only)
- Kappa Omicron Nu Research night (usually spring)

Common Proofreading Symbols

Symbol	Meaning		
	insert something		close up this space
	use a period here		space needed here
	delete		begin new paragraph
	transpose elements		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 flau de with two misspellings.”
Wdy	wordy	“Seldom have we perused a document so verbose, so ostentatious in phrasing, so burdened with too many words.”

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

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
the default should be 1 inch, if it's not, you can
change it at any time (before or after you
start your document)

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

Use this as a checklist when you prepare your papers

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

FCS 380 Tentative Course Calendar

MW Date	TTh Date	Topic	Due/Bring to class/Take action	Readings
1/30	1/31	Class business; Introduction to the course; Getting to know each other	Register for turnitin.com. Forward your CSUN email to your personal account.	Slade-Preface
2/1	2/2	What is Family and Consumer Sciences?; Topics of interest	Start thinking about a topic	Simerly pgs. 1-17, 480-485, 543-550
2/6	2/7	Human inquiry and social science; Human Ecological Theory	Topics?	Brown-Ch 1 & 4
2/8	2/9	What's a style? Annotated references. Abstracts	Bring Slade to class. Bring small post-its and highlighter. Set the default margin if you use Microsoft Word as your word processing program.	Read before class Slade-Ch 9
2/13	2/14	Have a good idea what general topic you are going to research. Students should leave the library with several articles related to their subject of interest.	Meet in the library-Oviatt Lab A. Upon arrival each student must have an active library card. Students should also have a library copy card, email account, or diskette. Syllabus quiz due.	Slade-Ch 1 & 4
2/15	2/16	Ethics of human research	Library assignment due. Did you register for turnitin.com? Did you forward your CSUN email?	Simerly pgs. 420-434 Brown-Ch 2 & 10

MW Date	TTh Date	Topic	Due/Bring to class/Take action	Readings
2/20	2/21	Peer review of annotated references.	10 copies of your annotated references due. Bring your articles to class. Bring Slade to class. Bring peer review checklist.	Review before class Slade-Ch 9
2/22	2/23		Exam 1	
2/27	2/28	The review of literature, not the same as English Lit!; Headings, title page, table of contents	Annotated references due. Bring the sample qualitative and quantitative articles to class. Bring all of the Simerly and supplemental summaries, for your option, to class. You do not need to bring the articles if you have not printed them.	Read and summarize (type or handwrite) each of the 6 Simerly and supplemental articles. This is the only activity that is not based on your topic of interest.
3/1	3/2	Research design	Work on review of lit	Brown-Ch3 & 4
3/6	3/7	Peer review of review of literature	10 copies of the review of literature due. Bring your articles to class. Bring Slade to class. Bring peer review checklist. See the writing lab after you incorporate changes from the peer review.	Review before class Slade-Ch 9
3/8	3/9	Conceptualization and operationalization	Start writing your methods section. Submit your final review of lit to the drafts at turnitin.com	Brown-Ch 4
3/13	3/14	Survey design	Review of Literature due	Brown-Ch 10

MW Date	TTh Date	Topic	Due/Bring to class/Take action	Readings
3/15	3/16	Peer review of survey.	10 copies of survey due. Bring the peer review checklist. After this class, make suggested corrections to your survey and begin administering them.	
3/20	3/21		Exam 2. Finish methods. See writing lab with completed proposal.	
3/22	3/23	Descriptive and inferential statistics	Bring calculators and pencils Submit proposal to the drafts at turnitin.com	Brown-Ch 5 (61-67), 12, 14, 15
3/27	3/28		Research proposal due Bring calculators and pencils	Brown-Ch 5 (61-67), 12, 14, 15
3/29	3/30			
4/3	4/4		Bring calculators and pencils	
4/5	4/6			
4/10-4/14			Spring Break	
4/17	4/18			
4/19	4/20		Exam 3; Bring calculators and pencils (no scantron). You may NOT borrow a calculator during the exam.	
4/24	4/25	Qualitative field research and Qualitative data analysis	You should be finishing your quantitative analysis by now	Brown-Ch 6 & 14
4/26	4/27	Abstracts review	Bring completed surveys to class	

MW Date	TTh Date	Topic	Due/Bring to class/Take action	Readings
5/1	5/2	Sampling	Bring calculators and pencils. Finish qualitative analysis.	Brown-Ch 7
5/3	5/4	Unobtrusive research; Experiments; Evaluation research; The future of FCS	You should be finishing the paper by now. See the writing lab with final paper. Submit draft to turnitin.com	Slade-Ch 3, 4, & 5 Brown-Ch 5 (67-73), 8 Simerly pgs. 390-405 & 91-120
5/8	5/9		Professional Development folder due	
5/10	5/11		Exam 4; Research papers due-no exceptions! Submit your final paper to the final paper section on turnitin.com	
5/15	5/16	Oral Presentations	Oral Presentations 10 points off for unexcused absences	
5/17	5/18	Oral presentations		
5/24	5/25	Oral presentations-3:00-5:00		