School of Human Sciences  
HUSC 5340.501  
Development in Consumer Education  
Fall 2021

**Instructor:** Jennifer Newquist, Ph.D., CFLE  
**Course Time and Location:** Online  
**Office:** EDAN 133  
**Office Phone:** (936) 468-1082  
**Mail:** Only through D2L Mail  
**Office Hours:** Mondays 1-3pm, Tuesdays 2-4pm, Thursdays 11am-12pm

**Course Time and Location:** Online  
**Credits:** 3

**COVID 19 Statement:** As of August 1, 2021, campus has returned to normal operations; however, SFA strongly encourages all students, faculty, and staff to get vaccinated, wear a mask in public indoor settings, and maintain physical distance when possible (CDC recommends at least 6 feet or two arm lengths away). For more information you can visit  
[https://www.sfasu.edu/covid19](https://www.sfasu.edu/covid19)

**I. Course Description:** Study of the impact of the consumer economic system and the role of the consumer in the marketplace; emphasis on priorities, decision making, and consumer protection.

**Course Justification:** HUSC 5430 “Development in Consumer Education” (3 credits). Students will receive extensive course content information either in-class or via online content modules equivalent to 2400 minutes over the academic term and includes a two-hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

**Perkins College of Education Diversity Statement:** The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**II. Intended Learning Outcomes/Goals/Objectives:**
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

Program Learning Outcomes

- Learners will communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
- Learners will synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
- Learners will conduct research and apply theories of human sciences (thesis) or analyze and synthesize research from the field of human sciences (comprehensive exam).

Student Learning Outcomes

Upon successful completion of the course, the student will be able to:

- Evaluate the role of the consumer in the total economy.
- Relate economic principles to the economic system; contrast with economic goals of individuals and families.
- Analyze availability and use of resources; explore methods for extending or enhancing individual and family satisfaction.
- Examine impact of market, political, and societal influences on individuals and families.
- Compare/contrast consumer legislation with consumer protection.
- Apply consumer/economic concepts to individual and family economic well-being.
- Evaluate consumer education resources; relate current events to consumer well-being.
- Explore the concept of entrepreneurship.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. H USC 5430 is an online course. Students are expected to have daily access to a computer to stay current with course assignments, quizzes, and course information. Students who have technical difficulties accessing the course homepage, assignments, or quizzes should
call Student Assistance at 936-468-1919. Assistance is available Monday-Friday, 8:00 a.m. – 5:00 p.m.

2. Information notices for all assignments and discussion questions will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades which will be posted in D2L. All quizzes will be accessible online. Students may also contact the instructor and/or other students via mail tool.

3. Course content is delivered via D2L, which includes instructor content notes, assignments, and discussion board questions directly relevant to the course content. Students are responsible for reading assigned content, and completing all posted assignments and discussion questions by the due dates.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). There are tentatively 800 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=89.50-100%; B=79.50-89.49%; C= 69.50-79.49%; D=59.50-69.49%; F=0-59.49%. If necessary, revised required course points will be posted before final examination time period.

Late assignments will be accepted no questions asked up to 24 hours after the due date of the assignment. If you need longer time is needed, please reach out to me via email so we can negotiate a due date that works for both of us.

Please be aware this is a fully online half term course. This means that this course doesn’t meet in a physical classroom, nor does it meet on designated dates at specific times.

The entirety of this course will be completed online. However, there are deadlines for assignments outlined on the course calendar. I strongly encourage you to log into the course every other day. To successfully complete an online course, a high degree of student involvement and effective time management skills are necessary. Even though we won’t have routine meetings, you must discipline yourself to a) devote the time you normally would spend in the classroom (five hours each week) to being logged in to this online class and digesting the material, and b) engage in individual learning time (referred to by some as “study time”). Most universities recommend that for every hour a student spends learning in the classroom, he/she spend two to three hours studying outside of class. Thus, as this is a three-hour course, you should expect to spend 15 to 20 hours a week reading, analyzing, synthesizing, studying, and completing assignments.

Self-care statement- As family science professionals, we recognize that reactions to trauma come in many forms. The content of this course may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.
Course points are earned through:

- **Discussion Board Posts** = 40 points total (4x10 points). There will be four discussion board assignments throughout the semester. Discussion posts will be related to class content such as defining consumerism, consumer theory, and consumer protections. Students must post responses **directly to the discussion board** by due date/time for credit. No credit will be given for responses submitted via e-mail unless arrangements are made with the instructor.

- **Article Abstract Assignments** = 50 points total (2x25 points). Students will find and review an article and then write an abstract of the article they found. This portion will be worth 20 points. All assignments must be submitted in the Dropbox as Word.doc, do-x, or PDF files by the due date. Do not copy assignments in the comments box; this will result in 50% loss of total earned points for the assignment. The student will then post the article abstract to the discussion board. Students will review abstracts and rely to one other student for 5 points. Students must post responses **directly to the discussion board** by due date/time for credit. No credit will be given for responses submitted via e-mail unless arrangements are made with the instructor.

- **Annotated Bibliography** = 50 points total. Over the course of the class students will develop an annotated bibliography with 15 resources that could be helpful to consumers. Students will think about ways consumers engage with agencies, government and various institutions like banks, travel, or entities where we purchase products. While we always hope that our interactions are without errors sometimes we have experiences where we need to understand our rights and resources and who to go to for help. This bibliography will be uploaded to the Dropbox by the assigned due date for 45 points. All assignments must be submitted in the Dropbox as Word.doc, do-x, or PDF files by the due date. Do not copy assignments in the comments box; this will result in 50% loss of total earned points for the assignment. Students will then post their bibliography to the discussion board to share their resources with classmates for 5 points. Students must post responses **directly to the discussion board** by due date/time for credit. No credit will be given for responses submitted via e-mail unless arrangements are made with the instructor.

- **Loaded Text Assignments** = 100 points total. Students will complete two discussion questions regarding content from the Loaded text worth 10 points each. Students must post responses **directly to the discussion board** by due date/time for credit. No credit will be given for responses submitted via e-mail unless arrangements are made with the instructor. Students will then answer questions related to book content and upload them to the Dropbox for 80 points. All assignments must be submitted in the Dropbox as Word.doc, do-x, or PDF files by the due date. Do not copy assignments in the comments box; this will result in 50% loss of total earned points for the assignment.

- **Take Home Final Exam** = 100 total points. Students will complete a written take home final exam. Questions will be related to content presented during the course term. All assignments must be submitted in the Dropbox as Word.doc, do-x, or PDF files by the due date. Do not copy assignments in the comments box; this will result in 50% loss of total earned points for the assignment.

- **Extra Credit** (optional)-Opportunities to earn extra-credit will be given during the semester. These assignments cannot be made up if missed.
V. Tentative Course Outline/Calendar:

**All due dates are in Central Time.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started Module</td>
<td></td>
</tr>
<tr>
<td>Aug 23-29</td>
<td>Module 1: What is Consumerism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is Consumerism Discussion due Sunday 8/29 at 11:59pm</td>
<td>10</td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 2: Sustainability and Consumerism</td>
<td></td>
</tr>
<tr>
<td>Aug 30-Sept 5</td>
<td>Sustainability Article Abstract due Sunday 9/5 at 11:59pm</td>
<td>20</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 3: Theory, Misconceptions, and Consumption Cycles</td>
<td></td>
</tr>
<tr>
<td>Sept 6-12</td>
<td>Sustainability Article Discussion Post due Wednesday 9/12 at 11:59pm</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Consumer Culture Theory Article Abstract Assignment due Sunday 9/12 at 11:59pm</td>
<td>20</td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 4: Impacts of Rampant Consumerism</td>
<td></td>
</tr>
<tr>
<td>Sept 13-19</td>
<td>Consumer Culture Discussion Post due Wednesday 9/15 at 11:59pm</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Frantz Article Discussion due Sunday 9/19 at 11:59pm</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Loaded Discussion #1 due Sunday 9/19 at 11:59pm</td>
<td>20</td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 5: Resources and Consumer Satisfaction: Building Your Toolbox</td>
<td></td>
</tr>
<tr>
<td>Sept 20-26</td>
<td>Consumer Protection Resource Discussion due Sunday 9/26 at 11:59pm</td>
<td>10</td>
</tr>
<tr>
<td>Week 6</td>
<td>Module 6: Legislation: Does it Protect the Consumer?</td>
<td></td>
</tr>
<tr>
<td>Sept 27-Oct 3</td>
<td>Consumer Legislation Discussion due Sunday 10/3 at 11:59pm</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Annotated Bibliography</td>
<td>45</td>
</tr>
</tbody>
</table>
VI. Readings:


**Suggested:**


VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: These policies are found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)
Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Background Check Statement:
For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.