Instructor: Dr. Gina Fe G. Causin  
Course Time & Location: Jul 8-Aug 7, 2024; ONLINE
Office: 106A HMSN  
Office Phone: (936) 468-1411
Credits: 3 credit hours  
Email: causingf@d2l.sfasu.edu (via D2L preferred)
Office Hours: Wednesdays; 11:00 am – 12:00 pm via Zoom (Zoom link available in Getting Started)
Other Contact Information: To be determined

Prerequisites: Acceptance into HMS Graduate Program

I. Course Description: (brief paragraph)

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.

Students in this course receive extensive course content information either in-class or via online content modules equivalent to 2400 minutes over the academic term and includes a major final project. Students in the course will engage in a variety of assignments that can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, academic research papers, and annotated bibliographies. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes): The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

PCOE Vision

The James I. Perkins College of Education will be the college of choice for students striving to achieve professional excellence through exemplary programs that are recognized at state, national and international levels.

PCOE Mission

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development in an interconnected global society.

To accomplish this mission, the goals of the Perkins College of Education are to:

- Provide transformational experiences for our students.
- Promote meaningful and sustained enrollment growth.
- Attract and support high quality faculty and staff.
- Improve and maintain an optimal college culture.
- Provide academic and co-curricular innovations.
- Increase connections with stakeholders.

Core Values

In the Perkins College of Education, 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 and innovation and change
• integrity, responsibility, diligence and ethical behavior
• and service that enriches the community.

Note: PCOE Vision, Mission, Core Values – Updated to meet SB 17 – 14 June 2024

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).

Course Objectives (Student Learning Outcomes)
Upon successful completion of the course, the student will:
• 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:

HUSC 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.

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.

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. Late assignments will be accepted no questions asked up to 24 hours after the due date of the assignment. If 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.

Generative AI Tools in Coursework

Open Use Guidelines: Embrace and encourage AI use in assignments, with the requirement that students disclose any AI assistance.

AI Policy: Permitted in this Course with Attribution
In this course, students are encouraged to use Generative AI Tools like ChatGPT to support their work. To maintain academic integrity, students must disclose any AI-generated material they use and properly attribute it, including in-text citations, quotations, and references. A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment] (https://provost.utk.edu/emergence-of-ai-tools-in-higher-education/suggested-syllabus-statements/).”

Course Assignments:

- **Discussion Board Posts** = 300 points total (6x50 points). There will be six discussion board assignments throughout the semester. Discussion posts will be related to class content such as defining consumerism, consumer theory, consumer protections and the loaded book content. 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 professor.

- **Article Abstract Assignments** = 100 points total (2x50points). Students will find and review an article and then write an abstract of the article they found. This portion will be worth 100 points. All assignments must be submitted in the Dropbox as Word.doc, do-x, or PDF files by the due date. No credit will be given for responses submitted via e-mail unless arrangements are made with the professor.

- **Annotated Bibliography** = 100 points total. Over the course of the class students will develop an annotated bibliography with at least 15 resources that could be helpful to consumers. You may include the resources provided in the class. 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. All assignments must be submitted in the Dropbox as .doc or .pdf files.

- **Final Exam** = 100 total points. Students will write a paper based on the collated Annotated Bibliography as the final exam. The paper should be 2000 words double-space or 8 pages double-space excluding title page and list of references, 12-point font using Microsoft Word with 1-inch margin all throughout the paper. Follow the APA Style 7th edition writing guide. All assignments must be submitted in the Dropbox by the due date.

### IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Module Assignments</td>
<td>400</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam/Paper</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>600</strong></td>
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There are enough daily points for YOU to impact your grade. The grade you receive is the grade you earned.

<table>
<thead>
<tr>
<th>The grading scale:</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>540-600</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>480-539</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>420-479</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>360-419</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>under 360</td>
<td>below 60%</td>
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A grade of A indicates excellent; B, good; C, average; D, passing; F, failure.

### V. Tentative Course Outline/Calendar: *(This course schedule is subject to change with the discretion of the professor.)*

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started</td>
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<tr>
<td>Jul 8-14</td>
<td>Module 1: What is Consumerism?</td>
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<tr>
<td></td>
<td><em>What is Consumerism Discussion due Sunday, 7/14 at 11:30pm</em></td>
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<tr>
<td></td>
<td>Module 2: Sustainability and Consumerism</td>
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<tr>
<td></td>
<td><em>Sustainability Article Abstract due Sunday, 7/14 at 11:30pm in the Dropbox</em></td>
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<tr>
<td></td>
<td><em>Start Annotated Bibliography</em></td>
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<tr>
<td>Week 2</td>
<td>Module 3: Theory, Misconceptions, and Consumption Cycles</td>
</tr>
<tr>
<td>Jul 15-21</td>
<td><em>Consumer Culture Theory Article Abstract Assignment due Wednesday, 7/17 at 11:30pm in the Dropbox</em></td>
</tr>
<tr>
<td></td>
<td><em>Loaded 1 Discussion due Sunday 7/21 at 11:30pm</em></td>
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</tbody>
</table>
| Module 4: Impacts of Rampant Consumerism  
Frantz Article Discussion due Sunday 7/21 at 11:30pm |
| --- |
| Module 5: Resources and Consumer Satisfaction: Building Your Toolbox  
Consumer Protection Resource Discussion due Wednesday, 7/24 at 11:30pm |
| Module 6: Legislation: Does it Protect the Consumer?  
Consumer Legislation Discussion due Sunday 7/28 at 11:30pm |
| Week 3  
Jul 22-28 |
| Continue Working on Your Annotated Bibliography |
| Week 4  
Jul 29-Aug 4 |
| Module 7: Consumer Problems and Well-Being  
Loaded 2 Discussion due Wednesday 7/31 at 11:30pm |
| Annnotated Bibliography due Sunday, 8/4 at 11:30pm in the Dropbox |
| Week 5  
Aug 5-7 |
| The final exam is a paper based on the collated annotated bibliography.  
Final Exam due Wednesday, 8/7 at 11:30 pm in the Dropbox. |

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

Required Text:


Suggested:


Required Technology:

This course will be delivered through the university’s Learning Management System (LMS), Brightspace by D2L. Each student is required to have access to a computer with internet capabilities in order to access the course. Each student is also required to have a working, university (sfasu.edu) email account.

As a student of Stephen F. Austin State University, you have free access to this course’s Brightspace site. You will need to access the course regularly throughout the semester. Assignments for this course will be submitted electronically through Brightspace, unless otherwise instructed. Some assignments may require audio files. Students must have a working computer microphone or the ability to add audio to files on their computer to complete these assignments. Files with audio are submitted as PowerPoint files. All other submitted files must be in PDF or Word format.

VII. Course Evaluations:

It is a must that students complete the course evaluations as scheduled by the university. Dr. Causin will give 5 bonus points for the student who will complete the course evaluation. Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) 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 (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy

Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

The Code of Student Conduct and Academic Integrity (HOP 04-106)
Outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

**Students with Disabilities**
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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**Other important course-related policies:**
***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: RESOURCES**

**On-campus Resources:**
- The Dean of Students Office (Rusk Building, 3rd floor lobby)
  www.sfasu.edu/deanofstudents
  936.468.7249 | dos@sfasu.edu
• SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

• SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

• The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
www.sfasu.edu/thehub | 936.468.4008 | thehub@sfasu.edu

- To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
  - Health Services
  - Counseling Services
  - Student Outreach and Support
  - Food Pantry
  - Wellness Coaching
  - Alcohol and Other Drug Education

- Crisis Resources:
  - Burke 24-hour crisis line 1(800) 392-8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741