



School of Human Sciences
Parenting
HMS 353.502 – Online
Spring 2018

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Office Hours: Monday 9:00-11:00am, Tuesday 8:15-9:15am & 10:50am-11:50pm & Thurs 8:15-9:15am

Prerequisites: None

Course Time & Location: Weeks begin Monday at 12:01 AM and finish Sunday at 11:59 PM. Please note that you will have some assignments due on specific days during the week. All content is online in D2L.

Email: jumperr@sfasu.edu or through D2L

Credits: 3

I. Course Description:

Practical approach to the process of parenting with a focus on effective parenting strategies from infancy through adolescence.

Live Text Assignment: HMS 353 contains a critical assignment related to accountability and accreditation that must be submitted in LiveText. If you do not already have a LiveText account, please be on the lookout in you SFA email for an email with registration instructions. You do not have to purchase your own LiveText account. SFA will provide you with a registration code.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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

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

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

This course relates to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV). It also aligns with the standards of the National Council on Family Relations and the National Association for the Education of Young Children in order to promote learning and understanding of child development and family relationships and the National Council for Family Relations (NCFR) standards in the area of child development.

Program Learning Outcomes:

1. Learners will identify social and cultural influences affecting family life.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.

4. Learners will apply strategies based on the child's age/stage of development to promote effective developmental outcomes.
5. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
6. Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes:

Upon successful completion of this course, the student will:

1. Analyze the impact of the parenthood decision on individual and family relationships.
2. Gain an understanding of parent-child relationship throughout the family life cycle.
3. Gain an understanding of desirable accomplishments by parents and children throughout the life cycle.
4. Apply theoretical concepts to practical applications in the area of family relations.
5. Gain an understanding of the importance of self-esteem and its development in the family setting.

III. Certification Competencies:

Family Life Educator Certification:

Information from this class should be retained to use for review purposes for the Child Family Life Education exam (CFLE). Please visit the NCFR for more information. The course content in this course (HMS 353) emphasizes these specific areas associated with the NCFR Family Life Education Content (#s 1, 2, 3, 5, and 7). There are a total of ten content areas in all—but primarily only five are covered in this course:

Area I: Families and individuals in societal contexts - an understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

Area II: Internal dynamics of families – an understanding of family strengths and weaknesses and how family members relate to each other.

Area III: Human growth and development across the lifespan – an understanding of the developmental changes of individuals in families across the lifespan (including prenatal, infancy, early and middle childhood, adolescence, adult, and aging) to meet their changing needs.

Area V: Interpersonal relationships - an understanding of the development and maintenance of interpersonal relationships.

Area VII: Parent education and guidance - an understanding of how parents teach, guide, and influence children and adolescents.

Specific to Teacher Certification:

The course prepares students seeking certification in Family Consumer Sciences to meet TExES Standard III. Notes from this class should be retained for review purposes for the TExES.

Standard III: Human Development, Education, and Services - the family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services.

Educator Standards for Family & Consumer Science Composite 6-12:

These standards are approved by the Texas Education Agency for teachers desiring certification in the Family and Consumer Science Composite 6-12. For additional information on the standards, please visit: https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Standard I. Integration of Foundations: The family and consumer sciences teacher integrates the foundation knowledge and skills of family and consumer sciences to prepare students for personal, family, community, and career roles. (Specific Sub-Standards: 1.2k, 1.3k, 1.11s, 1.12s, 1.20s)

Standard II. Family Studies and Human Services: The family and consumer sciences teacher understands the areas of personal development, relationships, and management of work and family to enhance quality of life across the life span, and understands career opportunities in family studies and human services. (Specific Sub-Standards: 2.1.k, 2.2k, 2.3k, 2.4k, 2.6k, 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s, 2.7s, 2.8, 2.9, 2.10s, 2.11s, 2.12, 2.18s, 2.19s, 2.20s, 2.21)

Standard III. Human Development, Education, and Services: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services. (Specific Sub-Standards: 3.1k, 3.2k, 3.3k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s)

IV. **Course Assignments, Activities, Instructional Strategies, Use of Technology:**

Course Assignments & Activities:

1. **Course Content Exams.** There will be 3 Course Content Exams on information relevant to our textbook and lecture. These course content quizzes are like traditional course exams.

Important notes on content quizzes:

- a. As with the entire course, exams will be taken online via D2L. For Content Exams 1 & 2, the D2L Quiz will be open Monday at 12:01am through Sunday at 11:59pm the week they are assigned. Content Quiz 3 will be assigned during Finals Week and will be open from Monday at 12:01am through Wednesday at 11:59pm.
 - b. Please call Student Help Line at 468-1919 for technical assistance. Assistance is available M-F, 8:00-5:00 p.m. ****NOTE:** if you wait until after 5pm and have technical problems, you may not be able to finish the assignment. Technical difficulties will not be valid excuses for missing/not finishing quizzes. Avoid waiting until the last moment to take the quiz.
 - c. Students must contact the professor prior to the Quiz date if rescheduling is necessary for a compelling reason. Because the quiz is open all week, a student must have a compelling reason for every day that the quiz is open (in other words, sickness on Sunday is not a compelling reason to make-up the quiz) Specifically, students should notify the professor as soon as possible, preferably more than a week prior to the regularly scheduled quiz date. Missing the scheduled quiz date without prior permission from the professor means that a student will earn a zero for the given quiz.
2. **Course Activities.** There will be five general course activities throughout the semester for which you will receive a grade. These may be surveys you complete, discussion board posts where you synthesize the information you learned in a module, quizzes over the material in a module, or other activities assigned by the instructor. Activities open on Monday at 12:01am the week they are assigned and close Sunday at 11:59pm. See the course calendar for activity names and due dates.

3. **Researched Infographic.** For this assignment you will choose a concept from the course that was covered in your text. These topics are wide ranging and include but are not limited to, cultural influence, nurturing close relationships, supporting various types of growth & development of children, divorce, gay & lesbian families, etc. Chapters 12-17 are especially helpful for this assignment. The modules covering chapters 12-17 will open following the introduction to infographics assignment and stay open for the remainder of the semester. Once you choose your topic you will then create an infographic on that topic that illustrates how developmentally appropriate parenting changes in relation to the child's age. You must include at least three ages of the child's development as broken down in your book (birth to 2 years, 2-5 years, school aged children, early adolescents, late adolescents/young adults).

You may use your text as the primary resource for the infographic, but you must also include other sources as well. All sources **MUST BE CITED** (including your text) in APA format at the bottom of the infographic.

Your audience for the infographic are parents who have children and should be visually appealing. This infographic should communicate researched academic information to parents in an easy to read and engaging way.

You may choose the platform you use to create your infographic. There are many free options available, though for most you have to register an account. Options include Infogr.am, Easel.ly, Piktochart, & Visme.

****This assignment must be uploaded into LiveText and D2L Dropbox to receive credit! Please make sure that you load the paper into both. Not loading the paper into both will lead to a grade of "0" for the assignment. A link and instructions for using LiveText will be provided in D2L and you will be reminded to upload your paper to both locations when the paper is due.****

4. **Designer's Statement:** For this assignment, you will submit a short "designer's statement" along with your infographic. This statement should answer the following questions:
1. How do you believe that the visual elements of the infographic help to communicate the information you researched?
 2. What was the most challenging information to communicate?
 3. What are the benefits of using infographics to communicate information to parents?
 4. What are the disadvantages of using infographics to communicate information to parents?

General Note on Late Assignments:

Late assignments will not be accepted e.g., submitting assignments as an attachment via email to professor, requesting to submit assignment after the due date has passed, requesting to redo assignment after points have already been assigned, and if assignment was submitted with improper formatting. You should always review any document that you upload in Dropbox to ensure that it is readable and that it is the most appropriate document for the given assignment. Lastly, if you submit an assignment and did not follow all directions correctly, then you automatically receive a zero for the assignment, since it is incomplete and you cannot resubmit.

Use of Technology:

Please make sure that you have access to a working computer that has a reliable internet connection. To complete the course, you will also need to have speakers/headphones that work. You will use D2L to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and myself. Internet access is an essential part of the course.

Important notes about D2L:

1. Course notices will be posted on the course homepage and it is the responsibility of each student to review D2L daily as you will be responsible for any information disseminated through D2L. You should check D2L on a daily basis. Neglecting to check D2L is NOT a valid excuse for not knowing course information.
2. Students should check their grades at least once a week. Any discrepancies in grades must be resolved within one week after assignment grades have been posted. Otherwise, the posted grade is considered final and will not be changed at a later date. I am always willing to discuss ways you can improve your work, even if the one week limit for a grade change has passed.
3. Most assignments that you will upload to D2L should be done using a Word document or PowerPoint. If you do not currently have, or anticipate having, access to Microsoft Office, then please make the appropriate arrangements to secure the appropriate software for use in this course. It would be virtually impossible for the professor to save work in multiple formats to accommodate for all individual software available—as such Microsoft Office is the sole means of acceptable software to be used for uploading relevant documents.
4. The most appropriate browsers to use with D2L are either Google Chrome or Firefox

Attendance:

While there is not an attendance grade for this course per se, it is important for you to note that assignments due during a certain week will only be accepted by the due dates posted in D2L or on the syllabus. Not attending the course by getting online and completing the assignments will result in you earning a “0” for that week’s activities. Therefore, it is essential to your success that you participate each week as assigned. Additionally, you must complete the introductory discussion board by the end of the second week of class to avoid losing your financial aid!!

V. Evaluation & Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total grades. All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

- A = 89.5% -100%
- B = 79.5% - 89.4%
- C = 69.5% - 79.4%
- D = 59.5% - 69.4%
- F = 0% - 59.4%

Assignments & Quizzes Weights:

Category	Assignment Name	Points	Weight	SLOs/PLOs Addressed
Course Exams				1, 2, 3, 4, & 5
	Course Content Quiz 1	100	20%	
	Course Content Quiz 2	100	20%	
	Course Content Quiz 3	100	20%	
Course Activities				1, 2, 3, 4, & 5
	Cultural Reflection	20		
	Theory Quiz	20		
	Licensing Parents	20		
	Introduction to Infographics	20		
	Interview a Parent	20		
	TOTAL	100	25%	
Infographic				SLOs 2 & 3; PLO 4
	Infographic	100	10%	
	Designer's Statement	100	5%	
TOTAL			100%	

Note: All assignments are graded on a 0-100 scale (points) but are weighted differently (weight). An excel spreadsheet will be provided in D2L for you to use to keep track of your standing. D2L also auto-calculates your *weighted* grade for you throughout the semester.

VI. Tentative Course Outline

NOTE: Weeks run from Mondays at 12:01am - Sundays at 11:59pm Central Standard Time (CST). All submissions are to be uploaded to D2L Dropbox by 11:59 PM on the last day of the week as shown below, unless otherwise noted!!

Week	Date	Topics/Content	Course Module & Book Readings	Activities & Assignments
1	Aug 27- Sep 2	Welcome to the Course	Course Module 1	Introductory Discussion & Family "Fact or Fiction"
2	Sep 3-9	Parenting is a Process	Course Module 2 Book Ch 1	
3	Sep 10-16	Cultural Influences	Course Module 3 Book Ch 2	Course Activity: Cultural Reflection Questions
4	Sep 17-23	Learning to Parent	Course Module 4 Book Ch 3	Course Activity: Theory Quiz
5	Sep 24-30	Becoming a Parent	Course Module 5 Book Ch 4	Course Activity: Licensing Parents
6	Oct 1-7	Nurturing Close Family Relationships	Course Module 6 Book Ch 5	
7	Oct 8-14	Supporting Children's Growth & Development	Course Module 7 Book Ch 6	Exam #1 Chapters 1-6
8	Oct 15-21	Parenting Birth to Two Years	Course Module 8 Book Ch 7	Course Activity: Introduction to Infographics
9	Oct 22-28	Parenting Two-Five Years	Course Module 9 Book Ch 8	
10	October 29-Nov 4	Parenting Elementary Children	Course Module 10 Book Ch 9	Course Activity: Interview a Parent
11	Nov 5-11	Parenting Early Adolescents	Course Module 11 Book Ch 10	

Week	Date	Topics/Content	Course Module & Book Readings	Activities & Assignments
12	Nov 12-18	Parenting Late Adolescents & Young Adults	Course Module 12 Book Ch 11	Exam #2 Chapters 7-11 Researched Infographic Dropbox opens – 10 bonus points if submitted to both Dropbox & LiveText this week, but not due until week 13
November 19-25 THANKSGIVING HOLIDAY				
13	Nov 26- Dec 2	Parenting when Working & Parents by Adoption	Course Module 13 Book Chs 12 & 13	Researched Infographic Due in Dropbox & LiveText. No bonus points added if submitted this week, but paper is not late
14	Dec 3-9	Parenting when Unmarried & Parenting in Divorced Families	Course Module 14 Book Chs 14 & 15	Review for Exam
		Gay & Lesbian Families & Parenting in Challenging Times	Course Module 15 Book Chs 16 & 17	
15	Dec 10-12	Final Exam Chs 12-17	Course Module 16	Exam #3 Chapters 12-17 CLOSES WEDNESDAY AT 11:59PM

VII. Course Readings (Required): You may purchase digital copies if available.

1. Brooks, J. (2013). *The Process of Parenting* (9th ed.). McGraw Hill: New York.
2. Some lectures require online readings. In these cases, online links to articles are provided to you in D2L.

Course Readings (Recommended):

You will be provided a number of readings online to use as extra resources. Some of these readings may be used as extra credit opportunities. If extra credit is offered for readings, it will be announced in D2L and offered to all students. **Under no circumstances will extra credit be offered on an individual student basis.**

LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account or need technical support, call ext. 2395 or email LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

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: Found at <https://www.sfasu.edu/policies>

Class Attendance and Excused Absence: Policy 6.7

Note: In an online course, submission of assignments by their respective deadlines communicates regular appropriate attendance. For online courses, the information below can still be applied particularly for several policies noted.

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 iCare: 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.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at: https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

VIII. Other Relevant Course Information:

Acceptable Student Behavior

In an online course, acceptable behavior includes how you interact with your fellow students in online discussion forums and any group work. Language used should always be professional. Remember that your discussion posts are public and viewed by your classmates and myself. You should never post personal information that you would not disclose in a public classroom with 60 other people present. While you are encouraged to share personal experiences as examples for synthesizing class information, it will never be required of you to disclose information that makes you uncomfortable.

When disagreeing with other students in the class, please be professional and refrain from profanity, personal attacks, and slurs. Comments that are offensive in nature will be deleted and you will not receive credit for the offensive post. The professor will notify you if a post is removed due to the nature of the language used.

Class participation

Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility (and to his/her benefit) to read the material assigned in the class schedule prior to the assignment in order to participate effectively in discussion postings and/or activities. Students are encouraged to collaborate with others in the class when studying and/or reviewing material via chat, student-created discussion board postings, in person, or other methods by which they will be successful.