HMS 353-501 Parenting
School of Human Sciences
SFASU Summer 2018

Instructor: Hyunsook Kang, Ph.D.  Office: EDAN 132  Phone: (936) 468 2975
Classroom: On-line via D2L  Office Hours: Thursday 2-4pm
E Mail through D2L Or by appointment

Credit Hours: 3 Credit  Prerequisites: None

I. Course Description:
Practical approach to the process of parenting with a focus on effective parenting strategies from infancy through adolescence. HMS 353 contains a critical assignment related to accountability and accreditation that must be submitted in LiveText.

II. Intended Learning Outcomes/Goals/Objectives:

HMS 353 relates to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals and Core Values (VMGV). The course objectives, activities, and other course aspects support the National Association for the Education of Young Children (NAEYC) and the National Council for Family Relations (NCFR) standards in the area of family and child development. 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.

Program Learning Outcome:
1. Learners will identify social & 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:
1. Analyze the impact of the parenthood decision on individual and family relationships.
2. Gain an understanding of parent-child relationships 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. Certification Competencies: The course will enable the student to attain Family and Consumer Sciences Education certification competencies related to Parenting.

**Family Life Educator Certification**
Course content in HMS 353 emphasizes the following Family Life Educator Content Areas: 1, 2, 3, 5, & 7 as identified by the National Council on Family Relations (NCFR):

1. **FAMILIES & 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.
2. **INTERNAL DYNAMICS OF FAMILIES:**
   An understanding of family strengths and weaknesses and how family members relate to each other.
3. **HUMAN GROWTH & 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.
4. **INTERPERSONAL RELATIONSHIPS:**
   An understanding of the development and maintenance of interpersonal relationships.
5. **PARENT EDUCATION & GUIDANCE:**
   An understanding of how parents teach, guide, and influence children and adolescents as well as the changing nature, dynamics and needs of the parent child relationship across the lifespan. Notes from HMS 353 should be retained to review for the Child Family Life Education (CFLE) exam.

**Teacher Certification**
The course prepares students seeking certification in Family Consumer Sciences to meet TEKS 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.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

Course Assignments/ Activities: online chapter assignments, chapter exams and final exam. HMS 353 contains a critical assignment related to accountability and accreditation that must be submitted in LiveText. This assignment will be indicated on the Course Timeline. Instructional Strategies may include: lectures, discussion board, individual and group activities, online guest lecturers, and video clips. **D2L works best in browsers such as Google Chrome or Firefox.** Use of Technology may include: D2L, Internet assignments, activities, research, and word processing and LiveText.

**IV. Evaluation and Assessments (Grading):**
Course grade (A - F) is determined by a percentage of total required points for course. Grading Scale: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59% and below. For example, if a student has earned 90% or greater of the total possible points, the course grade would be an 'A'; if a student has earned
between 89-80% of the total possible points, the course grade would be a 'B'.

**Course points are earned though:**

*Three Assignments: Each Assignment x 60=180 points*
*LIVEText Assignment: 45 points*
*Three Exams: 100 points x three exams (total 300 points) be sure to review information on exams below.*

- Each week students must submit assignments directly related to the content presented per individual chapter being covered during the given week. The assignments range from discussions on cultural value systems and traditions associated with particular ethnic-racial family groups to considering the impact of preparing to parent and in particular fathers involvement as well as implications of psychosocial development of youth-children and its implications for parenting practices.
- **LIveText Assignment.** See both the course timeline and also page 7 of this syllabus for information on assignment.
- **Note:** If your major is in the College of Education, you are required to purchase and activate a LiveText account. The College of Education includes: Departments of Elementary and Secondary Education, Human Services, Kinesiology & Health Science, and the School of Human Sciences. Failure to submit the required assignment in LiveText & D2L both will result in zero points for the assignment.

**Total Points Possible (Tentative): 180+45+300=525 points.**

**Grading Scale:** A = 100-90% ; B = 89-80% ; C = 79-70% ; D = 69-60% ; F = 59% and below: 472-525= A , 420-471 = B 367-419= C , 315--366 = D, below 315=F

**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 and student assumed it was properly formatted—you should always review documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment, and 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).

**2017 LiveText**

This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails. If you have questions about
LiveText, call ext. 1267 or email SFALiveText@sfasu.edu.

Make Up Schedule:
I expect that students will take exams on the day that they are given. All students who missed any exam before the final will be required to take the makeup exam for that particular exam on assigned date by the faculty during class time. Any absence on an exam day requires written documentation (doctor’s note, sanctioned school function, etc) and I reserve the right not to permit you to take a makeup. If an exam is missed, you must contact the instructor within three days. It is your responsibility to provide me with documentation noting your absence and to notify me that you need to take a makeup exam on the day reserved (assigned date). If you have an excuse that is documented and have been verified by me and do miss the exam, all make up exams will be held on the last day of class assigned date in this classroom during the scheduled class time. In addition, students will not be permitted to make up more than one exam on this day. If you fail to make up a missed exam after assigned date you will receive a zero on the exam. No makeup exam will be given for the final.

V. Tentative Course Timeline:

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<tr>
<th>Week</th>
<th>Things to do: Due date</th>
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<tbody>
<tr>
<td>Week 1: July 10-15</td>
<td>Assignment 1 (Ch. 1-4) Due Date: July 15th 9pm</td>
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<td>Week 2: July 16-22</td>
<td>Exam 1 (Ch. 1-4), Assignment 2 (Ch. 5-8) Due Date: July 22th 9pm</td>
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<td>Week 3: July 23-29</td>
<td>Exam 2 (Ch. 5-8), Assignment 3 (Ch. 9-12) Due Date: July 29th 9pm</td>
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<td>Week 4: July 30th-August 5</td>
<td>Live Text Assignment Due Date: August 5th 9pm</td>
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<td>August 6-10</td>
<td>Exam 3 (Ch.9-12) Due Date: August 3- August 7th 9pm</td>
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Note: All submissions, unless noted otherwise are to be uploaded to D2L Dropbox on or by 9pm on the day that they are due.

VI. Readings;

You will need the textbook no later than the first class day of the semester.

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: Course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation. In the 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:
Attendance Class attendance and promptness is expected and attendance will be taken each class day, however, no points are given for class attendance. Students must be in class to take in class pop up quiz for points. Failure to attend class or arrive late after class has begun may result in the loss of in class pop up quiz points. **Notice: Beginning Monday, August 30, 2016, the classroom door will be locked once class has begun at the instructor’s discretion. Students who leave class will not be permitted to re-enter the classroom. Students must notify the instructor if there is a health reason that may necessitate leaving class or family emergency.

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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices. Location: Human Services Building, room 325. Phone: (936) 468-3004.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
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 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. 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 for the purpose of computing the grade point average.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:
Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _______________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

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

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. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

IX. Other Relevant Course Information

**Attendance Policy:**

On-line Attendance in class is expected. You are expected to check D2L every day for the entire period. If you need to be absent, please notify the instructor in advance. You are responsible for course information whether you are in attendance or not. **Missed exams, assignment, discussion, grade can only be made up if your absence is excused.** Absences are excused only when documentation of illness, loss of family member, significant family emergency, athletic involvement, or religious holiday is presented to the instructor within 1 week of the absence. Please let me know immediately if chronic health problems (mental or physical) or a personal emergency threaten to interfere with your regular attendance and required work for this class.

**Zero-tolerance attendance policy:**

Students must check course schedule thoroughly, unless excused at the discretion of the professor. It is your responsibility to make sure every assignment, discussion, and exams. Cuts, work conflicts, vacations, and appointments that can be rescheduled are examples of unacceptable excuses. Documentation is recommended even for too numerous excused absences or for persistent tardiness.

**Forms of Academic Misconduct:**

1. Cheating: Using unauthorized noted or study aids, allowing another party to do one's work exam and turning in that work exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the assignments or examinations.

2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: Falsification of creation of data, research, or resources, or altering a graded work without the prior consent of the course instructor.

4. Plagiarism: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or from the Internet and submitting them as one's own work also constitutes essays plagiarism. You will earn Zero for each assignment, discussion, any other materials for grade if it is considered as Plagiarism.

5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the
7. Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code Violation.

Non-academic Misconduct:
The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include:

- interfering with the instructor's ability to conduct the class
- causing inability of other students to profit from the instructional program, or
- any interference with the rights of others. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Classroom Behavior:
My goal for this class is to encourage an environment in which we can all learn from each other's ideas and experiences. I understand that we all have personal differences on how (and how much) we choose to participate in class. You will never be forced to disclose anything that is private or which makes you feel uncomfortable. However, participation is highly encouraged.

Acceptable Student Behavior:
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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
LiveText Assignment

Short Research Paper for Parent Education and Guidance Directions

Write a 2 page paper that describes and discusses how parents:

1. Teach, Guide, and Influence children and adolescents—make sure to include examples of how parenting roles may change across the lifespan (e.g., changing roles in the early years versus when children enter or are in adolescence).

2. You can use your textbook as a reference; however, you must apply correct APA formatting. Absolutely do not quote, but instead summarize in your own words and apply correct APA in-citations such as noting author and year published either before, during, or after a given sentence as needed. Therefore, the expectation is that in-text citations are applied where applicable throughout the 2 page paper.

3. As a guide, you should focus on typing a minimum of 4 paragraphs in which each paragraph must have a minimum of 5 complete full sentences. Use double spacing, 12 inch font, New Times Roman. Include your full name, assignment, and course section at the right hand corner of your paper.

4. This paper can be developed after having read course material covering the following sections in the textbook: For example, Chapters 1-10 that speak to many relevant themes from cultural influence, nurturing close relationships and supporting growth and development of children to parenting in relation to developmental appropriateness per particular age group—birth to 2 years, 2 to 5 years, school-aged and elementary, early adolescents, and later years in adolescence.

Live Text Assignment Rubric

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantial and specific content addressing questions demonstrating strong development in a well organized format. 40-45</td>
<td>Sufficiently developed content addressing questions with adequate explanation or development. 30-39</td>
<td>Limited content addressing questions with inadequate explanation or development. 20-29</td>
<td>Inconsistent application of APA format in reference list, with many errors. Under 20</td>
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Chapter Writing Assignment Rubric

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<tr>
<td>50-60</td>
<td>40-49</td>
<td>30-39</td>
<td>Under 29</td>
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