I. Course Description:
This course is an investigation of processes that influence physical growth, personality development and behavioral patterns of children. Research of theories related to effective parenting and child rearing strategies is addressed. Galinsky’s Six Stages of Parenting is utilized as a tool to examine the relationship between the stages of the child’s and parents’ development.

Credit Hour Justification: Students in this course receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks 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:
This course supports the vision, mission, and core values of the College of Education which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of human development and, and aligns with the standards of the National Council on Family Relations and the American Association of Family and Consumer Sciences to promote learning and understanding of human development and family relationships.

Program Learning Outcomes
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.
7. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
Student Learning Outcomes:
1. Increase knowledge of the impact adults have on the social/emotional development of children ages birth through adolescence
2. Summarize the basic progression of cognitive, physical, and social development of children ages birth through adolescence
3. Explain research related to various types of parent structures
4. Explain current research related to a specific parenting issue
5. Identify resources for parents

III. Course Assignments, Activities, Instructional Strategies:

A. Course content is delivered through eight Learning Modules.
B. Dropbox Assignments - Research articles and text summaries/reflections. Students will submit a reading reflection paper for five research articles related to course content. Refer to the grading criteria in the Getting Started Module.
C. Discussion Assignments - Students will participate in four discussion boards, based on the reading of current research articles. The requirements and grading criteria will be provided.
D. Parent Resources - Students will compile a database of resources for parents. Resources can be online but must include resources within your local community. Refer to the Course Timeline for Due Dates. A Rubric will be used for scoring.
E. Homepage News - The instructor primarily uses News on the Homepage to communicate with the class. If the instructor receives several e-mails that are similar, the instructor will post to the News and will not answer each e-mail individually.
F. For specific issues related to viewing or submitting an assignment, please contact the D2L Student Help resource at 936-468-1919.
   i. The Course Instructor does not have information on the specifics related to your computer and the assignments. The Student Help resource is available 8 – 5, Monday – Friday.
   ii. It is the student’s responsibility to plan ahead and submit assignments on time. If assistance is needed, it is available Monday – Friday, 8 – 5 at 936-468-1919. If assistance is needed, the instructor will review the times that your request was made and resolved by the Student Help Resource at 936-468-1919. Grades/Points will be determined based on the initiative that the student took to submit the assignment by the due date.

IV. Evaluation and Assessments (Grading): The course is graded on a letter grade basis (A-F). Final grades will be determined by a percentage of total required points for the course. Late work is not accepted.

Course Points are earned through:
A. Self-Introduction = 50 points
B. Dropbox Assignments - Article Reviews = 5 @ 25 = 125 points
C. Discussion Board = 5 @ 25 Points = 125 points. Students will post discussion responses to the discussion board by due date/time for credit. Refer to the Course Timeline for Due Dates. A Rubric will be used for scoring.
D. Parenting Resources = 100 points Refer to the Course Timeline for Due Dates. A Rubric will be used for scoring.
A = 400 – 360
B = 359 – 320
C = 319 – 280
D = 279 – 240
F = 239 and Below
### V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Module</th>
<th>Week</th>
<th>Date</th>
<th>Readings</th>
<th>Submit</th>
<th>Due Date</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started</td>
<td>1</td>
<td>Jan 15 - 22</td>
<td>Getting Started</td>
<td>Self-Introduction</td>
<td>Jan 22 by 11 PM</td>
<td>50</td>
</tr>
<tr>
<td>Module 1</td>
<td>2</td>
<td>Jan 22 - 29</td>
<td>Textbook Chapter 1, 2</td>
<td>Discussion 1</td>
<td>Jan 29 by 11 PM</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Jan 29 – Feb 5</td>
<td>Textbook Chapter 3, 4</td>
<td>Dropbox 1</td>
<td>Feb 5 by 11 PM</td>
<td>25</td>
</tr>
<tr>
<td>Module 2</td>
<td>4</td>
<td>Feb 5 - 12</td>
<td>Textbook Chapter 5</td>
<td>Discussion 2</td>
<td>Feb 12 by 11 PM</td>
<td>25</td>
</tr>
<tr>
<td>Module 3</td>
<td>5</td>
<td>Feb 12 - 19</td>
<td>Textbook Chapter 6</td>
<td>Dropbox 2</td>
<td>Feb 19 by 11 PM</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Feb 19 - 26</td>
<td>Textbook Chapter 6</td>
<td>Discussion 3</td>
<td>Feb 26 by 11 PM</td>
<td>25</td>
</tr>
<tr>
<td>Module 4</td>
<td>7</td>
<td>Feb 26 – March 4</td>
<td>Textbook Chapter 7</td>
<td>Dropbox 3</td>
<td>March 4 by 11 PM</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>March 4 - 18</td>
<td>Textbook Chapter 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>March 18 - 25</td>
<td>Textbook Chapter 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>March 25 – April 1</td>
<td>Textbook Chapter 8</td>
<td>Dropbox 4</td>
<td>April 1 by 11 PM</td>
<td>25</td>
</tr>
<tr>
<td>Module 6</td>
<td>12</td>
<td>April 1 - 8</td>
<td>Textbook Chapter 9</td>
<td>Discussion 4</td>
<td>April 8 by 11 PM</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>April 8 - 15</td>
<td>Textbook Chapter 9</td>
<td>Dropbox 5</td>
<td>April 15 by 11 PM</td>
<td>25</td>
</tr>
<tr>
<td>Module 7</td>
<td>14</td>
<td>April 15 - 22</td>
<td>Textbook Chapter 10</td>
<td>Discussion 5</td>
<td>April 22 by 11 PM</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>April 22 – April 29</td>
<td>Textbook Chapter 11</td>
<td>Parenting Resources Project</td>
<td>April 29 by 11 PM</td>
<td>100</td>
</tr>
<tr>
<td>Module 8</td>
<td>16</td>
<td>April 29 – May 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>400</td>
</tr>
</tbody>
</table>

### VI. Textbooks:


**Recommended:**
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. Instructor will assign 5 extra-credit points for completing the survey.

VIII. Student Ethics and Policy Information:
Abiding by university policy is a responsibility of all university faculty and students. Specific policies may be located at http://www.sfasu.edu/atcofaadvising/176.asp

A. Class Attendance and Excused Absence: Policy 6.7

B. Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

C. Student Academic Dishonesty: Policy 4.1

D. Student Appeals: Policy 6.3

E. Withheld Grades: Policy 5.5

F. Student Code of Conduct: Policy 10.4