Human Sciences  
HDFS 3353  502 – Parenting  
Summer 2023

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<th>Instructor:</th>
<th>Office: EDAN 132</th>
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<td>Hyunsook Kang, Ph.D.</td>
<td>Phone: 936 468-2975</td>
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<th>Office Hours:</th>
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<tr>
<td>Tuesday 10-12:00 On-line via D2L, SFA e mail Zoom, or by appointment</td>
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<tr>
<th>Classroom:</th>
<th>Class Schedule:</th>
<th>Mail:</th>
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<tr>
<td>On-line</td>
<td>On-line</td>
<td>Only through D2L</td>
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Credit Hours: 3 Credits    Prerequisite: None

I. **Course Description:**
Practical approach to the process of parenting with a focus on effective parenting strategies from infancy through adolescence.

**Course Justification:** Students in this course receive extensive course content information via online content modules and includes a major final project. Students in the course will engage in a variety of assignments which can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, and development of infographics. For every hour a student spends engaging with the course content, they spend at least 2 hours completing associated activities and assessments.

**Course Delivery Modality:** This course uses online asynchronous course delivery.

**Diversity Statement:** James I. Perkins College of Education Diversity Statement is found at the following link: [https://www.sfasu.edu/coe/about/deans-office-statements](https://www.sfasu.edu/coe/about/deans-office-statements)

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 (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 related 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 (HDFS 3353) 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.

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/](https://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

**Standard I.** Integration of Foundations: The family and consumer sciences teacher integrate 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 understand 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: 21.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 understand 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)

The following chart displays which assignments address each outcome:

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

Course Assignments & Activities:

1. **Course 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. Each Exam has 100 points, total 300 points.

   Important notes on content quizzes:
   a. **As with the entire course, exams will be taken online via D2L.**
   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. **Researched Infographic.** This assignment consists of three parts: (1) an infographic, and (2) a video presentation of the information in the infographic. Each part has 50 points, total 100 points.

   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. Once you choose your topic you will then create an infographic and a video 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).

   ***Infographic:*** You must use your text as the primary resource for the infographic, but you may 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 is 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, Easelly, Piktochart, & Visme.

***Video:*** For this part of the assignment, you will develop a 2-4 minute professional video to accompany your infographic. This video will presented as if you were doing a presentation for parents on the information you have learned and researched for your infographic. In your video you should be sure to include the following information:

1. **Introduction**
   a. Introduce yourself
   b. Provide an overview of your topic aimed to explain it to parents

2. **Body**
   a. Summary of how parents should teach, guide, and influence children regarding your topic.
   b. Your summary should include how parents should change their parenting through at least three stages of development (this should match your infographic).
      1. Give examples
      2. Be specific
      3. Focus on the developmental differences of children at different stages of their development
      4. This is your chance to expand on the information you put in your infographic.

**Notes about video submissions:**

- Students are responsible for uploading high quality video content. In other words, it must convey a clear picture, clear and synchronous sound, and proper alignment.
  o The quality of the picture and the sound will impact your grade.
  o Use a high quality digital camera on a cell phone, tablet, or computer.
  o Be aware of your background & surroundings – they should convey a neutral or professional image.
- You will use OneDrive or a private YouTube to submit your speeches. You will save your speech in OneDrive or on YouTube and send the instructor your link.
  o ONEDRIVE is available to all students as part of the OFFICE 365 access provided through SFA.
V. **Evaluation & Assessments (Grading): total 400 points.**
The course is graded on a letter grade basis (A-F). All assignments will be graded on a 100 point scale, but will be weighted according to the percentages below.

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

VI. **Tentative Course Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments &amp; Exams</th>
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<tbody>
<tr>
<td>Week of May 30-</td>
<td>Introduction and overview of course</td>
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<tr>
<td>6/4</td>
<td>Syllabus, Brightspace Check</td>
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<tr>
<td>Week of 6/5-6/11</td>
<td>Reading: Ch. 1 Parenting is a Process</td>
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<td>Ch. 2 Seeking Guidance</td>
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<td>Ch. 3 Cultural Influences on Parenting</td>
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<td>Ch. 4 Nurturing Close Family Relationships in a Technological Society</td>
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<td>Week of 6/12-6/18</td>
<td>Reading:</td>
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<td>See the D2L content area for Researched Infographic/Video Assignment</td>
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<td>Week of 6/19-6/25</td>
<td>Reading: Ch. 5 Supporting Children’s Growth and Development</td>
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<td>Ch. 6 Parenting at Developmental Stages</td>
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<td>Exam II Chapters 5-8</td>
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<td>Researched Infographic Video Assignment</td>
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<td>Due: 6/18 9pm Dropbox</td>
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<td>Exam I Chapters 1-4</td>
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<td>Due: 6/11 9pm</td>
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Ch. 7 Parenting Infants: The Years from Birth to two | Due: 6/25 9pm
D2L Quiz and Dropbox

Ch. 8 Parenting Early Childhood: The years from two to Five

Reading:
Ch. 9 Parenting Elementary School children
Ch. 10 Parenting Early Adolescents
Ch. 11 Parenting Late Adolescents
Ch. 12 Parenting Adults

Final Exam
Ch. 9-12
Due: 6/27 9pm
D2L Quiz

Week of 6/26-6/30
Final Exam and Grading week

VII. Course Readings (Required): You may purchase digital copies if available.
2. Some lectures require online readings. Online links to articles are provided to you in D2L in these cases.

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 class and offered to all students. **Under no circumstances will extra credit be offered on an individual student basis.**

Course Evaluations:
“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 Other Policy Information: Found at http://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 (including the first 12 day attendance report) 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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.
**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;
- 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;
- 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**
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student
misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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.

SFA values students’ mental health and the role it plays in academic and overall student success. 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.

On-campus Resources:
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

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

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 to be able 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.

**Zoom Office Hours**
I conduct my office hours via Zoom, but do try (as much as I can) to make them feel as if we were still in person! I want to see your face and get to visit with you. :) If you came to my physical office for office hours and another student was there, you would wait in the hall until I finished with the person who was already there, and then you would come in and have your time with me. What that means for you now that we are on Zoom is that when you follow the link below and log on to the office hours, you will be put into a "waiting room." You'll see a message that I will let you in shortly. If there is no student there already, I will immediately let you in. If you have to wait for a few minutes, that means I'm with someone. Don't worry, I WILL get to you in the order that you entered the waiting room. Even if it is past the time for my office hours to end, I'll get to everyone who logs on! So if you have to wait, please be patient and know that I haven't forgotten you are there.

**HDFS 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.

**CFLE approved program statement:** SFASU's undergraduate degree in human sciences with a concentration in human development and family studies is a Certified Family Life Educator program (https://www.ncfr.org/cfle-certification/cfle-approved-programs). This means that if you take all the courses offered through our program that are found on the CFLE-Approved Program Checklist, you can apply for your CFLE certification without taking the exam. However, it is important to note that it is the responsibility of the student to ensure that you have taken all the necessary coursework. You will not be eligible for the CFLE certificate without testing if:

a. you transfer hours toward your major at SFA or if you substitute any major coursework.

b. you are not an HDFS concentration student. For example, students getting a BIS degree or minoring in HDFS are not eligible for the certification without testing.

If you have questions, please review the CFLE Credential page of NCFR.org or talk with one of the HDFS faculty members.