School of Human Sciences
Child Development & Parenting
HDFS 5351.501
Online 2nd half of term
Spring 2024

Instructor: Rachel Jumper, Ph.D.
Office Phone: (936) 468-2209
Email: jumperr@sfasu.edu or through D2L
Zoom Office Hours: M 9am-11:30am, Tu 9am-11:30am

Course Time & Location: Online
Office: EDAN 131
Credits: 3
Prerequisites: None

I. Course Description:
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.

Course Justification: Students in this course receive extensive course content information via online content modules equivalent to 2370 minutes for the semester and includes a major final paper. 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, academic research papers, and annotated bibliographies. For every hour a student spends engaging with the course content, they spend at least 3 hours completing associated activities and assessments.

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

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.

Additional information about the College of Education vision, mission, and core values can be found at http://coe.sfasu.edu/about-us.

This course relates to the College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals, and Core Values (VMGV).

Program Learning Outcomes

- Communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
- Synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
- Conduct research and apply theories of human sciences (thesis) OR analyze and synthesize research from the field of human sciences (comprehensive exam).
**Student Learning Outcomes**

This course provides students with a basic understanding of the human sciences graduate program and human sciences professions. Upon completion of this course, students should be able to:

- Increase knowledge of the impact adults have on the social/emotional development of children ages birth through adolescence.
- Summarize the progression of cognitive, physical, and social development of children ages birth through adolescence.
- Consume and analyze research related to various stages of development.
- Consume and analyze current research related to a variety of parenting issues.

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

1. **HDFS 5351 Agreement (5%)**
   At the beginning of the semester, students will complete an agreement quiz stating that they understand and agree to the requirements for the course. You will not be allowed to continue through the course until you complete this agreement. In addition, not completing this assignment by the due date may result in your financial aid being withdrawn and/or you being dropped from the course.

2. **HDFS 5351 Final Course Survey (5%)**
   At the end of the semester, students will complete a survey about the course and give feedback on what they liked about the course and what could be improved about the course. This is not the same as the SFA course evaluation and this is not anonymous.

3. **Discussions (30%)**
   There will be two discussions in which you will participate. These discussions will require you to think about information discussed in the class and respond to your peers. These discussions may require you to log-in and participate several times throughout the week, so carefully read the directions for each discussion. Discussions will be graded on the quality of the postings as well as the length of the posting. When you post, you should move the conversation forward and may even pose additional questions for other people in your group to answer.

4. **Parent Interviews (20%)**
   You will be conducting interviews with four parents for this project. You will interview them briefly about why they decided to have children and what motivated them to have children. You will then write a short paper where you make connections about what your interviewees told you and what you have learned in class.

5. **Child Development & Parenting Resource Project (40%)**
   Your major project for the course is a presentation about a risk that impacts children’s development. The risk can be physical, cognitive, social, behavioral, or psychological. The risk can occur at any time during development covered in the course - prenatal to adolescence. You will develop an oral presentation and flyer that are parent focused as well as a resource handout which will have an academic focus about the condition. Be sure to include how families can more effectively advocate for their children.
   a. **Academic handout (20%)**: You will prepare a handout designed for your academic peers. This handout can be in a bulleted list format, but it should be in full sentences and have in-text citations where necessary. Your handout should include the following information:
      1. Description of the risk factor/disability/special need
      2. Research on the major intervention strategies used
      3. Information related to the role of culture, language, and disability for families
4. Practical information for working with diverse children and their families who are experiencing the risk
5. Reference list with a minimum of five academic peer-reviewed journal article references (items 1-3) and four references which may or may not be academic in nature (item 4)

b. Parent flyer (20%): You will prepare a one-page flyer intended to be given to parents with information on the risk factor, resources to help them advocate for their child and/or learn more about the risk factor, any other information you feel is important for parents to know. Appearance counts!

General notes on 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 documents that you upload in Dropbox to ensure that it is readable and it is the most appropriate document for the given assignment. When an assignment is uploaded correctly into Brightspace, you will receive a confirmation email letting you know it was submitted. 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. You will also need to have speakers/headphones that work to complete the course. You will use Brightspace (D2L) to access all course materials, submit your assignments, take your quizzes, check your grades, and communicate with both your classmates and with me. Internet access, access to Brightspace, and an SFA email account that you check often are essential parts of the course.

Required Technology:
• Working computer
• Reliable internet
• Camera & speakers
• Brightspace access
• SFA email

General notes on Brightspace:

• HDFS 5351 is an online course and all content will be delivered through D2L. Information notices will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual’s name or click on class instructor’s name or all instructors to send mail.
• Course content is delivered via class online content modules, Dropbox assignments, and discussion board questions directly relevant to the course content. Students should check the homepage on a daily basis for notices, mail, and assignments (or download the app and set it to send you notifications). Neglecting to check Brightspace is NOT a valid excuse for not knowing course information.
• 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 future work, even if the one-week limit for a grade change has passed.

- Most assignments that you will upload to Brightspace 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.
- The most appropriate browsers to use with Brightspace are either Google Chrome or Firefox.

Technical Support – if at any point during the course you experience technical difficulties in Brightspace, please:

1. Contact the SFASU Brightspace support team by emailing d2l@sfasu.edu or calling 936.468.1919 (M-F 8am-5pm).
2. Let your instructor know immediately. Please realize: (1) The instructor is not qualified to provide Brightspace support and (2) notifying your instructor of technical difficulties does not exempt you from assignments or activities that are due! Notifying your instructor is a courtesy.

Re-taking the Course: If you are retaking the course, all your work must be original. You may not use the work that you submitted previously to count as credit for this semester. It is a new semester and new work should be produced. If you submit previously written work and attempt to pass it as newly produced work, you will receive a “0” for the assignment. If you have questions or are in doubt about what you are producing, please talk with me about the assignment.
IV. 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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Name</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>HDFS 5351 Agreement</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Course Discussions</td>
<td>Discussion #2 – Theorists on Twitter</td>
<td>50</td>
<td></td>
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<tr>
<td></td>
<td>Discussion #3 – Interventions</td>
<td>50</td>
<td></td>
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<td></td>
<td>Course Discussion TOTAL</td>
<td>100</td>
<td>30%</td>
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<tr>
<td>Interview Assignment</td>
<td>Deciding to Parent Interviews</td>
<td>100</td>
<td>20%</td>
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<td>Child Dev &amp; Parenting Resource Project</td>
<td>Academic Handout</td>
<td>100</td>
<td>20%</td>
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<td></td>
<td>Parent Flyer</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>Final Course Survey</td>
<td>HDFS 5351 Final Course Survey</td>
<td>100</td>
<td>5%</td>
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**TOTAL** 100%

Note: All categories 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.
V. **Tentative Course Outline**

**NOTE:** All submissions, unless otherwise noted, are to be uploaded to D2L Dropbox by 11:59 PM (CST) on the day they are due!!! Course outline is tentative because it is the best plan of action for the course. At the discretion of the instructor, assignments, due dates, and readings may change. Note: your text titled, *Child Growth & Development* is abbreviated as CG&D and your text titled, *From Neurons to Neighborhoods: The Science of Early Childhood Development* is abbreviated “Neurons”.

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topics/Content</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quicklinks &amp; Getting Started</td>
<td>Mar 18-24</td>
<td>Introduction to the course</td>
<td>Module Content &quot;Neurons“ Ch 1</td>
<td>HUSC 5351 Agreement Quiz</td>
</tr>
<tr>
<td>Module 1</td>
<td>Mar 25-27</td>
<td>Theories of Child Development &amp; Parenting</td>
<td>Module Content Reading #1 “Neurons“ Ch 9</td>
<td>Discussion #1</td>
</tr>
<tr>
<td>Module 2</td>
<td>Mar 25-27</td>
<td>Deciding to Become Parents Prenatal, Birth, &amp; Newborns</td>
<td>Module Content Reading #2 Reading #3 Reading #4 CG&amp;D Ch 2 &amp; 3</td>
<td>Deciding to Parent Assignment OPENS isn’t due until April 7th</td>
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<td><em>NOTE: March 28-31 are a university holiday</em></td>
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<tr>
<td>Module 3</td>
<td>April 1-7</td>
<td>Infancy: Physical, cognitive, social; sociocultural contexts</td>
<td>Module Content Reading #5 Reading #6 CG&amp;D Ch 4-6</td>
<td>Deciding to Parent Interviews Assignment DUE April 7th</td>
</tr>
<tr>
<td>Module 4</td>
<td>April 8-14</td>
<td>Preschool years – physical, cognitive, social; importance of play</td>
<td>Module Content Reading #7 “Neurons“ Ch 7 CG&amp;D Ch 7-9</td>
<td>Academic Handout &amp; Parent Flyer Open</td>
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<td>Module 5</td>
<td>Apr 15-21</td>
<td>Middle childhood – physical, cognitive, social;</td>
<td>Module Content Reading #8 CG&amp;D Ch 10-12</td>
<td>Academic Handout due by April 21st</td>
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<td>influences on dev &amp; Intervention</td>
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<td>Module 6</td>
<td>Apr 22-28</td>
<td>Adolescence – physical, cognitive social;</td>
<td>Module Content Reading #9 Reading #10 CG&amp;D Ch 13-15</td>
<td>Parent Flyer Due by April 28th</td>
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<td>importance of peers</td>
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<tr>
<td>Module 7</td>
<td>Apr 29 – May 5</td>
<td>Family relationships &amp; influences on dev</td>
<td>Module Content “Neurons“ Ch 3 “Neurons“ Ch 10 “Neurons“ Ch 13</td>
<td>Discussion #2 Due by May 5th</td>
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<td>and Intervention</td>
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<tr>
<td>Module 8</td>
<td>May 6-10</td>
<td>Final Thoughts</td>
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<td>Feedback Survey</td>
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</tbody>
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VI. **Course Readings** all of the following required texts & articles are open educational resources and do not need to be purchased to use. They will be provided as links or PDFs in the course.

**Required Course Texts (Do not purchase):**


**Additional Required Readings (Do not purchase):**

Reading #1  

Reading #2  

Reading #3  

Reading #4  

Reading #5  

Reading #6  

Reading #7  

Reading #8  
Reading #9

Reading #10

**Suggested Course Reading (should be purchased & kept for the duration of your graduate career)**
Publication Manual of the American Psychological Association (7th edition)
Author: American Psychological Association
ISBN: 978-1-4338-3217-8

**VII. 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.

On a personal note, I use and appreciate the feedback that you give me in the course evaluations! This feedback helps me to shape my courses and I have adjusted assignments, topics, and the way I give feedback based on these evaluations. You are not required to do them, but I sure do appreciate the constructive critiques of my course! I’ll remind you when the time gets closer to complete it.

**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.

Code of Student Conduct and Academic Integrity

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.
  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

HUB Contact Information:
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

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

XI: Other Relevant Course Information:

Attendance: It is important that you read all the course content (this is the equivalent of attending class!) and read all assigned readings. You can do this on your own time within the week-long session. I understand that you may have days or even a week when you have extenuating circumstances that make getting your work done more difficult. If you have a situation where your work is not getting done, please reach out and let me know! If you miss a week of work, you may be overextended. I ask that you talk with me to discuss your options. The sooner we can connect, the more I can help you!

Acceptable Student Behavior
In an online course, acceptable behavior includes how you interact with your fellow students in class discussions, online discussion forums, and any group work. Language used should always be professional. 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.

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 the student’s 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.

Office Hours
I conduct my office hours via Zoom, if you would like to attend office hours in person, please notify me that you will be coming by the office. When using Zoom, I try to conduct my office hours (as much as I can) 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. What that means for you on Zoom is that when you follow the link for office hours from the course 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 and no student in my physical office, 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 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.