

Course Syllabus

FCHD 2660 Parenting and Child Guidance | Fall 2016

CONTACT INFORMATION:

Instructor

Dr. Lisa Boyce

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Teaching Assistant

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OFFICE HOURS:

By appointment in ECERC, Room 102 or by phone.

COURSE DESCRIPTION, GOALS, OBJECTIVES AND ASSESSMENT TOOLS:

Course Description

Welcome to FCHD 2660! All of you were parented and most were taught by classroom teachers. After completing this course you should have knowledge and insight, in addition to your personal experience, to develop your own system of guidance. My overall goal for teaching this course is that I want students to make conscious decisions about how they will discipline and guide children both personally and professionally. The field of child guidance is informed by well-designed research studies that give us a lot of good information to guide parents and educators. However, there is plenty of room for individual interpretation and application of theoretical perspectives and research findings. My hope is that through your readings and practical application assignments that you will understand your role in guiding children's behavior in the context of their age, development, strengths, risk factors, family structure, and culture.

This online course consists of discussions, textbook readings, lectures on Canvas, practical assignments, and exams. It is a semester-based course following the USU academic calendar with specific due dates for readings, assignments, and exams.

Course Content Goals

This course will focus on the following: 1. Five key theories of child guidance. 2. General concepts, goals, and strategies of parenting. 3. Parenting at developmental stages including birth to two years, early childhood, elementary school-age, early adolescents, late adolescents and young adults. 4. Parenting in varying life circumstances including diverse family situations and challenging times.

Objectives and Assessment Tools

- Objective 1: Students will identify and apply the basic components of 5 key theories of child guidance.
 - Assessment Tools: Theoretical Application Assignments 1-4, Exams 1-3.
- Objective 2: Students will demonstrate knowledge of the research and complexities of parenting and child guidance.
 - Assessment Tools: Discussion Questions, Exams 1-4.
- Objective 3: Students will apply course concepts to develop their own personal system of child guidance.
 - Assessment Tools: System of Guidance Paper.
- Objective 4: Students will develop skills, competencies and points of view that will support and inform professional development and identify factors that support and hinder effective parenting and classroom management.
 - Assessment Tools: Discussion Questions, Exams 1-4.

COURSE RESOURCES:

Course Technology Requirements

Canvas is the where course content, grades, and communication will reside for this course.

- <http://online.usu.edu>
 - Your **username** is your **A#**, and your **password** is your global password (the same one you use for Banner or Aggiemail).
- For [Canvas](#), [Passwords](#), or any other computer-related technical support contact the [IT Service Desk](#).
- 435 797-4357 (797-HELP)
- 877 878-8325
- <http://it.usu.edu>
- servicedesk@usu.edu

Textbook

The text for this class will be Brooks, J. (2013). *The Process of Parenting* (9th edition). New York, NY: McGraw Hill. (ISBN: 978-0-07-802446-7). You may purchase this book at the [USU bookstore](#) or online. Make sure you get the ninth edition!

Additional Readings

Additional readings related to specific theories of child guidance will be provided. Most readings will be available in Canvas in PDF format. Other readings will be available online, with a hyperlink provided in Canvas.

Presentations

Weekly online presentations may be posted on Canvas. Lecture notes along with slides will be provided to view online or downloaded.

COURSE ACTIVITIES

Readings

There will be assigned readings for each topic. You will be accountable for reading materials and assessed for comprehension through assignments, discussions, and quizzes.

Presentations

For most topics there will be an Instructor presentation. If readings are provided **you are expected to do all readings prior to presentations**. The presentation will be focused more on synthesis and expansion of the reading materials, so it is your responsibility to gain a basic understanding of the reading materials first.

Discussions

You will participate in 12 Discussions on Canvas (one introduction and 11 regular). In order to earn the Discussion Points (24 points total), **you must post one message and one reply (where you reply to someone else's message) for each Discussion Topic** other than the introduction.

Assignments

Theoretical Applications (40 points)

Four assignments focused on applying the theories discussed in lectures will be assigned during the weeks that the theories are presented. These assignments are designed to help you apply the theories to real life situations. The instructions for each application can be seen by selecting the assignment link and selecting the appropriate applications. Students will submit their responses through Canvas. Responses will be graded for accuracy, creativity, understanding of the model, and completeness.

System of Guidance Paper (40 points)

A typed description of your own system of guidance based on **concepts from this course**. Content must include: (1) a description of a theory you have selected with the reasons why you selected it (Skinner, Canter, Dreikurs, Gordan, Glasser, or some combination), (2) goals for guidance & development, (3) rules for behavior (do's & don'ts for children), (4) preventive strategies, (5) supportive strategies, and (6) corrective strategies. Focus may be on classroom teaching or parenting. There is a 5 page limit so please do not go over 5 pages. You may want to look over the Parenting Strategies and Building a Personal System of Discipline lecture. Your grade will be based on how well you address the 6 points listed above. The theory needs to be a theory or combination of theories covered in class. Please see the grading rubric for more information on how this paper will be graded.

Late Work

Late work will be accepted on the assignments with a reduction of 10% of the points for up to 2 weeks after the due date. The due date and time associated with each discussion, exam and assignment are stated clearly in Canvas and on the Course Schedule.

No Pressure Quizzes

No pressure quizzes consisting of 5-10 true/false questions will be offered most weeks to help you monitor your understanding of the assigned textbook readings and to help prepare you for your exams. These quizzes will not count toward your final grade.

Exams (120 points)

Exams are multiple choice format. Exam dates are on the course schedule. I drop one exam so that all students have the same opportunity to deal with life's circumstances. Because this policy is in place, I do NOT do make-up exams--please do not ask. Exams are conceptual, open-book, and timed (35 minutes for 30 questions) so study before hand is essential to pass the exams. I have opted for this approach to reduce the hassle for students to have the exams proctored. The exams open on Fridays and close on Mondays to allow students some flexibility to choose either a weekend or weekday to take the exams. The final exam (exam 4) is not comprehensive and I have added on additional day that it is open to allow students flexibility in scheduling this exam around their other final exams. Exam 4 is optional if you are satisfied with your first three exam scores.

Grading:

Your grade will be based on the following:

3 out of 4 exams @ 40 points (multiple choice, 20 questions, the lowest test score will be dropped, final is optional and not comprehensive)	120
4 theoretical applications @ 10 points	40
Class Participation (posting responses to discussion questions)	24
System of Guidance Paper	40
Total	224

Grades: 93=A, 90=A-, 87=B+, 83=B, 80=B-, 77=C+, 73=C, 70=C-, 67=D+, 60=D, < 60=F.

COURSE POLICIES:

Withdrawal Policy and “I” Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
 - A death in the immediate family,
 - Financial responsibilities requiring a student to alter a work schedule to secure employment,
 - Change in work schedule as required by an employer,
 - Other emergencies deemed appropriate by the instructor.
- (<http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf>)

Communication

All communication will be disseminated from Canvas. I will use Announcements in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by an email, cell phone for text messages, or other social networking services of your choice.

- [How to set up notification preferences in Canvas](#)
- [How to use the Inbox for Conversations in Canvas](#)

Instructor Feedback/Communication

I will provide timely assignment feedback through comments and personal conversations on Canvas. I will be reading the Discussion Boards and replying to messages occasionally. You will receive specific feedback on your Assignments in the form of text comments appended to your electronic submissions.

Student Feedback/Communication

I welcome all feedback on the course. My preferred method of communication with individual students is via Canvas Inbox/Conversations. I will respond to email **within two week days** (Monday – Friday). If you experience a legitimate emergency (according to my standards) that will prevent you from completing required coursework on time, I expect you to communicate with me at the earliest reasonable opportunity. Canvas will track communication between students and teachers providing date and time stamps. Please state the nature of the emergency, and when you expect to turn in the coursework.

Course Etiquette

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive,

intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

Submitting Electronic Files

All electronic files must be submitted in word(.doc, .docx) or rich text file (.rtf) format, unless otherwise stated. Please name your file in the using the following convention: *Assignmentname_Yourname.doc*. Files in formats other than doc, docx, rtf and/or without the proper naming convention (or at least a reasonable attempt) will be returned to the student and additional handling charges (lost points) may apply.

Course Fees

There are no course fees associated with this course.

Assignments Summary:

Date	Details	
Mon Aug 29, 2016	Complete Academic Integrity Module and Quiz	12am
	Module 1 & Readings : Textbook Chapters 1 & 2	12am
Fri Sep 2, 2016	Group Discussion 1	due by 11:59pm
	Introduce Yourself	due by 11:59pm
Mon Sep 5, 2016	Acknowledgement	due by 11:59pm
	Check Your Understanding	due by 11:59pm

Date	Details	
Tue Sep 6, 2016	Module 2 & Readings: Textbook Chapters 3 & 4	12am
Fri Sep 9, 2016	Group Discussion 2	due by 11:59pm
Mon Sep 12, 2016	Module 3 & Readings. Supplemental on CANVAS	12am
Fri Sep 16, 2016	Theoretical Application #1 - Glasser's Model	due by 11:59pm
Mon Sep 19, 2016	Module 4 & Readings: Chapter 5	12am
Fri Sep 23, 2016	Exam 1 opens	12am
	Group Discussion 3	due by 11:59pm
Mon Sep 26, 2016	Module 5 & Readings: Supplemental on CANVAS (Not on Exam 1)	12am
	Exam 1	due by 11:59pm
Fri Sep 30, 2016	Group Discussion 4	due by 11:59pm
	Theoretical Application #2 - Skinner's Model	due by 11:59pm
Mon Oct 3, 2016	Module 6 & Readings: Chapters 6 & 7	12am
Fri Oct 7, 2016	Group Discussion 5	due by 11:59pm
Mon Oct 10, 2016	Module 7 & Readings: Chapter 8	12am

Date	Details	
Fri Oct 14, 2016	Group Discussion 6	due by 11:59pm
Mon Oct 17, 2016	Module 8 & Readings: Supplemental on CANVAS	12am
Fri Oct 21, 2016	Exam 2 opens	12am
	Theoretical Application #3 - Gordon's Model	due by 11:59pm
Mon Oct 24, 2016	Module 9 & Readings: Chapters 9 & 10 (Not on Exam 2)	12am
	Exam 2	due by 11:59pm
Fri Oct 28, 2016	Group Discussion 7	due by 11:59pm
Mon Oct 31, 2016	Module 10 & Readings: Canter and Dreikurs--Supplemental on CANVAS	12am
Fri Nov 4, 2016	Theoretical Application #4 - Canter vs. Dreikurs	due by 11:59pm
Mon Nov 7, 2016	Module 11 & Readings: Parents, Please Don't Sit on Your Kids-- Supplemental on CANVAS	11pm
Fri Nov 11, 2016	Exam 3 Opens	11pm
	System of Guidance Paper	due by 11:59pm
Mon Nov 14, 2016	Module 12 & Readings: Chapters 11 & 12 (Not on Exam 3)	12am
	Exam 3	due by 11:59pm
Fri Nov 18, 2016	Group Discussion 8	due by 11:59pm

Date	Details	
Mon Nov 21, 2016	Module 13 & Readings: Chapters 13 & 14	12am
Fri Nov 25, 2016	Group Discussion 9	due by 11:59pm
Mon Nov 28, 2016	Module 14 & Readings: Chapters 15 & 16	12am
Fri Dec 2, 2016	Group Discussion 10	due by 11:59pm
Mon Dec 5, 2016	Module 15 & Readings: Chapter 17--Parenting in Challenging Times	12am
Fri Dec 9, 2016	Exam 4 Opens	12am
	Group Discussion 11	due by 11:59pm
Tue Dec 13, 2016	Exam 4	due by 11:59pm
	extra credit (course evaluation)	
	Glasser's No-Pressure Quiz	
	No Pressure Quiz Chapters 11 & 12	
	No pressure quiz Gordon	