



Parenting and Child Guidance

FCHD 2660-002 Fall 2016

Tue, Thurs. 1:30-2:45 121 Old Main

INSTRUCTOR: Megan Oka
Office: 207 Family Life Center (493 North 700 East)
Phone: 797-7456
Email: megan.oka@usu.edu
Office Hrs: Tue / Thurs 3:00 – 4:30 pm
Appointments preferred; walk-ins welcome.

Teaching Assistants:

takes care of attendance issues, accounting of points, and helps with grading. also do exam reviews, give feedback on projects, and answer questions about presentations.

When we choose to be parents, we accept another human being as part of ourselves, and a large part of our emotional selves will stay with that person as long as we live. From that time on, there will be another person on this earth whose orbit around us will affect us as surely as the moon affects the tides, and affect us in some ways more deeply than anyone else can. Our children are extensions of ourselves.

–Fred Rogers

COURSE INFORMATION

Text & clicker:

Brooks, J. (2013). *The process of parenting* (9th ed.) New York: McGraw-Hill.

A parenting book of your choice

Additional readings on Canvas.

- You will also be required to bring an i-clicker or clicker app to class each day. They are sold in the USU bookstore. You can sell them back at the end of the semester just like a textbook.

Course Description:

A review of parenting styles and child guidance philosophies with emphasis on principles and techniques.

Learning Outcomes:

1. Understand different epistemologies as applied to parenting and child guidance.

2. Understand and apply different human development and family studies theories to parenting and child guidance.
3. Understand different research methodologies as applied to parenting and child guidance.
4. Understand and apply validated models of parenting to real-life situations
5. To become familiar with the necessary tools for writing, observing, and communicating about parenting styles, techniques, and skills.

Course Structure

The course meets twice a week. Typically, the first class of the week will be largely lecture and discussion, while the second class will feature application to the material discussed at the beginning of the week. Reading assignments should be completed prior to each class. Regular attendance is essential. If you miss class, you will be responsible to find someone from whom to get notes. No exceptions. I reserve the right not to lecture out of the book, and to test on both the material in class and in the text.

Canvas

Canvas is the internet system for this course (see <http://canvas.usu.edu>). Your username is your A#, and your password is the same one you use for Banner or Aggiemail. The Help Desk (797-HELP) can help with technical issues. Documents in this course will be presented in PDF format. You will need Adobe Reader to view these files (free at <http://get.adobe.com/reader/>) I use Canvas for class discussions, to update the syllabus, to submit assignments, and to post announcements.

REQUIREMENTS

Participation and Attendance:

- Students who attend regularly do best.
- A lot of points come from in-class work.
- **No in-class work may be made up (university business excepted).**

Participation: Much of your grade comes from in-class work. To get credit, you must attend, be on time, and participate for the full class time.

Computers/Devices:

Phones: No phone use, except for iClicker use. Silence your phone.

Computers: Please, no computer use unless you clear it with me.

Clickers:

Some discussion participation may require the use of an iClicker.

NO MAKE-UP for Clickers. Make sure you have yours, with fresh batteries.

Clickers must be registered – one clicker per person’s name. This must be done by the first Thursday, first week. I cannot give credit unless your i-Clicker is registered and working.

ASSIGNMENTS

1. **In-class Activities** *Learning outcome 4*. [5 pts each; total 35 pts]. (So, you can miss 1 and still get all points). There will be 8 in-class activities, each worth 5 points (35 + opportunity for 5 extra credit). These activities help you practice skills, and may not be made up.

2. **Parenting Book Review** *Learning outcome 2&5* [25 points] You will choose a parenting book. This can be a book recommended by me, a book you find on Amazon, a referral from a friend, something you picked up from a relative, or something you bought used (in other words, any book about parenting). You will read the book, and write a 3-page (which means the body of the paper should go onto a fourth page), double spaced paper. The paper should do the following:
 - Introduce your book and the premise of your paper. (1 paragraph)
 - Summarize the basic premise of the book (1-2 paragraphs)
 - Discuss any theoretical foundation the author(s) lay out for this book. (1-2) paragraphs
 - Discuss the epistemology of the book (i.e., how did the author(s) arrive at the points made in the book? Empirical, quantitative research? Qualitative research? Personal experience? Religious mandate? Etc.).
 - Critique this book based on your understanding of parenting (cite sources used in this class) and your own experiences, would you recommend this book to others?
 - Conclusion. Wrap up everything. (1 paragraph)
 - Use APA style (title page, running head, in-text citations, reference page). For a style guide, visit <https://owl.english.purdue.edu/owl/resource/560/01/>

3. **Observation Paper.** *Learning outcomes 2 & 4* [25 points]. Observe 2 families for 15 minutes each (**at least one parent, at least one child, each**). This may be done in a park, a restaurant (e.g., McDonalds), church, store, playground, etc. Then, write a 3 page (approximately), typed, double-spaced paper detailing your observations. Submit via Canvas. **The purpose is to illustrate your knowledge and application of the CAR model (connection, autonomy, regulation) as covered in class.**

Steps:

1. **Read** (and cite) Barber (1997); Baumrind (1996); Baumrind (2013); Darling (1999).
2. **Introduce** the parts of the C.A.R. model and how they work together. Be sure you incorporate and cite information from the three readings above.
3. **Describe** specifically *how* the behavior you saw exhibited (a) love and connection (or not), (b) encouragement of autonomy (or not), and (c) regulation with appropriate rules, boundaries, and discipline (or not).
4. Determine (as best you can) the **typolog(ies) you saw (e.g., permissive, authoritative, authoritarian, negligent)**.
 - **Observe a family you do not know.** Names should not be used in the paper. You do not have to be close enough to hear all conversation, but be sure to get sufficient data to make conclusions. If you are merely giving

observational data, you're not using the model. **Be sure to tie what you see to the CAR model.**

Format:

Paper should be 2½-3 pages, double spaced, APA Style, and references included.

Guidelines:

- Double-space the paper.
- Follow APA format in referencing and organization.
- *No abstract, no running head, no cover page is needed.*
- List your references in a reference page using APA format.

Grading Criteria for Papers:

*I expect to receive clear, organized papers. Proofread for spelling, grammar, transitions, and content. Have someone else look over your paper and use the writing lab as needed. All written work for this class should be done in a standard, 12-point font, double-spaced. Submit via Canvas in **Word or Rich Text formatting only.***

4. Group Project – A Parenting-Related Topic: Theory & Research

Learning Outcomes 1, 2, 3. [15 + 20 + 10 + 5 = 50 Points total; see A-D below]

Here is what you'll do:

- On Canvas, sign up for a topic that interests you.
- Groups will have 4 people. Sign up for topics on a first come, first served basis.
- Library Day will be the time your group starts the project (although you all can start earlier).
- Your group will compile and present information on your topic, including
 - Theory (about ¼ of the content)
 - Empiricism (that is, research) (about 2/3 of the content)
 - One additional epistemology: Personal, spiritual, or traditional.

INSTRUCTIONS FOR GROUP PROJECT:

A. Article Summaries: Each group member will find **two different scholarly articles** related to the group's topic. These should be empirical articles (studies). Talk to me regarding any exceptions. Then, write a 1-page annotated bibliography for each article. **Use your own words in writing these article summaries. Use APA style.** Each group member should thus have two different article sources each, with no members reading the same articles. (15 pts, individually graded)

B. Poster & Presentation: Using the collective information from the articles, the group will complete a poster presentation of the information they found related to the topic. Posters should introduce the topic, and give information through the three epistemologies/lenses;

(1) **Theory** (about ¼ of the poster);

(2) **Empiricism/Research Findings** (about 2/3 of the poster);

(3) **Personal/traditional or other** (about 1/12 of the poster). Font should be readable at a distance (*at least 20 font*) and poster should be neat and attractive.

Each group member should be prepared to answer questions/present poster to the class. (20 pts)

*****For credit, put the group number and names on the poster*****

C. Bulleted Summary: The group will compile a half page bulleted summary of their project (roughly ½ page). Briefly state the theory your group used *and state how it was used*. Most of the content should focus on the empirical findings. One group member submits this to Canvas.

(10 pts) **A, B, and C are due on the day your group presents.**

D. Group Evaluation: After presentations, each group member will provide a grade and assessment of themselves and other group members via Canvas (5 pts).

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5. Quizzes (3 quizzes 10 points each = 30 points total).

10-item quizzes review content before each exam. Quizzes are in-class, via i-Clicker.

6. Exams (3 Exams; 50 + 50 + 60 = 160)

Two midterms and one final exam will be given (multiple choice & T/F), with content from the text, lectures, and content from group presentations (in exam 2).

GRADING:

In-class Group Activities	35
Book Review	25
Observation Paper	25
Group Project: Summaries/Presentation	50
Quizzes [3 x 10]	30
<u>Exams [50+50+60]</u>	<u>160</u>
Anticipated Total:	325 points

Grades are assigned according to the total points *earned*, compared to the total *possible*:
(I round down at .4 and below; I round up at .5 and above)

A	94-100%	C+	74-77%
A-	90-93%	C	70-73%
B+	86-89%	C-	66-69%
B	82-85%	D+	62-65%
B-	78-81%	D	58-61%
		F	<58%

POLICIES

Late Work

Please turn in assignments on time. **Late work will be deducted 20% for each day late.**

Grievance Process

Please feel free to talk to me about issues in this course. Students who feel they have been unfairly treated may file a grievance per procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII, pages 25-30).

Honor Code Policy

As scholars, we are to produce original scholarly work. Naturally, in school, you read the work of others. When you do, cite these sources and the ideas appropriately in your work. The penalty for cheating or plagiarism is a failing grade in the course, and disciplinary action from the university. The University specifies that cheating is grounds for dismissal. You agreed to abide by this Honor Code by signing the Honor Pledge, which reads: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." **Cite the sources you use. [I ask you not to use quotes in this class]**

Use an i-clicker only for yourself, and answer on your own. Only you may use your iClicker in class. Using an iClicker for a friend is cheating and has serious consequences.

Do not expect lenience from me if you choose to cheat.

Impairments or Disabilities: Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (braille, large print or digital) are available with advance notice.

Child Guidance SCHEDULE: Fall 2016

Date	Topic	Readings	Assignment Due
8/30—Week 1	Course Introduction Parenting as Science (Epistemology)	None	None
SEPTEMBER			
9/1—Week 1	Parenting is a Process	Ch. 1	Activity 1
9/6—Week 2	Parenting and Culture Activity		
9/8—Week 2			Activity 2
9/13—Week 3	Learning to Parent and Becoming Parents	Chs. 3&4	Quiz 1
9/15—Week 3	NO CLASS!!!		
9/20—Week 4	Family Relationships	Ch 5& 6	
9/22—Week 4	Exam <i>Review</i>		Activity 3
9/27—Week 5	Exam 1 Chs. 1-6	EXAM 1—Online	
9/29—Week 5	<u>Group Poster Work Day</u>	Work with group members, library staff: select articles	Be there. Attendance is part of group work.
OCTOBER			
10/4—Week 6	Birth to 2 years	Ch. 7	
10/6—Week 6			Activity 4
10/11—Week 7	Early Childhood/Elementary School Children	Ch .8 & 9	Activity 5
10/13—Week 7			Parenting Book Review Due
10/18—Week 8	Early/Late adolescents		Quiz 2
10/20—Week 8	Friday instruction—NO CLASS!		
10/25—Week 9	Present Group Project Posters	Ch.10 & 11	Group projects due
10/27—Week 9	Present Group Project Posters		Activity 6
NOVEMBER			
11/1—Week 10	Exam <i>Review</i>		
11/3—Week 10	Exam 2	EXAM 2—Online	
11/8—Week 11	Parenting and Working/ Parents by Adoption and Parents by Reproductive Technology	Ch. 12 & Ch. 13	Quiz 3
11/10—Week 11			Activity 7
11/15—Week 12	Parenting When Unmarried/ Parenting in Divorced and Remarried Families	Ch. 14 & Ch. 15	Observation Paper Due
11/17—Week 12			Activity 8
11/22—Week 13	Gay and Lesbian Families	Ch. 16	
11/24—Week 13	Thanksgiving Break—NO CLASS! (AND DRIVE SAFELY!!!)		
11/29—Week 14	Parenting in Challenging Times	Ch. 17	

12/1—Week 14			Activity 9
DECEMBER			
12/6—Week 15			Quiz 3 (in-class)
12/8—Week 15	Exam <i>Review</i>		Activity 10
Dec 12-16		FINAL EXAM ONLINE	

References

- Barber, B. K. (1997). Introduction: Adolescent socialization in context – the role of connection, regulation and autonomy in the family. *Journal of Adolescent Research, 12*, 5-11.
- Baumrind, D. (2013). Authoritative parenting revisited: History and current status. In R.E. Larzelere, A.S. Morris, & A.W. Harrist (Eds.), *Authoritative parenting: Synthesizing nurturance and discipline for optimal child development* (pp. 11-34). Washington, DC, US: American Psychological Association.
- Baumrind, D. (1996). The discipline controversy revisited. *Family Relations, 45*, 405-414.
- Bigner, J.J. (2010). *Parent-child relations: An introduction to parenting* (8th Ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Darling, N. (1999). Parenting style and its correlates. *Eric Digest, March 1999*, EDO-PS-99-3.
- Pawel, J. J. (2000). *The parent's toolshop: The universal blueprint for building a healthy family*. Springville, OH: Ambris Publishing.