

**FCHD 2660
Parenting and Child Guidance
Spring 2017**

Instructor: Aryn M. Dotterer, Ph.D.
Day: Monday, Wednesday, Friday
Time: 2:30-3:20
Place: 206 Family Life
Office: FL 215
Phone: (435)797-2387
Email: aryn.dotterer@usu.edu
Office Hours: Mondays 1:00 -2:00 pm and by appointment

Teaching Assistant: Mark Ferguson
Office: FL
Phone:
Email:
Office Hours:

Required Text: Brooks, J. (2013) *The Process of Parenting* (9th ed). New York, New York: McGraw-Hill. Additional readings on Canvas. An i>Clicker

Course Description

A review of parenting styles and child guidance philosophies with emphasis on principles and techniques. We will explore the challenges and changing nature of parenting across development, current parenting issues, and parenting in diverse family types. It is expected that students will be prepared for each class by completing the assigned readings. Attendance and participation in class are important for your learning and application of course information.

Learning Outcomes

1. To understand and apply various developmental and family theories to parenting and child guidance
2. To understand different research methodologies as applied to parenting and child guidance
3. To understand validated models of parenting and child guidance and apply these models to real life situations
4. To become familiar with the necessary tools for writing, observing, and communicating about parenting and child guidance

Course Policies

Attendance:

I expect you to attend all classes for their duration. I will not excuse any student from any assignment. If a student is unable to complete the class attendance requirements according to

university policy, it is her/his responsibility to withdraw from the class (I will consider exceptions under unusual circumstances.) I expect you to complete all examinations at the appointed hour. If there are any questions or concerns, please contact me.

Special Needs Accommodation:

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. Please contact the DRC as early in the semester as possible and meet with your professor to make plans for accommodations by the second week of class. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

Respect for Diversity:

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact one of the following: Moises Diaz, Director of Multicultural Student Services (435)797-1733 - moises.diaz@usu.edu; James Morales, Vice President of Student Services (435)797-1712 - james.morales@usu.edu; Ann Austin, Director of the Center for Women and Gender (435)797-1527 - ann.austin@usu.edu; or the Affirmative Action and Equal Opportunity Office (435)797-1266 - www.usu.edu/aaeo. You can learn about your student rights by visiting: www.usu.edu/student-services/studentcode.

Honor Code:

As stated in the Student Code, "Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to reinforce the higher level of conduct expected and required of all Utah State University students." Upon admission to the university, 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." Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments will result in a failing grade and may result in further action according to University policy.

Plagiarism:

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Communication Via Email:

Email is an official form of communication at USU. Any communication to you about this course will be to the email address you have listed in ACCESS as your preferred address. You are responsible for any information conveyed to you at that email address. To make sure that the university is using the email account you prefer, do the following:

- At the USU website, click on the link "MyUSU" at the top right of the page
- Under "Access" click on the link "Login to Access (Banner)"
- Log in using your A number and Password
- Click on "Personal Information"
- Click on "Update E-mail Addresses"
- Follow the short instructions to update your preferred email address

It is your responsibility to check your email account regularly.

Classroom Civility:

See the statement at: <http://catalog.usu.edu/content.php?catoid=4&navoid=578>.

In addition, to ensure a productive learning environment for all class members, please abide by the following guidelines for classroom behavior:

*The use of cell phones is prohibited while class is in session and they must be switched to ***silent*** or ***vibrate***.

*Unsolicited conversations should not take place while class is in session.

*The use of laptops or handheld devices is restricted to course-related activities (taking notes, etc.), and may not be used for other activities (shopping, e-mail, social media) while class is in session.

***Please be courteous to your fellow classmates.**

Student Grievances:

Students who feel they have been unfairly treated, may file a grievance through the channels and procedures described in the Student Code. See the USU Catalog at the following link:

<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&returnto=search>

Emergency Preparedness:

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of a fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs. In the event of an emergency or disaster the course schedule and requirements may be altered. Check the USU homepage for updates as well as our course webpage on Canvas for changes to the class schedule.

Grading Distribution:

95%-100%	A
90%-94.9%	A-
87%-89.9%	B+
83%-86.9%	B
80%-82.9%	B-
77%-79.9%	C+
73%-76.9%	C
70%-72.9%	C-
67%-69.9%	D+
63%-66.9%	D
60%-62.9%	D-
Less than 59.9%	F

Course Assignments:

1. **Exam.** Three exams will be administered in class during the semester. Each exam will be worth 50 points. Exams will include multiple choice questions and may contain true/false questions. Exams will cover material from the required reading, class content, lectures, and presentations. Make up exams will be given only at the discretion of the instructor and may be of a different format than what was administered in class (e.g. essay test). Students must give instructor prior notice if he/she cannot take the exam on the scheduled date. Student notice must not be less than 2 hours before class time. Students missing a scheduled exam date must provide a formal excuse in writing for the reason of the absence (e.g. a written doctor's note). It is up to the instructor's discretion to determine what will be considered a legitimate excuse for requiring a make up exam. **Total points possible: 150**
2. **In-Class Assignments.** Throughout the semester, there will be a series of in-class assignments. Assignments will take a variety of forms, including short quizzes, writing assignments, small group activities, and homework. Some in-class assignments may require you to answer a series of questions handed out in the prior class. These assignments are designed, in part, to reward class participation and attendance, thus will not be announced in advance. If you miss an in-class assignment, you cannot make up these points; however, you have three freebies (i.e., you can miss three in-class assignments without being penalized). There will be a total of 13 in-class assignments, but only 10 will figure into your final grade, with each one being worth up to 5 points. If you complete more than 10 in-class assignments, the scores from the highest 10 will contribute to your final grade (i.e., the maximum in-class assignment points you can obtain is 50). **Total points possible: 50**
3. **Hot Topic Presentations and Article Summary.** Students will work in an assigned group and prepare a group presentation on a hot topic parenting/child guidance issue. Students will also write a short paper that summarizes a research article, which is intended to be used in the group presentation (2 pages) and personal reflection on the topic (1 page). Hot Topic Presentations will occur throughout the semester and take place during class time. Groups will have 15 minutes to present their hot topic issue. **Required sources of information include academic journals** (e.g. *Child Development*) – you must refer to at least **five** academic journals/books in your research presentations. In addition to academic sources, you may also use popular media (magazines, newspapers, television, movies, mainstream books, etc). All sources must be cited according to APA style. Further instruction will be provided in a future class. Further details will be provided in class. **Total points possible: 25 for paper; 25 for presentation**
4. **Interview Paper.** You will select a parent or early education teacher/administrator to conduct a short interview with on the topic of parenting and/or child guidance. Some sample questions will be provided for your use but you should also think of questions on your own. Do not ask questions that are intrusive or inappropriate. Your interview should take place in person (preferred) or over the phone and last about 15 minutes. After you complete the interview you will also answer these reflection questions: What did you learn after completing this interview? What thoughts or feelings come up for you as you think about the information you have gathered? What did you learn about parenting or child guidance? Further details will be provided in class. **Total points possible: 50**

Course Schedule, Topic, and Assignments/Readings

Date	Topic	Reading	Assignment
	Unit 1: Introduction to Concepts, Goals, and Strategies		
Week 1			
January 9, 2017	Intro to Course		
January 11, 2017	Parenting is a Process	Chapter 1	
January 13, 2017	Culture and Parenting	Chapter 2	
Week 2			
January 16, 2017	MLK Jr. Day No Class		
January 18, 2017	Culture and Parenting	Reading online	Structured Discussion
January 20, 2017	SES and Parenting		
Week 3			
January 23, 2017	Poverty and Parenting		Poverty Simulation
January 25, 2017	Group Assignment instructions/research day		
January 27, 2017	Learning to Parent	Chapter 3	
Week 4			
January 30, 2017	Parenting Theories		
February 1, 2017	Transition to Parenthood	Chapter 4	
February 3, 2017	Fathering	Reading online	
Week 5			
February 6, 2017	Supporting Children	Chapter 6	
February 8, 2017	Guidance/Discipline		
February 10, 2017			
	Unit 2: Growth & Development		
Week 6			
February 13, 2017			Exam 1
February 15, 2017	Birth – 2 years	Chapter 7	
February 17, 2017	Birth – 2 years		
Week 7			
February 20, 2017	President's Day No Class		
February 21, 2017	2 - 5 years	Chapter 8	
February 22, 2017	2 - 5 years		
February 24, 2017			Hot Topics: Spanking; Color blind socialization
Week 8			
February 27, 2017	Middle Childhood	Chapter 9	
March 1, 2017	Early Adolescence	Chapter 10	
March 3, 2017	Early Adolescence		Hot Topic: Parenting style

Week 9			
March 6, 2017	March 6 - 10 Spring Break No Class		
Week 10			
March 13, 2017	Adolescence	Chapter 10	
March 15, 2017	Adolescence		
March 17, 2017	Emerging Adulthood	Chapter 11	
Week 11			
March 20, 2017			Hot Topics: Importance of parents; Helicopter parents
March 22, 2017	Emerging Adulthood		
March 24, 2017			Exam 2
Unit 3: Parenting Across Contexts			
Week 12			
March 27, 2017	Parenting & Work	Chapter 12	
March 29, 2017	Parenting & Work		Hot Topic: Childcare
March 31, 2017	Parenting and Adoption	Chapter 13	
Week 13			
April 3, 2017	Unmarried Parents	Chapter 14	Hot Topic: Transracial Adoption
April 5, 2017	SRCD		Interview
April 7, 2017	SRCD		Interview
Week 14			
April 10, 2017	Lesbian/Gay Families	Chapter 16	
April 12, 2017	Lesbian/Gay Families		
April 14, 2017	Divorced Families	Chapter 15	
Week 15			
April 17, 2017	Remarriage/Stepfamilies		Hot Topic: Effects of Divorce
April 19, 2017	Coparenting		
April 21, 2017	Parenting & Challenges	Chapter 17	Interview paper due
Week 16			
April 24, 2017	Parenting & Challenges		
April 26, 2017	Parenting Education		
April 28, 2017	Review/Wrap Up		
TBA			Final Exam