

Utah State University  
Department of Family, Consumer & Human Development  
Spring 2017 Online

**Course Name:** Parenting and Child Guidance

**Course Number:** FCHD 2660

**Textbook:** Brooks, J. (2013). *The Process of Parenting* (9th edition). New York, NY: McGraw Hill. (ISBN: 978-0-07-802446-7). -- Available at the [USU bookstore](#) or online. Make sure you get the ninth edition!

### **Instructor**

Kristin Hall, Doctoral Candidate

Please use CANVAS for all messaging. If for some reason CANVAS is not working, email is the next best way to get a hold of me. (kristin@aggiemail.usu.edu)

Office Hours: Because this is an online class I do not have formal office hours. However, I will do my best to respond to your inquiries as soon as possible. This typically means within 24 hours on weekdays.

### **Teaching Assistant**

Lauren Pace

laurenpace@gmail.com

### **Course Description**

Welcome to FCHD 2660! 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 for 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 you will understand your role in guiding children's behavior in the context of their age, development, strengths, risk factors, family structure, and culture.

### **Course Structure**

This online course consists of discussions, textbook readings, lectures on Canvas, written assignments, and exams. It is a semester-based course following the USU academic calendar with specific due dates for readings, assignments, and exams. This course is NOT self-paced nor independent study. Assignment and exam due dates are outlined on the last page of this syllabus and on Canvas. However, content is available before the week it is due and working ahead is encouraged.

## 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 adolescence, late adolescence, and young adulthood.
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> (Links to an external site.)

Your **username** is your A#, and your **password** is your global password (the same one you use for Banner or Aggiemail).

For Canvas (Links to an external site.), Passwords (Links to an external site.), or any other computer-related technical support contact the IT Service Desk (Links to an external site.).

435 797-4357 (797-HELP)

877 878-8325

<http://it.usu.edu> (Links to an external site.)

[servicedesk@usu.edu](mailto:servicedesk@usu.edu)

## 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.

## **COURSE ACTIVITIES**

### **Readings**

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

### **Presentations**

For most topics there will be an Instructor presentation, including lecture notes. 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.

## **ASSIGNMENTS**

### **Syllabus Quiz and Check Your Understanding Quiz**

The syllabus quiz covers important class policies that will help you avoid obstacles as you work through this course. The check your understanding quiz covers university policies regarding academic honesty. They will be available the first week of class. You can take these quizzes as many times as you need to get 100%.

### **Discussion Posts**

You will participate in 10 semi-weekly Discussions on Canvas. In order to earn the Discussion Points, you must post one message and one reply (where you reply to someone else's message) for each Discussion Topic. These are designed to help facilitate introspection and application of the course material. For each Discussion, questions will be posed to the class, usually related to the lectures or readings for the week. When there is more than one question do not feel obligated to respond to all parts of the discussion question. They are just there to get your mind going. Posts should respond to the assigned questions in a thoughtful manner. Be careful sharing personal information as **all posts are available for everyone in the class to read**. It is expected that people will bring diverse opinions and backgrounds to each question; an atmosphere of respect is required. Respectful disagreement and debate is acceptable. Harassment, bullying, profanity, etc. are not. Please report all inappropriate behavior to the instructor.

### **Theoretical Applications**

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. Students will submit their responses through Canvas. Responses will be graded for accuracy, understanding of the model, proper use of APA formatting, and completeness. A grading rubric will be available for each assignment on Canvas.

### **System of Guidance Paper**

This paper is 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 (needs to be from Skinner, Canter, Dreikurs, Bandura, Glasser, or some combination), (2) goals for guidance and 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. Please see the grading rubric for more information on how this paper will be graded. Proper APA formatting is expected.

### **Exams**

Exams are multiple choice format. Exam dates are on the course schedule and Canvas. The lowest exam score will be dropped to account for unpredictable life circumstances. Because this policy is in place, I DO NOT provide make-up exams--please do not ask. Exams are open-book and timed (about one minute per question), so study beforehand is essential to pass the exams. I have opted for this approach to reduce the hassle for students to have the exams proctored. The final exam (exam 4) is not comprehensive. Exam 4 is optional if you are satisfied with your first three exam scores.

### **Late Work**

Late work will be accepted on written assignments (but not exams or discussion posts!) with a total reduction of 20% of the points for up to 5 days after the due date. Papers turned in more than 5 days late will not be graded and will receive no credit. The due date and time associated with each discussion, exam and assignment are stated clearly in Canvas and on the Course Schedule. Petitions for extensions will be granted at the instructor's discretion, and only if contacted BEFORE the deadline has passed.

### **Grading:**

Syllabus Quiz	5
Check Your Understanding Quiz	5
Discussion Posts (10 @ 4 pts. each)	40
Theoretical Application Papers (4 @ 20 pts. each)	80
System of Guidance Paper	50
Exams (3 out of 4 @ 40 pts. each)	120
<b>Total</b>	<b>300</b>

The total of all scores will be utilized in a grading scale to arrive at the final grade for the course. The following scale will apply:

94-100%	= A
90-93.99%	= A-
87-89.99%	= B+
84-86.99%	= B
80-83.99%	= B-
77-79.99%	= C+
74-76.99%	= C
70-73.99%	= C-
67-69.99%	=D+
60-66.99%	=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> (Links to an external site.))

### **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 email, cell phone or 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**

My preferred method of communication with individual students is via Canvas Inbox/Conversations. I will respond **within one weekday** (Monday – Friday). Canvas will track communication between students and teachers providing date and time stamps.

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.

### **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 behavior on discussion boards 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. Files in formats other than doc, docx, .rtf 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.

### ***Honor Code Policy***

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 re-enforce 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. <http://www.usu.edu/student-services/student-code/article6.cfm> (Links to an external site.)

### ***Academic Dishonesty***

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code:

Acts of academic dishonesty include but are not limited to: 1. Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud. 2. Falsification: altering or fabricating any information or citation in an academic exercise or activity. 3. Plagiarism: 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 using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials. Full text of the Student Code available at <http://www.usu.edu/student-services/pdf/StudentCode.pdf>: (Links to an external site.)

### ***Students with Special Needs***

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.

### ***Grievance Process***

Students who feel they have been unfairly treated...may file a grievance through the channels and procedures described in the Student Code:

<http://catalog.usu.edu/content.php?catoid=6&navoid=1080&hl=%22grievance%22&retur> (Links to an external site.)[nto=search](#)

### **Assignments Summary:**

<b>Due Date</b>	<b>Assignment Details</b>	<b>Time Due</b>
Fri January 13, 2017	Syllabus Quiz Check Your Understanding Module 1 & Discussion 1	11:59pm 11:59pm 11:59pm
Fri January 20, 2017	Module 2 & Discussion 2	11:59pm
Fri January 27, 2017	Module 3 Theoretical Application 1: Glasser	11:59pm 11:59pm
Fri February 3, 2017	Module 4 & Discussion 3	11:59pm
Sun February 5, 2017	Exam 1	11:59pm
Fri February 10, 2017	Module 5 Theoretical Application 2: Skinner	11:59pm 11:59pm
Fri February 17, 2017	Module 6 & Discussion 4	11:59pm
Fri February 24, 2017	Module 7 Theoretical Application 3: Gordon	11:59pm 11:59pm
Fri March 3, 2017	Module 8 & Discussion 5	11:59pm
Sun March 5, 2017	Exam 2	11:59pm
Fri March 17, 2017	Module 9 & Discussion 6	11:59pm
Fri March 24, 2017	Module 10 Theoretical Application 4: Canter & Dreikurs	11:59pm 11:59pm
Fri March 31, 2017	Module 11 & Discussion 7	11:59pm
Sun April 2, 2017	Exam 3	11:59pm

Fri April 7, 2017	Module 12 System of Guidance Paper	11:59pm 11:59pm
Fri April 14, 2017	Module 13 & Discussion 8	11:59pm
Fri April 21, 2017	Module 14 & Discussion 9	11:59pm
Fri April 28, 2017	Module 15 & Discussion 10	11:59pm
Mon May 1, 2017	Exam 4	11:59pm