School of Human Sciences
Parenting
HMS 353.501
Spring 2016

Instructor: Hyunsook Kang, Ph.D.
Office: EDAN (Education Annex) Rm 119C
Class Location/Meeting: D2L Online Course
Office Phone: 936.468.2975
Office Hours: T, W, Th: 8:30-10:30 & 2-2:30, or by appointment.

Credits: 3

Email: Via D2L (Go to Communication Tools, Classlist, and Click on Name)

Prerequisites: None

I. Course Description:

Practical approach to the process of parenting with a focus on effective parenting strategies from infancy through adolescence. HMS 353 contains a critical assignment related to accountability and accreditation that must be submitted in LiveText.

II. Intended Learning Outcomes/Goals/Objectives:

HMS 353 relates to the College of Education's Conceptual Framework (CF) and/or Vision, Mission, Goals and Core Values (VMGV). The course objectives, activities, and other course aspects support the National Association for the Education of Young Children (NAEYC) and the National Council for Family Relations (NCFR) standards in the area of family and child development.

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

Program Learning Outcomes

1. Learners will identify social & cultural influences affecting family life.
2. Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
3. Learners will apply appropriate practices based on theories of human growth and development to individuals and families.

4. Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.

5. Learners will demonstrate professional behaviors that are reflective of ethical standards and practice

6. Learners will develop culturally-competent educational materials and learning experiences.

**Student Learning Outcomes:**

1. Analyze the impact of the parenthood decision on individual and family relationships.

2. Gain an understanding of parent-child relationships throughout the family life cycle.

3. Gain an understanding of desirable accomplishments by parents and children throughout the life-cycle.

4. Apply theoretical concepts to practical applications in the area of family relations.

5. Gain an understanding of the importance of self-esteem and its development in the family setting.

Certification Competencies: The course will enable the student to attain Family and Consumer Sciences Education certification competencies related to Parenting.

**Family Life Educator Certification**

Course content in HMS 353 emphasizes the following Family Life Educator Content Areas: 1, 2, 3, 5, & 7 as identified by the [National Council on Family Relations (NCFR)]:

1. **FAMILIES & INDIVIDUALS IN SOCIETAL CONTEXTS**

An understanding of families and their relationships to other institutions, such as the educational, governmental, religious, and occupational institutions in society.

2. **INTERNAL DYNAMICS OF FAMILIES**

An understanding of family strengths and weaknesses and how family members relate to each other.

3. **HUMAN GROWTH & DEVELOPMENT ACROSS THE LIFESPAN**

An understanding of the developmental changes of individuals in families across the lifespan (including prenatal, infancy, early and middle childhood, adolescence, adult, and aging) to meet their changing needs.

4. **INTERPERSONAL RELATIONSHIPS**

An understanding of the development and maintenance of interpersonal relationships.
7. PARENT EDUCATION & GUIDANCE

An understanding of how parents teach, guide, and influence children and adolescents as well as the changing nature, dynamics and needs of the parent child relationship across the lifespan

Notes from HMS 353 should be retained to review for the Child Family Life Education (CFLE) exam.

Teacher Certification

The course prepares students seeking certification in Family Consumer Sciences to meet TEES Standard III - Human Development, Education, and Services: The family and consumer sciences teacher understands human growth and development, parent/guardian/educator roles and responsibilities, and career opportunities in human development, education, and services.

Notes from this class should be retained for review purposes for the TEES.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Course Assignments/ Activities: online chapter assignments, chapter exams and final exam. HMS 353 contains a critical assignment related to accountability and accreditation that must be submitted in LiveText. This assignment will be indicated on the Course Timeline.

Instructional Strategies may include: lectures, discussion board, individual and group activities, online guest lecturers, and video clips. **D2L works best in browsers such as Google Chrome or Firefox.**

Use of Technology may include: D2L, Internet assignments, activities, research, and word processing and LiveText.

IV. Evaluation and Assessments (Grading):

Course grade (A - F) is determined by a percentage of total required points for the course.

Grading Scale: A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59% and below.

For example, if a student has earned 90% or greater of the total possible points, the course grade would be an ‘A’; if a student has earned between 89-80% of the total possible points, the course grade would be a ‘B’.

**Course points are earned though:**

**Weekly Chapter Assignments, Activities, and Discussions**

* Getting Started Quiz @ 20 points
* Weekly assignments @ 15 points x 16=240 points
  (Chapter 1 & 6 assignment are under the Discussion)
* LiveText Assignment @ 45 points
* Three exams @ 100 points and a Final @ 100 points – (total 400 points) be sure to review information on exams below.

  - Each week students must submit assignments directly related to the content presented per individual chapter being covered during the given week. The assignments range from discussions on cultural value systems and traditions associated with particular ethnic-racial family groups to considering the impact of preparing to parent and in particular fathers involvement as well as implications of psychosocial development of youth-children and its implications for parenting practices
- **Chapter 1 & 6 discussion questions** posed to students, for example, focus on responding to particular scenarios (i.e., perspectives on spanking and its implications, whether the practice is appropriate).
- **LiveText Assignment**. See both the course timeline and also page 7 of this syllabus for information on assignment.

**Note:** If your major is in the College of Education, you are required to purchase and activate a LiveText account. The College of Education includes: Departments of Elementary and Secondary Education, Human Services, Kinesiology & Health Science, and the School of Human Sciences. Failure to submit the required assignment in LiveText & D2L both will result in zero points for the assignment.

- o Exam I: Chapters 1-4
  - Exam II: Chapters 5-8
  - Exam III: Chapters 9-12
  - Final Exam: Chapters 13, 14, 15, and 17

**Total Points Possible (Tentative):** 20+240+45+400=705 points.

**Grading Scale:** A = 100-90%; B = 89-80%; C = 79-70%; D = 69-60%; F = 59% and below.

634-705= A  564-633 = B  493-563 = C  423-492 = D  422-below = F

- Important information, as an online course the expectation is that students will log into D2L and review online material on a regular basis—this includes meeting all deadlines for submission of assignments. The university will be gathering attendance particularly during the initial weeks of the semester for purposes of matching current financial aid status of students and their documented regular attendance. In this online course, submission of assignments documents regular appropriate attendance.

- **Policy on Late 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 and student assumed it was properly formatted—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, and 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).

* **Forms of Academic Misconduct:**

  1. **Cheating:** Using unauthorized noted or study aids, allowing another party to do one's work exam and turning in that work exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on the assignments or examinations.

  2. **Aid of academic dishonesty:** Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

  3. **Fabrication:** Falsification of creation of data, research, or resources, or altering a graded work without the prior consent of the course instructor.

  4. **Plagiarism:** Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism. You will earn Zero for each assignment, discussion, any other materials for grade if it is considered as
Plagiarism.

5. **Lying:** Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

6. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.

7. **Threat:** An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

**Classroom Behavior:**
My goal for this class is to encourage an environment in which we can all learn from each other’s ideas and experiences. I understand that we all have personal differences on how (and how much) we choose to participate in class. You will never be forced to disclose anything that is private or which makes you feel uncomfortable. However, participation is highly encouraged, as it helps to enrich our shared learning experience.

VI. Readings (required):


You will need the textbook no later than the first class day of the semester.

**Spring 2016 LiveText**
This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails. If you have questions about LiveText, call ext. 1267 or email SFALiveText@sfasu.edu.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: course and program improvement, planning, and accreditation, and instruction evaluation purposes. As you evaluate this course, please be thoughtful and accurate in completing the evaluation. Professor will assign extra-credit points for completing the survey.

In the College of Education, the course evaluation process has been simplified and is completed electronically through **MySFA**. Although the professor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the professor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Note: An online course, submission of assignments by their respective deadlines communicates regular appropriate attendance. For online courses, the information below can still be applied particularly for several policies noted.

Class Attendance and Excused Absence: Policy 6.7

- Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

- 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 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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to: submitting an assignment as one's own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**IX. Other Relevant Course Information:** (As an Online course, you are responsible for reviewing this syllabus and all relevant course material)

**Official LiveText Assignment**

**Short Research Paper for Parent Education and Guidance**

**Directions**

- Write a 2 page paper that describes and discusses how parents:
  - **Teach, Guide,** and **Influence** children and adolescents—make sure to include examples of how parenting roles may change across the lifespan (e.g., changing roles in the early years versus when children enter or are in adolescence).
  - You can use your textbook as a reference; however, you must apply correct APA formatting. Absolutely do not quote, but instead summarize in your own words and apply correct APA in-citations such as noting author and year published either before, during, or after a given sentence as needed. Therefore, the expectation is that in-text citations are applied where applicable throughout the 2 page paper.

- As a guide, you should focus on typing a minimum of 4 paragraphs in which each paragraph must have a minimum of 5 complete full sentences. Use double spacing, 12 inch font, New Times Roman. Include your full name, assignment, and course section at the right hand corner of your paper.

- This paper can be developed after having read course material covering the following sections in the textbook: For example, Chapters 1-10 that speak to many relevant themes from cultural influence, nurturing close relationships and supporting growth and development of children to parenting in relation to developmental appropriateness per particular age group—birth to 2 years, 2 to 5 years, school-aged and elementary, early adolescents, and later years in adolescence.

- **Note:** This assignment is due by Feb.22nd 9am- Feb.23th 9pm to both D2L Dropbox and LiveText both
<table>
<thead>
<tr>
<th>Date</th>
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<th>Points Possible</th>
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<td>Week 2:</td>
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<td>Jan 25-29</td>
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<td>Week 4:</td>
<td>Becoming a Parent</td>
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<td>Nurturing Relationships</td>
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<td>Feb. 22-26</td>
<td>Supporting Growth and</td>
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<td>Chapter 6 Discussion due by <strong>Feb. 25</strong>&lt;sup&gt;th&lt;/sup&gt; 9am-26&lt;sup&gt;th&lt;/sup&gt; 9pm</td>
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<td>Parenting Birth – Two Years</td>
<td>Chapter 7</td>
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<td>March 7-March 11</td>
<td>Parenting Two—Five Years</td>
<td>Chapter 8</td>
<td><strong>Ch.8 Assignment Due by March 10</strong>&lt;sup&gt;th&lt;/sup&gt; 9am-11&lt;sup&gt;th&lt;/sup&gt; 9pm</td>
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<td><strong>Exam 2 due March 21</strong>&lt;sup&gt;th&lt;/sup&gt; 9am-March 22&lt;sup&gt;th&lt;/sup&gt; 9pm</td>
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<td>March 21-Apr. 1</td>
<td>Parenting Elem. Children</td>
<td>Chapter 9</td>
<td>Ch. 9 Assignment due by <strong>March 31</strong>&lt;sup&gt;st&lt;/sup&gt; 9am-Apr. 1&lt;sup&gt;st&lt;/sup&gt; 9pm</td>
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<td>Parenting Early Adolescents</td>
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<td>Parenting late Adolescents</td>
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<td>Apr. 18-22</td>
<td>Parenting and Working</td>
<td>Chapter 12</td>
<td>Ch. 12 Assignment Due by <strong>April 21</strong> 9am- Apr 22&lt;sup&gt;th&lt;/sup&gt; 9pm</td>
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<td>Parents by Adoption and</td>
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<td>Chapter 13-14 Assignment due by <strong>April 28</strong> 9am-Apr. 29&lt;sup&gt;th&lt;/sup&gt; 9pm</td>
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<td>Week 14: May 2-6</td>
<td>Parenting in Divorced Families and Remarried Families</td>
<td>Parenting in Changing Times</td>
<td>Chapter 15 &amp; 17</td>
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<td>Ch. 13, 14, 15, &amp; 17</td>
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