

EFFECTIVE PARENTING - FCS 4150
Course Syllabus

Instructor: Bryce Dickey
Phone: 387-3712
Email: bryce.dickey@wmich.edu
Office: 3214 Kohrman
Hours: by appointment

I. Course Description

Preparation for parenthood. Study of the relationships between the child, his/her development, the process of parental development, school, and family relationships. Special attention to the systems theory as it applies to the family.

This class satisfies the University Baccalaureate Upper-Level Writing Requirement.

Prerequisite: FCS 2140, Child Development or equivalent

II. Educational Goals and Objectives

The goals of this class include increasing knowledge and promoting understanding of research and theory about **Parent Education and Guidance**: how parents teach, guide and influence children and adolescents, and **Family Law and Public Policy**: understanding laws and policies and their affect on the status of families, parents and children.

Through meeting the requirements of this course the student will be able to:

- Gain an understanding of how parents teach, guide and influence children and adolescents based on knowledge of parenting as a process, family systems theory, and the basic needs of a child.
- Examine families and their relationships to other institutions in society based on knowledge of various family structures and functions.
- Recognize the internal dynamics of families and how parents and children relate to each other based on communication patterns, conflict management, and special needs.
- Identify the developmental tasks of parents and how they relate to the human growth and development stages of children.
- Discuss the legal definition of family, and public policies and laws that affect the status of the family and parents. (E.g. divorce, family support, child custody laws, child protection & rights, family planning, Family Medical Leave Act, work/family policies, Best Interest law.)
- Analyze family life education based on understanding how the formation of social attitudes and values relates to parenting issues and recognizing the positive and negative implications of social and technological changes on parenting.

III. Class Policies

- A. All work, with the exception of in-class assignments, must be typed in 12 pt font, double-spaced, with 1.25" margins where applicable. If it isn't typed, it will not be accepted and no credit will be given. WORK NOT SUBMITTED ON THE DUE DATE WILL BE ACCEPTED FOR CREDIT, BUT WILL NOT BE AWARDED POINTS.

- B. Because this class satisfies the University Baccalaureate-Level Writing Requirement, YOU MUST SUBMIT ALL ASSIGNMENTS IN ORDER TO BE CONSIDERED FOR A PASSING GRADE.
- C. Because this class relies heavily on discussion, ATTENDANCE AND ACTIVE PARTICIPATION DURING CLASS PERIODS IS ABSOLUTELY NECESSARY IN ORDER TO PASS THIS CLASS. Be punctual in your arrival, remain in the classroom while class is in session, and stay until the end of class. Use appropriate cell phone ettiquite. You will NOT be considered for a passing grade if you do not attend all class sessions. **Missing more than two hours of class time will result in a reduction of points.**
- D. You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate (pp. 268-270) Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

IV. Required Reading

- A. Bigner, J.J. *Parent-Child Relations: An Introduction to Parenting, 8th Ed.* Merrill Prentice Hall, 2010.
ISBN 0-13-500219-2
- B. Material available through GoWMU:
 - a. E-Learning FCS 4150
 - b. WMU Library Tutorials (Searchpath, The Information Cycle, You Quote it, You Note it! and Plagiarism & Academic Integrity at Rutgers University)

VI. Requirements

- A. Point Values of Requirements:

<u>Assignments</u>	<u>Points</u>
Issue Paper	200
WMU Library Tutorials	50
Parent Education	100
Observation Documentation	100
Theories Jigsaw	100
Chapter Quizzes	50
Exams 1, 2 and 3	100
TOTAL	700

The points from exams, papers, exercises, assignments and presentations will be added on a cumulative basis. Keep track of your points through the semester so you will know how you stand. The following distribution will be used for grading purposes:

<u>Points</u>	<u>Grade</u>
654-700 (94-100%)	A
619-653 (89-93%)	BA
584-618 (84-88%)	B
549-583 (79-83%)	CB
514-548 (74-78%)	C
479-513 (69-73%)	DC
444-478 (64-68%)	D
000-443 (00-63%)	E

A represents "Outstanding, Exceptional, Extraordinary" work according to the Undergraduate Catalog.

B represents "Very Good, High Pass" work according to the Undergraduate Catalog.

C represents "Satisfactory, Acceptable, Adequate" work according to the Undergraduate Catalog.

D represents "Poor" work according to the Undergraduate Catalog.

E represents "Failing" work according to the Undergraduate Catalog.

B. Description of Requirements:

This course fulfills the Departmental and University objectives for an upper-level baccalaureate-writing requirement. The writing assignments are designed in compliance with the objectives of that requirement. The writing assignment should further the ability to analyze and evaluate writing, the ability to construct and develop a point or idea, the ability to develop organized paragraphs and use appropriate transition devices, and the ability to employ the grammatical and mechanical conventions of standard written English.

-Taken from the General Education Policies, Fall 1996

ISSUE PAPER ASSIGNMENT- 200 points

ACADEMIC WRITING AND EDITING ASSIGNMENT

Almost daily, in the news media, in congressional hearings and in casual conversation, we hear about Americans of all ages, races, socio-economic status, etc. taking opposing sides on contemporary parenting issues. These opposing viewpoints often stem from various political, religious, ethical groups' and family scholar's beliefs about appropriate family practices. These in turn lead to debate regarding **laws and policies** that affect families. This position-statement paper requirement provides the student an opportunity to research a controversial topic about parenting, to present the information in a scholarly manner and to take a position regarding the topic, if desired.

This is a significant assignment, and will require a great deal of planning and organization. The instructions that follow are intentionally specific. Issue Papers should be double-spaced, using 12 point, Times New Roman font and 1.25 inch margins, and be four to six pages of text (you will lose considerable points if you do not stay within the length guidelines) in addition to the cover page and the reference page(s).

The manuscript will be prepared in accordance with the Publication Manual of the American Psychological Association (APA). Following are web sites, which will assist you in your APA referencing: http://owl.english.purdue.edu/handouts/research/r_apa.html, <http://apastyle.org>, <http://www.wisc.edu/writing/Handbook/DocAPA.html>, or <http://www.wmich.edu/library/help/guides/style.php#apa>. For further information refer to the *Publication Manual of the American Psychological Association, 5th Edition*.

A minimum of five of the total references used in support of your position must be from recent (since 1999) scholarly journals. (You will not receive credit for this assignment and will fail the course if at least five of your references are not from recent scholarly journals.)

You will complete two expanded annotated bibliographies of articles useful to you in your research for this paper. Each expanded annotated bibliography will be a 2-paragraph paper – use the worksheet provided in e-Learning. A resource to understanding an annotated bibliographies can be found at <http://owl.english.purdue.edu/owl/resource/614/01/> and examples in APA style formatting are at <http://owl.english.purdue.edu/owl/resource/614/03/>. Your annotated bibliographies will include the following:

- Bibliographic information (i.e., the author, title, publisher, etc.)
- **Paraphrased** summary of the article – do not copy the abstract!
- Your reflection – explain how this article/study shapes your paper

Students will submit three copies of the final draft of their paper for peer editing. These copies should have no identification other than a cover sheet with only the last four digits of the student's WIN in 100 pt. font in the center. After the peer editing has been completed, students should make appropriate revisions based on the recommendations. It is recommended that students also utilize the services of the Writing Center to ensure compliance with all requirements of this assignment. Each student will edit three peer papers.

After edited copies of your paper have been returned you are expected to finalize your paper prior to the final submission. Full text copies of ALL of your sources MUST be submitted with your paper. (You will not receive credit for this assignment and will fail the course if you do not include all of your references.) It is expected that there will be no grammatical or spelling errors. Use a single-page cover sheet with appropriate information, do not place your paper in any form of carrier or cover, and place a single staple in the upper left-hand corner of the paper. Submit your paper, the three edited copies, your annotated bibliographies and your sources in an expandable file.

In the construction of your paper it is important that you:

- Present a strong and clear introduction and conclusion,
- Identify and clearly define the controversial issue,
- Present evidence and documentation to support your statement of the controversy
- State why this is a potential U.S. law/public policy concern,
- Present your conclusions based upon gathered evidence.

A well-written but poorly researched or presented paper will not receive a maximum grade, and a well-researched paper that is poorly written or constructed will not receive a maximum grade. It is the development of a critical thinking approach to information, as well as the technical writing components, which are the ultimate purposes of this assignment.

Topics for Issue Paper:

- Selective abortion based on prenatal diagnosis of disability
- Parents’ tracking of children’s location and/or behavior
- Required/recommended immunizations (vaccinations)
- Childrens’ visitation with incarcerated parents
- Parental responsibility for child’s behavior
- Preconception/preimplantation gender selection

EVALUATION OF ISSUE PAPER:

<u>Criteria</u>	<u>Points</u>
Followed directions: 12pt. Times New Roman font, double-spaced	5
No grammatical or spelling errors	20
High degree of general organization; logical flow	20
Paper is succinct and clear; tightly written	20
Introduction and conclusion(s) are clearly related to materials presented in the paper	20
Correctly referenced; in-text citations appropriate; followed APA format in-text and on reference page.	20
Good use of supporting information; abstracted, referenced material is clear and appropriately used	20
Clear explanation of policy or law issue	20
Effectively presented the debate surrounding the issue	20
Annotated bibliographies completed appropriately	20
Final draft ready – effective peer editing done	15
TOTAL	200

WMU LIBRARY TUTORIALS - 50 points

PROFESSIONAL DEVELOPMENT

You must complete four on-line Library Tutorials: *Searchpath*, *The Information Cycle*, *You Quote it, You Note it!* and *Plagiarism and Academic Integrity at Rutgers University*.

- Go to <http://www.wmich.edu/library/help/guides/tutorials.php>
- *Searchpath* - use the online system to record the results of your quizzes – there are 6 modules, each takes about 15 minutes to complete,
- Create a response to the other three tutorials; it should include the following:
 - *The Information Cycle* - a few sentences about what you learned
 - *You Quote It, You Note It!* - a few sentences about what you learned
 - *Plagiarism and Academic Integrity at Rutgers* - a few sentences about what you learned
 - Submit to Assignments (Tutorials) in e-Learning

THEORIES JIGSAW - 100 points

COLLABORATIVE EDUCATION

Students will be assigned one developmental theory to research and provide peer education to other students. Research the theory you have been assigned, using the text, the PowerPoint® in e-Learning and other sources in preparation for teaching the potential impact of that theory on parenting behavior to your peers. Create a single-page overhead (not an actual transparency) to use as a teaching tool. Attach the notes (one to two pages) you will use to explain your overhead. The overhead MUST provide all of the following information:

- Basics of the theory (2-3 bullet points),
- Three examples of child's misbehavior, for each example state:
 - How parents would view or explain their child's behavior, and
 - Resultant potential parental behavior for each example

PARENT EDUCATION - 100 points

PROFESSIONAL WRITING – SERVICE LEARNING

Purpose: To provide appropriate parent education through various visual mediums. Possibilities include newsletter, flyer, or brochure.

Method: This assignment may be done individually or in groups.

1. Submit a proposal of a topic and a plan (**with documented approval**) for how your materials will be distributed to parents in the community.
2. Prepare the materials
 - (a) Research your topic
 - (b) Write the materials
 - (c) Include sources for further information in the materials
 - (d) Attach a paper noting the sources you used for your research
 - (e) Attach the proposal approved by the instructor.
3. Use feedback received from the instructor to improve your materials.
4. Follow your plan to distribute the materials.

PARENTING INTERACTIONS OBSERVATION and ANALYSIS - 100 points

PROFESSIONAL WRITING - Objective Documentation

Purpose:

1. To have an opportunity to observe spontaneous parenting in the community
2. To record the observations in objective documentation format
3. To analyze the interactions through integration of theoretical knowledge with observations.

Method: Students will observe two separate parent-child interactions in public settings, each lasting 5-10 minutes. Students will submit a report using the following guidelines:

Sec. 1 – first interaction recorded in case documentation format

Sec. 2 – analysis of the interaction stating 1) whether the parenting was effective and 2) why, based on at least five clearly stated course concepts (**CLEARLY HIGHLIGHT THESE**)

Sec. 3 – second interaction recorded in case documentation format

Sec. 4 – analysis of the interaction stating 1) whether the parenting was effective and 2) why, based on at least five clearly stated course concepts (**CLEARLY HIGHLIGHT THESE**)

CHAPTER OR READING QUIZZES – 5 to 10 points each (50 points total)

Short (8-15 question) multiple choice quizzes will be presented in some class sessions covering the reading due that day. These will be done at the start of class, and will be collected at 10:20. Students who require or desire additional time may start the quizzes at 9:30.

EXAMS 1, 2 and 3 - (100 points total)

The exams will be available on e-Learning during the appropriate time frame.

ATTENDANCE, PARTICIPATION, AND ASSIGNMENTS

There are not points awarded for attendance; it is assumed that all students will fully attend all sessions. Attendance and active participation during class periods is **absolutely necessary** in order to pass this class. **Missing more than two hours of class time will result in a reduction of points.** You will **NOT be considered for a passing grade if you do not attend** all class sessions. It is expected that students will prepare adequately for each session. There are in-class activities that require the students' prior completion of worksheets and/or assignments. Other assignments require students' attendance for completion.

FCS 4150: EFFECTIVE PARENTING

Date	Topic	Reading
Morning	Introduction to the course Factors influencing the parent/child relationship Primary parenting functions Basic developmental needs Parenting goals	
Afternoon	History of parenting Social changes <i>Issue Paper assignment practice and discussion</i>	
<p>COMPLETE before class on 5/13:</p> <ul style="list-style-type: none"> • Submit assignment to <i>Tutorials</i> • Complete all <i>Searchpath</i> modules • Assigned reading <p>SUBMIT in class on 5/13:</p> <ul style="list-style-type: none"> • Your first expanded annotated bibliography – use the worksheet provided in e-Learning 		
Morning	<p style="text-align: right;">In-class quiz</p> Transition to parenthood Postpartum adjustment <i>Theories Jigsaw assignment explanation</i>	Chaps. 1 & 5 http://www.psychom.net/depression.central.post-partum.html
Afternoon	Attachment Video: <i>Right From the Start</i>	Pgs. 139-145, 178 and 239-240
<p>COMPLETE before class:</p> <ul style="list-style-type: none"> • Exam 1 on e-Learning • Assigned reading <p>SUBMIT in class:</p> <ul style="list-style-type: none"> • Theories Jigsaw assignment • Your second expanded annotated bibliography – use the worksheet provided in e-Learning 		
Morning	<p style="text-align: right;">In-class quiz</p> Theoretical perspectives	Chap. 3
Afternoon	Family systems theory	

	<i>Parent Education assignment explanation</i>	
<p>SUBMIT in class:</p> <ul style="list-style-type: none"> • Final draft (3 copies) of your issue paper following all directions in the syllabus • Parent Education proposal 		
Morning	Galinsky's Stages of Parenthood Erikson's Eight Ages of Man	
Afternoon	Galinsky/Erikson cont.	
<p>COMPLETE before class:</p> <ul style="list-style-type: none"> • Assigned reading <p>SUBMIT in class:</p> <ul style="list-style-type: none"> • Issue Paper Editing • Parent Education assignment 		
Morning	Contemporary parenting strategies Parenting styles	In-class quiz Chap. 4 Pgs. 148-155, 170-187, 196-212 and 220-231
Afternoon	Video: <i>The Children are Watching</i>	
<p>COMPLETE before class:</p> <ul style="list-style-type: none"> • Strategies worksheets <p>SUBMIT in class:</p> <ul style="list-style-type: none"> • Issue Paper 		
Morning	Parenting strategies, cont. Problem solving scenarios	

Afternoon	Environmental factors Single-parenting <i>Observation Documentation assignment discussion</i>	
<p>COMPLETE before class:</p> <ul style="list-style-type: none"> • Exam 2 on e-Learning • Assigned reading <p>SUBMIT in class on:</p> <ul style="list-style-type: none"> • Observation Documentation 		
Morning	Divorce Video: <i>SMILE Listen to the Children</i>	In-class quiz Chap. 11
Afternoon	Child custody laws Best-interest laws,	
<p>COMPLETE before class:</p> <ul style="list-style-type: none"> • Assigned reading 		
Morning	Step-parenting	In-class quiz Chap. 12
Afternoon	Parental competence Wrap-up and review	
Complete Exam 3 on e-Learning		