

COLLEGE OF EDUCATION
AND HUMAN SERVICES
FCS 432/532

COURSE TITLE AND NO: FCS 432-Parenting

SEMESTER AND YEAR: FALL, 2007

TEXT INFORMATION: Hamner, Tommie and Turner, Pauline (2001)
Parenting in Contemporary Society, Fourth Edition
Boston: Allyn and Bacon.

COMPUTER REQUIREMENTS: Computer assisted research on designated components.

INSTRUCTOR: *Name:* *Dr. Janet Dozier*
 Office: *Jenkins Hall 130*
 Office Hrs: *Monday and Wednesday 11-1pm Tuesday 3-4*
 Phone/Email: *696-3102 - dozier2@marshall.edu*

COURSE DESCRIPTION: CREDITS: PREREQUISITES:

This course exams the current challenges, problems, and issues in the field; analysis of effective strategies for parenting. This course is in no way meant to be manual for child rearing, but a study of parenting.

DESIRED LEARNER OUTCOME/OBJECTIVES

1. Analyze the role of parenting and its impact on development across the life span.
2. Develop awareness of the dynamics within parent/child relationships.
3. Investigate major developmental milestones of children and the influence of children's development on parent/child relationships;
4. Analyze various strategies for strengthening parent/child relationships
5. Examine the dynamics unique to diverse parent/child ecologies.

6. Critique parenting literature for function and value
7. Develop skills in researching and communicating accurate meaningful parenting information.

COURSE REQUIREMENTS:

EXTRA CREDIT:

You may orally present one article from either *Young Children* or *Childhood Education* on the topic of fathers to the class. Extra credit is only accepted on the designated day. You should submit the complete bibliographic citation at the time of the presentation. These journals are available on reserve under my name in the LRC.

FIELD-SITE EXPERIENCE:

Field Journal:

Keep a journal of your observations during your field observation experiences. Follow the guide as to what to record. You will be noting parenting skills across the age spans from infants to adolescence by observing in public places.

EVALUATION/MEASUREMENT/ASSESSMENT OF LEARNING OUTCOMES:

G

GRADING POLICY:

GRADES WILL BE DETERMINED BY:

1. Attendance
2. Active appropriate participation in class activities
3. Quality of projects
4. Class presentation and group critiques of instructional ideas
5. Class discussions
6. Test/quiz grades

There are three components to this class. They are examinations/quizzes, field observations and the written work. **Every student must pass all three components in order to pass the class. In other words, a grade of F in any of the components will result in an F for the course.**

POINTS POSSIBLE

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POLICY STATEMENT (DUE DATES, MAKE-UPS) ON MAJOR PROJECTS AND EXAMINATIONS AND OTHER ASSIGNMENTS:

POLICY REGARDING ACADEMIC DISHONESTY

Because this course requires written papers, we are concerned that plagiarism may become an issue. We define plagiarism as the use of another person's words or ideas without giving that person credit in an approved manner. When a case of plagiarism is suspected, we will speak to the student personally and ask the student to redo the paper. If the work is not satisfactorily completed, the student will not receive credit for the course. **BE SURE TO DOCUMENT!!**

Any attempt to falsify the field observations will be considered academic dishonesty and the student will not receive credit for the course.

POLICY REGARDING PARTICIPATION

Participation in class discussions is most important. All participants share responsibility for active involvement in class discussions. A high level of interaction will maximize the learning of all. This will necessitate reading of the text and other sources relating to programs for young children.

POLICY REGARDING EXAMINATIONS

Exams will be based on ALL information assigned in the course. This includes the text, lectures, discussions, films, videos and written and oral reports. Details of exams will be discussed in class prior to exams.

POLICY REGARDING LATE ASSIGNMENTS

You are expected to turn in assignments at the beginning of the class session when they are due. Assignments are due on scheduled dates. If you cannot be in class email the assignments as an attachment. **Late assignments will not be accepted.**

POLICY REGARDING UNANNOUNCED QUIZZES

Unannounced quizzes will be given if the instructor feels that some students are not keeping up with the reading assignments. No MAKE-UP quizzes will be given.

ATTENDANCE POLICY:

Each student is expected to attend all class sessions. Unexcused absences will result in a lower final grade.

Absences will be excused for the following reasons:

- A. Personal illnesses
- B. Critical illness or death in the immediate family.
- C. Such severe weather conditions as to make travel hazardous.

If you are absent more than a total of **two times**, you may either drop the class or receive a final grade of F.

COURSE PHILOSOPHY AND THEMES TO BE DEVELOPED:

Teachers in early childhood classrooms are called upon to provide developmentally appropriate programs for young children. In order to run such a program you must know (1) the foundations of curriculum development and design, (2) to be aware of theoretical approaches to early childhood curriculum and instruction, (3) to be knowledgeable about curricular planning, (4) to be cognizant of alternative approaches to curriculum content and instruction (5) to be knowledgeable of a variety of educational materials, and (6) to be able to reflectively evaluate your ability to design and implement appropriate curricular experiences for young children. Finally, you must be able to integrate your knowledge and skills of both programmatic and curricular foundations for your pedagogical decision-making. The purpose of this class, therefore, is two-fold (1) The class will enable you to develop the knowledge and skills necessary to design appropriate curricula for early childhood programs, and (2) to integrate and thoughtfully reflect on the nature of early childhood educational programs.

INSTRUCTIONAL STRATEGIES:

The format of this class is appropriate to that of a seminar and workshop with the instructor utilizing lecture, discussions, and demonstrations. To facilitate meaningful participation, students are required to familiarize themselves with each assigned topic PRIOR to class and the date on which the topic(s) is/are to be discussed. The purpose of the reading is to provide you with background knowledge necessary to understand each session.

Methods to be used:

- a. Lecture
- b. Large and small group discussions and problem solving scenarios
- c. Critiques
- d. Role-play and other simulations
- e. Emphasis is placed on inquiry and critical thinking
- f. Analysis of field-site observational participation

COURSE OUTLINE:

Unique contribution of parents to children
Roles of parents
Parenting infants and toddlers
Parenting school age children
Parenting adolescence
Parenting adult offspring
Contemporary issues facing parents
Parents from diverse cultures
 Racial and ethnic diversity
 Family configuration
 Diverse lifestyles
 High-Risk families
 Families of children with special needs
 Alternatives to biological parenthood
Child care options

PARENTING:

GRADING SCALE:

A = 93-100%
B = 85-92%
C = 77-84%
D = 69-76%
F = 68% and below

Social Justice:

This college has made a commitment to social justice. No one will be discriminated against on the basis of race, sex, ethnicity, age, sexual orientation, social class, or differing viewpoints. Each student will be viewed as a valuable part of this class.

Disabled Students:

Marshall University is committed to making all programs, services, and activities fully accessible to students with disabilities. The mission of the Disabled Student Services Office is to provide the educational and physical accessibility support necessary for students to achieve their academic goals and to promote as much independence as possible on the part of students with disabilities

In Your Folder

Each student is required to have a pocket folder. All written work will be should be turned in to me in the folder. The pocket on the left is to be labeled "To be graded", the pocket on the right is to be labeled "Graded". All written work should be typed, no font smaller or larger than 12 point. Check your work for spelling and grammar; I expect professionalism from you. No late assignments will be accepted. If you cannot make a meeting date, email the assignment as an attachment.

Observation One: Many of our biases about parenting evolve from the way we were parented. Describe either the way you were parented or the way you are or plan to parent your own children. Describe what you believe to be the role of the parent. What do you believe influences parents to parent the way they do? What do you believe is the greatest parental need of parents today? What do you see as competing influences in the life of young children? What is the role of world-view, values, and tradition in parenting? (25 points)

Observation Two: Go to a public place (It can be anywhere, but some suggested places are the park playground, fast food restaurant, library, grocery, or house of worship) where you will see young children and their parents. Watch for child and parent interactions. Observe a parent of an infant. Does this infant appear to be an easy, difficult, or slow-to-warm baby? How do you know? Describe the verbal and non-verbal communication between the baby and parent. How did or did not the parent develop trust with the infant? Now observe the parent of a preschooler. How were the expectations different from that of the parent of the infant? Did the young child appear to be toilet trained? Describe the reciprocal interaction of the parent and young child. What type of discipline did the parent appear to use with the child? (50 points)

Observation Three: Read the newspaper; check the local bulletin boards, school postings, and other advertisements for activities for school age children. Make a list at least 10 activities. Consider the value of each. Tell why or why not, you believe this activity is a quality activity for the child. Be sure to include cost, socialization, support of values, and physical activity in your analysis. (50 points)

Observation Four: Interview the parent of a young adult then write a narrative of the interview which should include but not be restricted to the following:

1. A description of living with an adult-child in terms of lifestyle differences, economic issues, division of labor, and rules and regulations.
 2. A description the change in their relationship as the child becomes more independent.
 3. A list of the challenges of maintaining or developing a quality relationship with an adult child.
- (50 points)

More detailed instructions will be discussed in class as the semester progresses. If you have questions feel free to call 696-3102 or e-mail me at dozier2@marshall.edu.

PROJECT

As budding professionals, you will be asked to lead various parent groups. Develop a parent workshop to be presented in class. The topic should be discipline specific, interactive, hands-on, and visual. Clear the topic with me prior to developing it. I should know your topic by the third class period. Turn-in a brief summary (One to two pages) of what you plan to do and what you plan to present to me at least one week before presenting (100 points)

Some topic suggestions:

- Child-proofing your home
- Bike safety
- Setting rules and regulations for use of the car
- War strategies for the homework battle
- Bringing toddler and preschool learning experiences into the home
- Advocacy
- Parent involvement in the school
- Introducing yourself to non-English speaking parents
- Support for parents of special needs children
- What to do when you are the parent of the parent

These are just a few possibilities.

GRADUATE RESPONSIBILITY

You are expected to develop a study of studies on a topic of your choosing that relates to Parenting. This study will include:

1. An annotated bibliography of at least 10 primary research articles on the topic.
Each entry will include:
 - a. Bibliographic citation in APA style.
 - b. A descriptive paragraph outlining the content of the article
 - c. A paragraph describing the relevance of the research to your topic
2. A well-written summary of what you have learned through the study of studies. This paper will be 2-5 pages, written in APA style.

Schedule FALL, 2007

This schedule is TENTATIVE. It is subject to change dependent upon the pace and interest of the class.

Date	Topics	Things that are due
August 20	Introduction, Birth Control, Transition, Delivery	
August 27	Infants, Toddlers and Preschoolers	Chapter 1 and Chapter 2 Folder observation one
September 3	No Class: Labor Day	
September 10	School age children	Chapter 3 Folder observation two and three Project ideas
September 17	Adult Children, Grandparenting, and Caring for Elder Parents	Chapter 4 Observation four
September 24	Examination One	
October 1	Parenting in Single and Step-families	Chapter 5,6 Parent Workshop Summary Extra credit articles
October 8	Parent Workshop Presentation	
October 15	Parent Workshop Presentation	
October 22	Parent Workshop Presentation	
October 29	Parenting in Single-Parent and Stepfamilies	Chapter 7
November 5	Parenting with Diverse Lifestyles	Chapter 8
November 12	High-Risk Families	Chapter 9
November 26	Parents of children with special needs	Chapter 10, 11 Graduate papers due
December 3	FINAL	