

**HDCF 440
Parenting**

Spring 2008

Instructor: Dr. Osborne	Office Hours: Wednesday 12:00-2:00 and Thursday 10-12 and by appointment
Office: 312 Herrick Hall	Class Room: HH 313
E-Mail: osborne@montana.edu	Class Time: Monday 4:10 – 7:00 pm
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Catalog Description:

Prerequisites: HDCF 263 and 371. Examines parenting processes and parent-child relationships based on scientific study of child development and family relations. Diverse parenting issues (e.g., parenting through divorce, parental stress and adaptation) will be explored across the lifespan using family systems and ecological frameworks.

Required Textbooks:

- Bigner, J.J. (2006). Parent-child relations: an introduction to parenting. Upper Saddle River, NJ: Pearson Prentice Hall
- Vollbract, J. (2001). Stopping at every lemonade stand: How to create a culture that cares for kids. New York, NY: Penguin Books.

The goal of this course is to provide students with a better understanding of contemporary parenting issues. Using multiple formats, including lectures, small group discussion, video presentations, and guest speakers, students will be challenged to critically think about parenting processes and analyze their own assumptions and values about parenting.

Objectives of the Course:

1. To promote an understanding of major theories, components, and tenets of parent child relations utilizing a lifespan perspective.
2. To acquire up-to-date knowledge about parenting research, practices, and policies especially in regard to trends and issues in today's multicultural and diverse society.
3. To promote an understanding of the problems, issues, and concerns confronting parents today and to develop insights and strategies for dealing with them from an individual, family, and community approach.
4. To understand the stages of growth and development that influence caregiving and parent-child relations and how parenting affects relationships across the lifespan.
5. To consider the implications of programmatic and policy directions on parenting and family life education.

Assignments:

Writing Assignments

The final grade in HDCF 440 will be based on the total number of points earned as follows:

1. Exams	53%	160 points
Exam #1		80 points
Exam #2		80 points

There will be two exams in the course. The exams will cover materials from the text, class lectures, and discussions. You will be expected to complete all exams at their scheduled time.

If there is an extremely extenuating circumstance beyond your control such as catastrophic illness, or death in the family, you must notify the instructor prior to the day of the exam; you may be asked to provide written documentation. A makeup exam will be scheduled during the week of finals. The format of the makeup exam may differ from that of the regular exams although the content will be the same.

2. *Writing assignments (rubrics will be provided)* 27% 80 points

1. Critique of Extension Publications. Students will select two extension publications, one from Montana and one from another state, on a topic related to the age group or parenting topic/group selected. Students will write a critique of the publications and make a brief presentation to the class about the extension publications.

2. Position Paper. Students will select a topic of interest related to parenting and read 5 research based articles in approved Journals. Students will be asked to approve their topic with the instructor and any Journals they are uncertain about one week prior to the paper.

Extension Publications Critique and Presentation	20
Position Paper	60

3. *Quiz and in-class activities, Participation, attendance, assignments* 20% 60 points

Total	100%	300 points
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Grading Scale:

300 - 285	A	(95%)
284 - 276	A-	(92%)
275 - 267	B+	(89%)
266 - 255	B	(85%)
254 - 246	B-	(82%)
245 - 237	C+	(79%)
236 - 225	C	(75%)
224 - 216	C-	(72%)
215 - 207	D+	(69%)
206 - 186	D	(62%)
185 - and Below	F	

Class Attendance:

Attendance is required. Participation in class discussion is encouraged. Because the success of class discussion depends on prior preparation, students must complete the assigned readings *before* each class. If a student is unable to attend class, send an e mail to the instructor BEFORE the scheduled class in order for the instructor to determine whether an excused or unexcused absence will be noted. Students will be expected to participate actively in class discussion and in other activities and to prepare for class by completing readings by the day the readings are assigned.

Late Assignments:

Assignments are due at the beginning of the class period. Assignments turned in after the class period begins are considered late. All late assignments will have points deducted upon the discretion of the professor. Generally speaking, a 10% grade reduction for *each* day late will occur.

Students with disabilities:

If you have a documented disability for which you are or may be requesting an accommodation(s) please contact me within the first week of class so that I may plan accordingly.

E mail policy:

I expect you to check your e mail account for the class once a day. Additional readings and assignments may be sent to you as well as information about instructor absence or changes in assignment.

Instructor Responsibilities

110.00 COURSE OUTLINE/SYLLABUS.

The general content of a course or academic program must be described with reasonable accuracy in catalogs and other written documents available to students. Instructors must state, in writing or by electronic means, the course content and objectives. This material must be given (or otherwise made available) to the students at the first or second class meeting.

120.00 COURSE EXPECTATIONS.

A. CLASSROOM BEHAVIOR.

Instructors may establish additional reasonable rules for classroom behavior and must articulate such rules as part of the other course materials provided to the students. In absence of any such written expectations outlined in Section 310.00 A-F, and Section 610.00 shall apply.

B. COLLABORATION AMONG STUDENTS.

Unless otherwise specified, students may not collaborate on graded material. Instructors are encouraged to provide collaborative learning opportunities but must state, in writing or by electronic means, the limits of assistance permitted between and among students in a course assignment or academic evaluation.

C. INSTRUCTION RESPONSIBILITIES.

Unless otherwise state, students are expected to be prompt and regular in attending classes, turning in assignments on time and in taking exams when scheduled. Instructors may establish additional rules for attendance and make-up exams and must articulate these clearly in writing. Instructors must be prompt in meeting their scheduled classes, be available for appointments with students at designated times, be well prepared for classes, and be fair and prompt in grading class assignments and tests. The scheduled final examination period must be used for final examinations in the class or other instruction.

130.00 PERSONAL INFORMATION ABOUT STUDENTS.

Factors such as race, creed, color, religion, sex, age, national origin, disability, political beliefs or personal relationships, must not be considered in matters of academic evaluation, academic assignments, or classroom procedures. If an instructor learns personal information about the student (religious and political views, sexual orientation, etc.) during the progress of the course, he or she must not share such information with other students nor should such knowledge influence the evaluation of the student. Additionally, all university employees-including faculty, instructors and staff-must abide by the Family Educational Rights and Privacy Act of 1974 (FERPA). This Act affords students certain rights with respect to their education records.

140.00 OFFICE HOURS.

Instructors are required to make time available for student conferences preferably through regularly scheduled office hours. Office hours should be convenient to both students and the instructor with the opportunity provided for prearranged appointments. Available office hours should be communicated to students.

Student Responsibilities

310.00 ACADEMIC EXPECTATIONS.

Students must:

- A. be prompt and regular in attending classes;
- B. be well prepared for classes;
- C. submit required assignments in a timely manner;
- D. take exams when scheduled;
- E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
- F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

Course and Behavior Standards as defined by the Instructor (Dr. Osborne):

1. Meet Academic expectations as defined in 310.00 and as follows.
2. If you are not able to attend class telephone or e- mail the instructor. Voice mail is available 24 hours a day as is e mail. (310.00 A)
3. Readings are to be completed prior to each class session. (310.00 B)
4. Turn in your assignments the day and time they are due. Assignments submitted after the time deadline will be counted late. No email assignments will be accepted. If you have extenuating circumstances, contact the instructor about submission of the assignment prior to when the assignment is due. (310.00 C)
5. In class quizzes (unannounced) based upon the reading assignment and daily participation points may not be made up. (310.00 D)
6. Students are to be respectful of their fellow students, instructor and guest speakers. Professional standards and ethical conduct are expected including full attention, listening, and

courteous communication skills. Students must turn off all pagers, cell phones, CD players, iPods and other electronic devices. Students are not to disrupt the educational atmosphere of the class by talking inappropriately with their classmates, sleeping during class, using electronic devices such as texting messages, or attending class under the influence of any behavior altering substance. (310.00 E)

7. The instructor is available for appointments during office hours and by appointment. If you have questions or concerns regarding the course including content, the syllabus, assignments or wish to discuss the course in any way please make an appointment. There is a sign-up sheet outside my office in Herrick Hall. (310.00 F)

320.00 ASSISTANCE.

Students should seek assistance from the instructor and from the appropriate University support services (e.g., tutors, study skills counseling, career development, etc.), if the need for such services arises.

330.00 EVALUATION.

Students should follow fair and appropriate procedures when evaluating their courses and instructors. Factors such as race, color, religion, sex, national origin, disability, political beliefs or personal relationships may not be considered.

340.00 ACADEMIC HONESTY.

The integrity of the academic process requires that credit be given where credit is due. Accordingly, it is academic misconduct to present the ideas or works of another as one's own work, or to permit another to present one's work without customary and proper acknowledgment of authorship. Students may collaborate with other students only as expressly permitted by the instructor. Students are responsible for the honest completion and representation of their work, the appropriate citation of sources and the respect and recognition of others' academic endeavors.

610.00 CONDUCT EXPECTATIONS

Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. Student conduct that disrupts, invades or violates the personal and property rights of others is prohibited and may be subject to disciplinary action.

HDCF 440 Tentative Schedule:

Date	Topic	Assignment
M 1/28	Introduction Parenthood in the Past Parenting Roles Activity Overview of Diversity of Contemporary American Families	Preface Chapter 1 Stopping at Every Lemonade Stand (All) Chapter 2
M 2/4	Theories on Parent-Child Relations Deciding to Parent	Chapter 3 Chapter 5
M 2/11	Parenting Strategies Parenting Curriculum Fathering	Chapter 4
M 2/18	President's Day Holiday	
M 2/25	Stages: Infants and Toddlers Stages: Preschoolers	Chapter 7 Chapter 8
M 3/3	Stages: School Age Exam #1	Chapter 9 Exam #1
M 3/10	Spring Break Holiday	
M 3/17	Stages: Special Needs Stages: Adolescents	Chapter 9 Chapter 10
M 3/24	Stages: Young Adults Grandparenting Grandparenting Raising Grandchildren	Chapter 10
M 3/31	Parenting in Single-Parent Family Systems Parenting in Stepfamily Systems	Chapter 11 Chapter 12
M 4/7	Homosexuality and Parenting Adolescent Parenting	Chapter 13 Chapter 14
M 4/14	Abusive Parents and Foster Care Adoption	Chapter 15
M 4/21	Position Papers due and group presentation activity	Position Papers Due

<i>Date</i>	<i>Topic</i>	<i>Assignment</i>
M 4/28	Review of Parenting Roles Over the Lifespan Including Caring for Aging Parents	
	Review of Parenting Practices/Processes	
Finals Week	Final (Exam #2) is Thursday May 8 at 8:00 – 9:50am	Exam #2