

Murray State University
COURSE SYLLABUS

Revised Spring 2015

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS

COURSE NUMBER: 527

Credit Hours: 3

I. TITLE: Parenting

II. COURSE DESCRIPTION: Principles and theoretical perspectives on the act of parenting. Emphasize on parent-child relationships establishing and maintaining a nurturing relationship between parents and children, and parent-child communication. Current issues affecting parenting are also studied.

- III. COURSE OBJECTIVES:** Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS), Interstate Teacher Assessment and Support Continuum (InTASC), and the Kentucky Interdisciplinary Early Childhood Education Teacher Standards (IECE addressed by that objective. Upon successful completion of this class, students will be able to
- A. demonstrate an understanding of theoretical perspectives in order to understand parent-child relationship across the life span. (KTS # 1; InTASC # 1, 2, 3; IECE VI & VIII; EC 1, 5, 6);
 - B. demonstrate knowledge of a variety of parenting models, their theoretical underpinnings and implications for their use. (KTS # 1; InTASC # 1, 4, 5; IECE VI & VIII; EC 6);
 - C. demonstrate knowledge of the differences in family life cycle stages and family units related to different socio-economic, ethnic, gender and age groups. (KTS # 1; InTASC # 1, 4, 5; IECE VI & VIII; EC 6);
 - D. demonstrate knowledge of the changes in parenting roles and styles in today's world. (KTS # 1; InTASC # 4, 5, 9,10; IECE VI & VIII; EC 6);
 - E. demonstrate knowledge of recent legislation affecting parenting and parenting education. (KTS # 1; InTASC # 9, 10; IECE VI & VIII; EC 6);
 - F. demonstrate knowledge of the skills necessary to enhance family functioning. (KTS # 1; InTASC # 9, 10; IECE VI & VIII; EC 6); and
 - G. reflect on research that addresses the current issues facing parent-child relationship (KTS # 1, InTASC # 9; IECE VIII; EC 6).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on the effect of the parent and families involvement in the education of children.

The EPSB Themes of Diversity and Literacy are explored in the course through student's selection of topics, research, assessment and reflecting. Students will also read articles and discuss them.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

A. Parenthood in Social Context

1. Dimensions of Parenthood
2. Theoretical Perspectives of Parent-child Relations
3. Diversity in Contemporary American Families
4. Parenting Strategies

B. The Work of Parenting

1. The Transition to Parenting
2. Pregnancy and Childbirth
3. Parenting Infants and Toddlers
4. Parenting Preschoolers
5. Parenting School-Age Children
6. Parenting Adolescents and Young Children
7. Parenting Children with Disabilities

C. Challenges for Contemporary Parents and Children

1. Parenting in Single-Parent Family Systems
2. Parenting in Stepfamily Systems
3. Homosexuality and Parenting
4. Adolescent Parents
5. Abusive Parents and Foster Care

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture/discussion
- B. Demonstration
- C. Cooperative learning groups
- D. Projects
- E. Presentations
- F. Canvas
- G. Home visit

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Parent interaction contact hours.

VII. TEXT(S) AND RESOURCES:

Bigner, J. (2006). *Parent-child relations: An introduction to parenting* (7th ed.). Prentice Hall Book Publishers

- A. Waterfield Library/ Public Libraries
- B. American Family Consumer Sciences Association
- C. Association for Childhood Education International
- D. Children's Defense Fund

- E. National Association for the Education of Young Children, Southern Early Childhood Association
- F. Zero to Three
- G. Division for Early Childhood, subdivision of Council for Exceptional Children
- H. Canvas

VIII. EVALUATION AND GRADING PROCEDURES:

Grading Scale:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% or below = E

Course Requirements

- A. Journal Articles: Complete two article summaries pertaining to parenting topics, with one article discussing different cultural perspectives on parenting.
- B. Two reflective exams
- C. Analysis of Parenting in Literature: Choose and read a story book from the Curriculum Materials Center and analyze the parent-child relationship(s) found in the book.
- D. Parent Education Program Meeting: Attend one of the Head Start Program meetings and record your findings.
- E. Parent interview: Choose to interview either parents of an infant and toddler or preschooler. Questions will be on a handout.
- F. Project: Partner with a Head Start family service worker and provide an educational experience to parents in one of the Head Start Parent activities. Prepare a presentation and a five page summary of your experience.
- G. Two media critiques: You will evaluate the validity of parenting information contained in media, such as the newspaper, magazines, and world-wide web.
- H. Support and Resources for Parents in your Community: Find three resources and support data. Describe how the resources are helpful for parents. Example, Family Resource Center in Elementary Schools.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are

obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action. Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, 270-809-3155 (voice), 270-809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071, 270-809-2018 (voice) 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress, throughout the teacher preparation program, is continuously assessed. Appropriate professional characteristics and demeanor, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services (TES) and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION and/or STUDENT TEACHING.**