**FCS 488/588: Parenting Education**

**Spring, 2020 01/13 - 05/08, M/W 11:00am – 12:15pm**

**Wiecking Center B124**

**Instructor**: Heather Von Bank, PhD

**Office Hours:** Mon/Wed 9:00 am - 11:00 am, Monday 1:00 pm - 3:00 pm; Tues 11:00 am - 3:00 pm

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**Required Texts**

1) Heath, Phyllis (2012). Parent-child relations: Context, research, and application (3rd Ed.) Upper Saddle River: Pearson (You can find this book at Barnes & Noble, Mav Bookstore, or on-line resource)

2) Bronson, Po. & Merryman, Ashley. (2009). *NurtureShock: New thinking about children*. New York: Twelve.

**Course Description**

This course will cover the research and theory related to parent-child relationships across the lifespan. Course topics include parenting issues related to parenting patterns, structures and techniques. A focus on the development of both parents and children and the interaction between them and the social environment guides the framework

**Learning Objectives**

* Analyze family structure, function and dynamics as it relates to caregiver-child relationships (A2)
* Understand parenting as a process which occurs throughout the life-cycle (A3)
* Evaluate the impact of values and ethics on parent-caregiver relationships (A6, B2)
* Understand individual development and its influences on parenting decisions and behaviors (A8)
* Learn models for managing developmental and situational stressors and community resources available to help families solve problems (A11, B6)
* Learning about how to meet the needs of parents in the face of rapid social and technological change on families (A8)
* Understanding the caregiver-child relationship including rights, responsibilities and challenges (B4)
* To understand the wide variation in parenting practices and to evaluate them in light of structure, function and appropriateness (B5)
* To understand the reciprocal interaction between family and other institutions such as government, economics, education, and religion and how these relationships affect parenting decisions and behaviors (B7)
* Synthesize research and theory into a coherent strategy for managing children’s behavior (A3)

**Course Requirements (506 points total)**

|  |  |
| --- | --- |
| **Participation Assessments 266 pts** | **Learning Assessments – 240 pts**  |
| *In-Class Participation (154 points)** Attend & participate in 18 lecture class days @ 3 pts.

*On-line Participation* * Post a comment **AND** response to classmate’s post on 8 Discussion Thread (A comment & response count at one post) *(8* posts @ 10 pts **=** *80 pts*)
* Hot Topics in Parenting Discussion Posting (2 posts @ 10 pts = *20 pts*) **Due 4/3**
 | *Group Project: Parenting Book Club (140 pts)** Discussion Leader: 30-40 min. discussion about your book with the class (*100 pts*). **Dates: 4/8, 4/13, 4/15, 4/20 4/22**
* *Audience:* Provide written feedback to the groups about their discussion

(4 discussions @ 10 pts = *40 pts*) |
| *Book Club Discussions Day (112 points)** Discuss group’s chosen book at 2 points in the semester (2 days @ 56 pts)

**Dates: 2/24 & 4/6**  | *Parenting Book Review (100 pts)** Write 5-6 page paper critically reviewing your popular parenting book

**Due: 5/6 @ 11:59 pm D2L**  |

**Grade Scale**

A+ 97 - 100

A 93 – 96

A- 90 – 92

B+ 87 - 89

B 83 - 86

B- 80 - 82

C+ 77 – 79

C 73 - 76

C- 70 – 72

D+ 67 - 69

D 63 - 66

D- 60 – 62

F Below 60

**Reasonable Accommodations:** MSU, Mankato provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Disability Services, (Memorial Library 132, telephone 389-2825, TDD 711) to establish an accommodation plan and then contact me as soon as possible**. As a particular acknowledgment of an individual’s service to our country, faculty are committed to providing resources to veterans/military students which will assist in smooth navigation of the university environment and a successful educational experience. Veterans and student soldiers with special circumstances or who are activated are encouraged to notify the instructor**.

**Standards Addressed for Family and Consumer Sciences 8710.4450**

A4 – A teacher of family and consumer sciences understands how the family functions and develops within the home environment. The teacher must understand: physiological, psychological and social aspects of sexual development throughout the life span.

**Description of Course Requirements**

**Participation Assessments**

***In-class Participation (36 points****):* Students’ attendance is mandatory, you will receive 3 points for coming to class and participating. You are allowed to missed class TWICE without it affecting participation & attendance grade; you do NOT have to inform me of these days. HOWEVER, if you want to be excused for missing class more than twice due to family/personal issues email me with your name, class title (FCS 488) and provide a general description for why you are missing class.

***On-line Participation (80 points):*** Students will receive **10 points** for posting *your* *own opinion* AND *your* *response* *to a classmate’s posting* **8 times** throughout this course (12 opportunities will be available). Please check D2L for due dates & times. The discussion topics will be presented at different times throughout the semester IN CLASS; students are required to post their own opinion to the topic before the topic is discussed in class; after your post is made, students are then required to post to a classmate’s post. Your posts will be graded according to the rubric below. Spelling, grammar, punctuation matter. E***xtra credit available up to 4 times (3 pts each)***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Good**  | **Adequate**  | **Poor** |
| Post Your opinion & use evidence | Post was thoughtful & detailed and used evidence to answer questions (**6pts)** | Answered all required questions in post, but not very thoughtful or detailed. **(4 pt)** | Did not answer all the required questions in your **(1 pt)** |
| Comment on Classmate’s Opinion | Responded fully to classmate’s post. **(3pts)** | Responded to classmate’s comment but not detailed.**(2 pt)** | Did not respond to classmate’s comment. **(1 pt)** |
| Spelling, grammar, punctuation.  | Spelling, grammar, capitalization, & punctuation are perfect **(1 pts)** |  | Numerous spelling, grammar, capitalization, or punctuation errors. **(0 pts)** |

***Hot Topics in parenting (20 points)*.** Dr. Von Bank will be attending the US Play Conference, therefore we will **NOT meet in class on 3/30 or 4/1**. To make up for these days, students will write their opinions on two discussion threads about relevant topics in parenting (**Both posts are due 4/3 @ 11:59 pm**)

Topic #1) Parenting Blogs: The Good, the Bad and the Ugly. There are so many blogs online, sometimes it’s hard to know which ones are worth readings. Go online and find a parenting blog (here is an [example](http://notjustcute.com/blog/), but don’t use this one). After you find the site, post your answers to these questions on D2L;

* Who is the audience for the blog (ie single parent, homeschooling families), and how can you tell?
* What do you like about the blog, or what don’t you like?
* Would you keep you reading posts from this author? Why or why not?
* What are some example topics from the blog? Do you find them relatable to our course material?
* If you were a parent (or if you are a parent) would you recommend this blog? Why or why not?

*Due 4/1, Topic #2) Finding the Perfect Childcare Environment…or does it exist.* Now it’s your turn to provide the advice! Respond to this questions using your knowledge (or emerging knowledge) about parenting education, child development, and be sure to include some resources: <http://parentaware.org/>, <http://childcareawaremn.org/community>, <https://www.care.com/c/topics/1725/day-care-resources/>, or <https://www.nichd.nih.gov/publications/pubs/documents/seccyd_06.pdf>. You can write this post out informally, like you would talk to a friend or family member. However, you do need to have correct spelling, grammar, and punctuation.

*“I need your professional/friend advice! You know that Grayson is starting Kindergarten this year, however we weren't able to get him into the after school program that runs from 3:00 to 6:00. So we are now planning on having a cousin of my husband help out and pick him up afterschool. She is planning to move here from Michigan as she also wants to transition to a 4 year university next year. She has worked with a number of after school programs, been a teaching assistant for K-3 and currently works in a daycare. You know my hubby, he’s thinking we can save some money by taking our daughter Lacy (3 years old in December) out of a daycare center for a year and allow her to just be nannied by our cousin. We would sign her up for ECFE classes, go to museum, library, etc. and also work on ready for K curriculum within play based setting at home. Any thoughts as to if this sounds like an ok idea for just a year? Or is she at a pivotal part of development where taking her out of full time care would be detrimental? Thanks in advance for your thoughts!!”*

***Book Club Discussion Days: 2/24 & 4/6*** *(112 points: 56 points per discussion meeting):* As a group, students will choose ONE book to read that is based on an issue of concern to parents. Groups will be assigned by topics and have until the third week of class to choose their book. Two class periods are assigned as book club discussion days; students will earn 56 points per book club day. It is the student’s responsibility to come prepared having read the chapters and have 5 questions or comments to present. Students will evaluate their own AND their peer’s participation; the grades will be averaged. IF YOU MISS CLASS ON ONE OF THESE DAYS YOU WILL LOOSE THE POINTS. *However emergencies do occur; if you have to miss please contact Dr. Von Bank* ***and your group members*** *before class. Students can make up the points by writing a 2 page reflection paper on the reading, send the paper to your group via email before the book club date. The grade is based on your group members’ evaluations.*

What kind of book should you look for?

* That depends…would you like to learn more about effective discipline techniques, or how to raise a happy-go-lucky child? What about ways to help children with academics/self-esteem/divorce/death? Think about an age group: Infant, toddler, adolescence or developmental view.
* Where to find a book? Barnes & Noble, Amazon.com, MSU library, Blue Earth or Nicollet County Libraries

**Evaluation of Book Club Member’s Participation:** You will rate your group member’s participation in the book club discussion based on the following criteria (56 points total)

* Participated in discussion
* Helped keep group on task
* Contributed thoughtful comments
* Contributed quantity & quality work as others
* Came to discussion with 5 questions
* Did you show up (or send paper)?

**Learning Assessments**

***Leading a Group Discussion of Parenting Book (100 points):* Dates: 4/8, 4/13, 4/15, 4/20 4/22** Groups are responsible for leading a class *discussion* based on your book AND it’s connection to course material. The discussion groups must know the material very well in order to be prepared for the 45 minute discussion. The discussion is NOT a presentation of the book’s chapters nor is it a book report. Groups will choose 3 main “themes” from the book and highlight the connections between the book and our course readings. The main objective of the discussion: identify the main themes in the book and provide clear examples that allows the class to discuss main points from the book

**Rubric for Group Discussion of Parenting Book (100 pts)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Good** | **Adequate** | **Poor** |
| Summarize the parenting book’s main points | Clearly stated the author(s) main reason(s) for writing the book. Sumarize 3 themes of the book Provided many clear examples of these main themes. Did NOT go chapter by chapter (it’s not a book report) Identified main idea and provide clear examples (40 pts) | Did not clearly state the authors main reason(s) for writing the book. Summary was discussed chapter by chapter. Did not provide a thorough description of these main points. (20 pts) | Did not state the authors’ main reason(s) for writing the book. Did not summarize the book’s main points. Did not provide a description of these main points.(15 pts) |
| Connecting the book’s points to two themes from the textbook | Clearly discussed connections between TWO themes from class/textbook with the parenting book (25) | Did not clearly discuss connections between more than two themes from class/textbook with the parenting book (15) | Did not discuss connections between themes from class/textbook with the parenting book (10) |
| Leading a lively discussion | Lead an engaging discussion about the parenting book. Use 2-3 teaching strategies (15) | Lead a discussion about the parenting book. Used fewer than 2 teaching strategies (10) | Lead an inadequate discussion about the parenting book. No teaching strategies (5) |
| Applying the main points in your popular parenting book to parenting education practice | Clearly discussed how the information in this book related to the practice and profession of parenting education. (10) | Led an adequate discussion related to the practice and profession of parenting education. (8) | Led an inadequate discussion related to the practice and profession of parenting education (6) |
| Group member evaluation | Group Work: Worked well with others in roles, responsibilities. Contribution: worked to complete project, input was valuable. Participation: active member of group, did their share & took initiative, Attendance; was on time and showed up at group meetings. (10 points) |

***Audience Participation (10 pts @ 4 presentations = 40 pts)***. When students are not leading a book discussion they are responsible for providing feedback to the groups about their presentation. Students will receive 15 points for providing feedback for the discussion group according to the following rubric: 1) Organization: group’s ability to provide information in logical & interesting way, 2) Subject knowledge: group demonstrates knowledge by addressing questions 3) Discussion Period: group leads a compelling discussion or creates a relevant & engaging activity

***Parenting Book Review Paper (100 points)****:* **Due 5/6 @ 11:59** pm via D2L Assignments*:* Each student will write a 5-6 page critical book review. This paper is NOT a book report! Use the rubric provided to guide your writing.

1. Provide a brief (1-2 paragraphs) **Summary** of the main findings (what is this book about?)
2. Examine the author’s main **Viewpoints** (Why did the author write this book? What is his/her background?)
3. Provide **Evidence** to back up your points from the book (How does the author make his/her case? Does the author use testimonials, surveys, case studies, or life examples?).
4. Describe the author’s **Argument** and explain if you agree/disagree with the author, (Does the author get his/her point across in the book? Do you agree or disagree with it?)
5. **Compare & Evaluate** the book’s viewpoints with the textbook, or other books you have read. (Does the information in this book line-up with course content? Why or why not?)
6. Use APA guidelines for in-text citations and reference page (guide for APA standards on next page).

**Rubric for Parenting Review Paper (100 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent** | **Average** | **Needs Work** | **Poor** |
| **Summary**: (10 points) | Brief summary; Clearly states main point or thesis. | Summary present, not brief; main point or thesis unclear | Elaborate/wordy summary; main point/thesis not present | No summary; author's main points not present |
| **Viewpoint** (20 points) | Clear description of author’s viewpoint & purpose for writing, & author's background presented  | Vague description of author’s viewpoint & purpose for writing; Aspects of the author's background not through  | Unclear description of author’s viewpoint & purpose for writing. Author's background not present | No description of author’s viewpoint & purpose for writing; Author's background not present |
| **Evidence:** (20 points) | Clearly notes the evidence presented to support thesis & evaluates author's use of evidence; how author deals w/counter evidence. | Vague notation of the evidence presented to support thesis & evaluation of author's use of evidence ; how author deals w/counter evidence. | Unclear note of the evidence presented to support thesis & evaluation of author's use of evidence; how author deals w/counter evidence. | NO notation of evidence presented to support thesis. No evaluation of author's use of evidence how author deals w/counter evidence. |
| **Argument**: (20 points) | Clear presentation for why the book’s argument is/isn’t convincing; presents clear opinions about why/why not. Provides many examples from book. | Vague presentation for why you think the book’s argument is/isn’t convincing; vague opinions about why/why not. Provides some examples from the book. | Unclear presentation for why you think the book’s argument is/isn’t convincing; unclear opinions about why/why not. Provides few examples from the text. | NO presentation for why you think the book’s argument is/isn’t convincing; no opinions about why/why not. Provides no examples. |
| **Compare & Evaluate**(20 points) | Clearly compares book with discussions, examples from textbook or other books. Clearly states who would find this book useful? Why? | Vague comparisons of the book w/discussions, examples from the textbook or other books. Vaguely states who would find this book useful? Why? | Unclear comparisons of the book w/discussion, examples from textbook, other books. Unclearly states who would find this book useful? Why? | No comparisons of the book w/discussion example from textbook other books . Not stated who would find this book useful? Why?. |
| **Citations Reference**(10 points) | All citations & references according to APA | Some in-text citations & references according to APA  | Few in-text citations & references according to APA | No citations & references according to APA  |

**How to Format your Paper by APA Standards**

Your paper should be typed, double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides. You should use 12 pt. Times New Roman font or a similar font.

*In-text citations:* Use this format if you are referring to an idea from another work but **NOT** directly quoting the material. Follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, e.g., (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

*Direct quotes:*  You need to include the author, year of publication, and the page number for the reference (preceded by “p.”). Introduce the quotation with a signal phrase (i.e. “according to” or “the author states”) that includes the author's last name followed by the date of publication in parentheses. For example: According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time" (p. 199). OR It has been found that "students often had difficulty using APA style" (Jones, 1998 p. 199).

## Reference List: Basic Rules

Reference list appears at the end of your paper. Each source you cite must appear in your reference list. References should begin on a new page separate from the text of the paper; label this page References (no quotation marks, underlining), centered at the top of the page

* Hanging indent: All lines after the first line of each entry in your reference list should be indented
* Inverted Names: Authors' names are given last name first, and just the first initial. Use initials for all authors of a particular work unless the work has more than six authors. If more than six authors, list the first six authors and then use et al.
* Alphabetical: Reference list entries should be alphabetized by the last name of the first author

**Journal**: Author last name, Author first name initial. (year). Title of article. *Title of Journal, volume,* pages. doi: digital object identifier **or** Retrieved: http://www.xxxxxxx.com

* Article with DOI:

Trionfi, G., & Reese, E. (2009). A good story: Children with imaginary companions create

richer narratives. *Child Development*, *80*(4), 1301-1313. doi:10.1111/j.1467-8624.2009.01333.x

* Article w/out DOI:

Lindholm-Leary, K., & Borsato, G. (2005). Hispanic high schoolers and mathematics:

Follow-up of students who had participated in two-way bilingual elementary programs. *Bilingual Research Journal*, *29*(3), 641-652. Retrieved from http://search.ebscohost.com

* Book: Last name, Author first name initial. (year). *Book title*. City published: Publisher.
	+ Example for entire book:

Strauss, A. & Corbin, J. (1998). *Basics of qualitative research*. Thousand Oaks: Sage.

(Include DOI **or** website retrieved)

* + Chapter from book:

Ladd, G.W. (1992). Themes and theories: Perspectives on processes in family-peer

relationships. In R. D. Parke & G.W. Ladd (Eds). *Family-peer relationships: Modes of linkage* (pp 1-34). Hillsdale: Erlbaum. (Include DOI **or** website retrieved)

* Internet message boards

Lewandowski, A. (2000, June 8). Changing names and the effects of professional status on

newly married women [Online forum comment]. Retrieved from [www.theknot.com/discussgroup](http://www.theknot.com/discussgroup)

**For all other sources see Dr. Von Bank, or check out** [**http://www.apastyle.org/**](http://www.apastyle.org/)

**Spring, 2020 FCS 488/588: Parenting Education Mon/Wed 11:00 – 12:15pm**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Days** | **Date** | **Topic** | **Chapter** | **Book Club/Due Dates** |
| 1 | Mon 1/13 | Introduction: What does it mean to be a “good parent”? |  |
| 2 | Wed 1/15 | History & theoretical influence of childrearing |  Heath 1 | *Book Club Meeting* |
|  | Mon 1/20 | **No Class: Martin Luther King Jr. Holiday** |  |  |
| 3 | Wed 1/22 | Parenting patterns: Culture and context |  |  |
| 4 | Mon 1/27 | Parents and children: Varied family structures | Heath 2 |  |
| 5 | Wed 1/29 | Child socialization: Strategies & techniques | Heath 3 | *Book Choice decided* |
| 6  | Mon 2/3  | Preface & Introduction: Why our instincts can be so off the mark | **N. Shock** **Preface/Intro** |  |
| 7 | Wed 2/5 | Infants: Why Hannah talks and Alyssa Doesn’t | **N. Shock 10** |  |
| 8, 9 | Mon 2/10Wed 2/12 | The Inverse Power of Praise  | **N. Shock 1** |  |
| 10 | Mon 2/17 | Can Self-control be Taught  | **N. Shock 8** |  |
| 11 | Wed 2/19 | Search for Intelligent Life in Kindergarten | **N. Shock 5** |  |
|  | Mon 2/24 | ***Book Club Discussion #1*** | ***Half of book read*** |
| 12 | Wed 2/26 | The Lost Hour | **N. Shock 2** |  |
| 13 | Mon 3/2 | The Science of Teen Rebellion  | **N. Shock 7** |  |
| 14 |  Wed 3/4 | Why White Parents don’t Talk about Race  | **N. Shock 3** |  |
|  | 3/9 – 3/13  | **Spring Break - No Classes** |  |
| 15 | Mon 3/16 | Why Kids Lie | **N. Shock 4** |  |
| 16 | Wed 3/18 | Sibling Effect | **N. Shock 6** |  |
| 17 | Mon 3/23 | Plays Well with Others | **N. Shock 9** |  |
| 18 | Wed 3/25 | Conclusion  | **N. Shock Conclusion** |  |
|  | ***Mon 3/30*** No in-class meeting | **1. Hot Topic in Parenting D2L Posting:** *Parenting Blogs: The Good, the Bad & the Ugly* |  | Hot Topic D2L Posting #1 Due @ 4/3 11:59 pm |
|  | ***Wed 4/1*** No in-class meeting | **2.Hot Topic in Parenting D2L Posting:** *Finding the Perfect Childcare Environment...does it exist?* |  | Hot Topic D2L Posting #2 Due @ 4/3 11:59 pm |
|  | Mon 4/6 | ***Book Club Discussion #2*** | ***Entire Book Read*** |
|  | Wed 4/8 | *Topic 1:* |  | *Discussion Group #1* |
|  | Mon 4/13 | *Topic 2:* |  | *Discussion Group #2* |
|  | Wed 4/15 | *Topic 3:* |  | *Discussion Group #3* |
|   | Mon 4/20 | *Topic 4:* |  | *Discussion Group #4* |
|  | Wed 4/22 | *Topic 5:* |  | *Discussion Group #5* |
|  | Mon 4/27 | *Planning for the future…your parenting theory.* |  |  |
|  | Wed 4/29 | *Guest Lecture* |  |  |
| Finals Week 5/4– 5/8 **No Final Exam: Parenting Book Review Due Wednesday 5/6 @ 11:59 pm D2L** |