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COURSE DESCRIPTION: This course will provide a comprehensive overview of key concepts in parenting, the nature of parenting across the lifespan and specific challenges for parents with children in each of the developmental stages. We will discuss effective strategies for addressing these challenges, in addition to programs and approaches that demonstrate a strong evidence base. Special focus will additionally be given to diversity issues, parenting in high risk families and in families with exceptional children. Finally, we will compare and contrast specific discipline programs recommended for parents and discuss their relevance for different groups.

COURSE OBJECTIVES: Students completing this course should be able to identify, describe and critically evaluate the following:

- Specific roles and functions of parenting for children across the lifespan
- Basic parenting styles and their relation to developmental outcomes
- Diversity in parenting and the challenges faced by families composed of different socio-economic, ethnic minority and structural groups
- Effective disciplinary strategies for children and adolescents, comparing and contrasting basic behavioral, cognitive-behavioral, Adlerian and other child-centered approaches

REQUIRED READINGS

Texts


Supplemental Readings

Supplementary journal articles and chapter excerpts will be posted in pdf format in Desire To Learn (D2L) on SIU Online.

**All readings are required.**
COURSE LECTURES & MULTIMEDIA MATERIALS

All lectures will be available for viewing in D2L through SIU Online. Powerpoint lectures with accompanying audio or video recorded with Panopto technology will be posted for each day of the class by 3:00 p.m each day (barring technological difficulties beyond my control). A series of videos and video clips will additionally be posted intermittently each week. Students are expected to watch all postings and take notes.

REFLECTION PAPERS [D2L dropbox assignments] (Points = 160)

Students will submit two (2) reflection papers each week (total = 8) via dropbox in D2L. Specific questions and content to inform the development of each reflection paper will be posted in the instructions for the D2L assignment. For full credit (20 points each) students must submit a two-paged paper (minimum), written in complete sentences. The papers should be checked for spelling and grammar prior to submission. Please note that papers will be reviewed using Turn It In (plagiarism detection & review) technology. Plagiarism is not acceptable. Papers with higher than 10% plagiarized content will receive no credit (0 points) and they will not be eligible for resubmission.

COURSE PARTICIPATION (Points = 40)

Student are expected to actively participate in the course in a thoughtful and respectful manner, and this will be assessed based on discussion board postings, chat sessions, and response to surveys.

- **Discussions in D2L:** Questions will be posted using the D2L Discussion Board tool each week and students are expected to post at least one comment (a minimum of one complete sentence) either in response to the question, or in response to comments posted by other students. Responses must be respectful (polite, considerate of the beliefs, values, and feelings of other students) to receive credit.

- **Chat Sessions:** Small group virtual meeting times will be scheduled over the course of the four weeks. Students will be expected to sign up for a total of two (2) D2L chat sessions. More details on when and how to sign up for these sessions will be provided in the recorded lectures.

- **Survey Responses:** Brief surveys will be posted periodically in D2L and students will be expected to read them and submit their responses. The aggregated data obtained from the student survey responses may be further discussed in chat sessions and/or in Discussion board postings.

The points assigned for each of these activities will vary, but will be posted with their links in D2L. The total number of points for course participation is 40 points.

EXAMS (Points = 300)

There will be four (4) exams during the semester, posted on Friday of each week in D2L. Each of the first three exams will cover material specific to the unit preceding the exam. The first half of the final exam will cover material discussed in the fourth unit of the course (50 questions); the second half (50 questions) will be cumulative.

- **Format:** The exams will each consist of a combination of multiple-choice and short answer items, and one (1) essay question. **Each exam will be worth 75 points.** Please note that the exams will be open book/notebook, but Respondus technology will be used to restrict browser access. **There will be a one (1)-hour time limit for exams 1-3 and a two (2)-hour time limit for the final exam.**
EXTRA CREDIT: Website Review

A wealth of information pertaining to parenting is now available on the World Wide Web, some of which is factual or evidence based and some of which may be completely lacking in scientific validity. For this assignment, you must find a website providing parenting information pertaining to a specific topic (of choice). You must then find at least 5 journal articles from credible (peer-reviewed) journals, using PSYCINFO, that either supports or discredits the information provided on the website. Using this information, you will write a review of the site.

Elements required in the review: (comment on all of the following)

*The content of the site – provide a summary of what it suggests or recommends for parents?
*The validity of the information provided on the website – is it evidence based?
*The comprehensiveness of information provided – how thorough is it, do they present the whole picture?
*The clarity of the information – how easy is it to understand?
*Potential biases of the website authors - are they providing clearly “one-sided” information, or what factors might influence the information they have chosen to share and/or omit?

For full credit (20 points), you must submit a three-page (typed, double-spaced) review, along with your 5 journal articles (in pdf format). Note that you should be able to access online databases available through Morris Library. An online demonstration of how to access and use PSYCINFO will be provided in lecture.

GRADING

Grades are based on the total number of points earned from 8 reflection papers (160 points), course participation (40 points), and 4 exams (300 points), and the optional extra credit website review paper (20 points). The grading scale is as follows:

450 - 500 = A
400 - 449 = B
350 - 399 = C
300 - 349 = D
< 300 = F

Grades will be posted in D2L

ATTENDANCE POLICY

This is a distance education course and as such attendance cannot be evaluated in the traditional sense. However, student login activity in the course in SIU Online will be closely monitored. Students who have failed to login for more than 3 consecutive days will receive electronic notices. **Please also observe that most of the assignments and the exams in each Module will cease to be accessible or eligible for submission by Monday of the following week.** This is to ensure that students maintain regular and timely participation in all class activities. The final exam will be posted on the last day of class on Friday, 7/5/13, as dictated by the Schedule of Classes.

Special Accommodations: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, reasonable accommodations will be made for qualified students. Please submit written accommodations requests to the instructor as soon as possible. Verification of disability by DSS will be required.
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*To assist you with preparation for the final unit of the course, weekly chapter reading assignments for the Clark & Phelan texts, along with corresponding videos, will be posted in D2L. Supplemental readings in pdf format will also be posted intermittently in D2L.

**Changes may be made to the syllabus at the discretion of the instructor, but will be announced in the recorded lectures and posted as D2L news items.