

## Child Guidance & Parenting

HDFS 204

Fall 2008

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### My Information:

Melissa M. Burnham, Ph.D.	Office: SFB 209
Mailbox: SFB 212	Office Hours: T/Th 11-12:30 or by appointment
Phone: 784-7012	
E-mail: Use WebCampus email unless you are having trouble accessing it. My UNR email address is: <a href="mailto:mburnham@unr.edu">mburnham@unr.edu</a> .	

### Teaching Assistant:

Michelle Hammond, B.S.	Office: SFB 203
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Michelle is a graduate student in Human Development & Family Studies and is a part-time teaching assistant for this class. She will be helping with grading assignments and exams and will be giving one lecture to enhance her teaching experience. I'm very happy to welcome her to the course!

Course Description: This course will focus on techniques of parenting and guiding the behavior of children from infancy through adolescence using child development principles appropriate for teachers, parents, and others working with children.

Meeting Time & Place: The class will meet Mon and Wed, 1:00-2:15, in OSN 102.

Course Format: Class time will be devoted to lecture, class discussions, small group activities, and occasional supplementary films.

### Required Texts:

Brooks, J. B. (2008). *The process of parenting* (7<sup>th</sup> ed.). Boston, MA: McGraw Hill.

Gartrell, D. (2004). *The power of guidance: Teaching social-emotional skills in early childhood classrooms*. Clifton Park, NY: Thomson/Delmar Learning.

### WebCampus:

This course is "web-enhanced", meaning that the course has a site on WebCampus. *Students are expected to configure their computers properly and check the site daily throughout the semester.* Course materials will be available here, and **all course-related communication** will be conducted through the site. That is, all course announcements, email, and other communication between students and me should occur through WebCampus. You will be able to download and print lecture outlines and study guides, obtain copies of the assignments and syllabus, check your grades, and send email messages to me or other students in the course through WebCampus. I will also provide links to the textbook's website, and other relevant resources.

To log onto WebCampus, go to the following URL and log in with your NetID and password:

<https://webct6.unr.edu/webct/entryPageIns.dowebct>

Once you have logged onto WebCampus, HDFS 204 will show up on your opening “My WebCampus” page if you are registered for this course. Click on the course link to enter the site.

It is your responsibility to configure your computer properly so that all aspects of WebCampus are operational by the second week of the semester. There is an easy way to check if the browser you are using is compatible with all aspects of WebCampus. Click on the link called, “Check Browser” on the login page. A message will alert you to whether or not you are using a browser and the correct version of Java that will allow you to use all aspects of WebCampus. If you need assistance regarding WebCampus at any time during the semester, please call the Computing Help Desk at 682-5000, or visit them in the Knowledge Center. If you are new to WebCampus, please visit the “Student Resources” link and/or read the tutorials to learn about the different elements of WebCampus (opening documents, checking grades, printing, sending email, posting to a discussion board, etc.).

### Course Objectives:

As a result of being *participating members* of HDFS 204 this semester, students will...

1. Gain an understanding of what it means to view parenting as a process.
2. Gain an understanding of how theories of child development can inform child caregiving practices.
3. Be able to differentiate between parenting styles and strategies & understand which are generally most effective and under what circumstances.
4. Gain an understanding of the influence of culture on parenting.
5. Gain an understanding of what kinds of caregiving behaviors teach children democratic life skills.
6. Be able to differentiate between guidance and discipline/punishment as well as misbehavior versus mistaken behavior.
7. Gain an understanding of methods of effectively dealing with children’s mistaken behavior.
8. Gain an understanding of the specific rewards and challenges of new parents, parents of infants, parents of 2-5-year-olds, parents of elementary-school-aged children, and parents of early adolescents.
9. Gain an understanding of the specific challenges and opportunities of working families.
10. Gain an understanding of the challenges and rewards experienced by different types of family structures with regard to parenting.
11. Be able to articulate the importance of teachers and families working together to guide young children.
12. Gain an understanding of the causes and effects of child maltreatment as well as the effects of societal violence on child behavior.
13. Gain an understanding of strategies for parents and teachers to reduce the effects of violence on children.

### Course Requirements:

1. Students are expected to read the assigned chapters *before* class and come to class prepared to take notes and discuss the readings. Class participation is expected, so regular weekly attendance is required. Barring physical illness or the like, students are expected to attend class each week and should contact me *prior to* any missed class whenever possible. Please come to class on time and stay until we finish. If you are going to be late or need to leave early, please alert me in advance and enter/exit the classroom unobtrusively. It is usually best not to come to class if you are going to miss a substantial portion of class time.

2. “Take A Stand” Papers (TAS papers; 25 pts ea): Students will write 4 short persuasive papers (1-2 pages) on key topics throughout the semester. Topics will be posted on WebCampus at least 1 week prior to the due date. A handout with specific guidelines will be provided on WebCampus.
3. Parenting Style Observation Assignment (100 pts): This assignment will involve observations of 3 parent-child interactions. After conducting the observations, you will be asked to write a brief paper (approx. 4 pages) describing what you observed in each interaction, what parenting style you would assign to each interaction given the behaviors observed, and why, using information on parenting styles from the Brooks textbook. A handout with specific guidelines will be provided on WebCampus.
4. Teacher Interview (100 pts): This assignment will involve interviewing a teacher at the toddler, preschool, elementary school, or junior high school level. The interview will focus on questions regarding the teacher’s guidance philosophy and techniques. You will be asked to turn in a 3-5-page paper describing the results of the interview, discussed in terms of information learned in the Gartrell textbook. A handout with specific guidelines will be provided on WebCampus.
5. Reaction Paper (100 pts): For this assignment, you will be asked to find an article from a popular parenting magazine (such as, *Parents*, *Parenting*, or *Child*), OR watch an episode of *Supernanny*, *Nanny 911*, or a similar TV show and write a 3-page paper describing the message of the article/episode and how well the message fits—or doesn’t—with what we have learned in this class about parenting and guidance. A handout with specific guidelines will be provided on WebCampus.
6. Exams (100 pts ea): There will be 4 exams, based on the readings, lectures, class activities, and supplementary films. Exams may include multiple choice, true/false, completion, matching, and short answer questions. The final exam is not comprehensive.

Due Dates:

All assignments must be turned in at the *beginning* of class on the date they are due unless a prior arrangement has been made with me. Late assignments will lose 10 points if turned in after the beginning of class and for each weekday thereafter. Exams must be taken on the date noted in the course schedule unless a prior arrangement has been made with me. If you are submitting anything to me outside of class time, please place it in my mailbox in SFB 212 (NOT under my door) *after having it stamped with the time and date by an office staff member.*

Grading:

In-Class Participation/Attendance	80
Parenting Style Observation Assignment	100
Teacher Interview	100
Reaction Paper	100
4 “Take A Stand” Papers (25 pts each)	100
4 Exams (100 pts each)	400
<hr/> Total	<hr/> 880

Final Grade Distribution:

814-880	A	638-672	C
788-813	A -	612-637	C -
762-787	B +	585-611	D +
726-761	B	550-584	D
700-725	B -	524-549	D -
673-699	C +	Below 524	F

Please note that you can easily figure out your progress in this course by keeping track of the points you have accrued on each assignment and referring to the grid above.

Academic Honesty:

I am strongly committed to academic honesty. Any case of academic dishonesty will result in a grade of 0 for the offending assignment or exam. I reserve the right to report any alleged misconduct to the Office of Student Judicial Services. Any questions about this policy should be brought to my attention immediately. The following paragraph taken from Subsection C of the University of Nevada, Reno Student Judicial Code (published on the web and in the General Catalog) defines academic dishonesty:

Academic dishonesty is against university as well as the system community standards. Academic dishonesty is defined as: cheating, plagiarism or otherwise obtaining grades under false pretenses. **Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.** Cheating is defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Disability Statement

Any student with a disability requiring academic adjustments or accommodations to succeed in this course is requested to speak with me and contact the Disability Resource Center (Thompson Building, Suite 101, 784-6000) as early as possible in the semester to arrange for appropriate accommodations.

Message to Students:

I want to personally welcome you to HDFS 204. I look forward to getting to know you in this class as we immerse ourselves in the topic of child guidance and parenting. I hope that those of you with experience working with or parenting children will share your knowledge with the class throughout the semester. I am committed to presenting course material in an engaging way and through many different techniques. If you come prepared and willing to learn each week, I am confident that you will leave this course with a deeper understanding of developmentally appropriate child guidance strategies, regardless of your current state of knowledge.

## COURSE SCHEDULE

<b>WEEK 1</b>	<b>Topic</b>	<b>Assignment</b>
25 Aug	Introductions; Review of syllabus; Course overview	<b>*Introduce yourself on WebCampus discussion board by Sept 3*</b>
27 Aug	Parenting is a Process	Brooks: Ch 1
<b>WEEK 2</b>		
1 Sept	<b>Labor Day: NO CLASS</b>	
3 Sept	Seeking Guidance (Theories & Strategies of Parenting)	Brooks: Ch 2
<b>WEEK 3</b>		
8 Sept	Seeking Guidance (continued)	Brooks: Ch 2 (cont.)
10 Sept	Cultural Influences on Parenting	Brooks: Ch 3 <b>TAS Paper #1 Due</b>
<b>WEEK 4</b>		
15 Sept	Cultural Influences (continued)	Brooks: Ch 3 (cont.)
17 Sept	Nurturing Close Emotional Relationships	Brooks: Ch 4 <b>Parenting Style Obs. Due</b>
<b>WEEK 5</b>		
22 Sept	Nurturing Relationships (continued); Patience or Understanding	Brooks: Ch 4 (cont.); Gartrell: Ch 1
24 Sept	<b>EXAM 1 (Covers material from 25 Aug – 22 Sept)</b>	
<b>WEEK 6</b>		
29 Sept	Supporting Children's Growth & Development	Brooks: Ch 5
1 Oct	Supporting Development (continued); Gartrell readings	Brooks: Ch 5 (cont.) Gartrell: Ch 2 & 3
<b>WEEK 7</b>		
6 Oct	Classroom Guidance	Gartrell: Ch 4, 5, & 6
8 Oct	Classroom Guidance (continued)	Read Gartrell 8 & 10 & Appendix pp. 175-185 <b>TAS Paper #2 Due</b>
<b>WEEK 8</b>		
13 Oct	Becoming Parents	Brooks: Ch 6
15 Oct	<b>Exam 2 (Covers material from 29 Sept – 13 Oct)</b>	Brooks: Ch 6 (cont.)
<b>WEEK 9</b>		
20 Oct	Parenting Infants	Brooks: Ch 7
22 Oct	Parenting Infants (continued)	Brooks: Ch 7 (cont.)
<b>WEEK 10</b>		
27 Oct	Parenting in Early Childhood	Brooks: Ch 8
29 Oct	Parenting in Early Childhood (continued)	Brooks: Ch 8 (cont.) <b>Teacher Interview Due</b>
<b>WEEK 11</b>		
3 Nov	Parenting Elementary School Children	Brooks: Ch 9
5 Nov	Parenting Early Adolescents	Brooks: Ch 10

<b>WEEK 12</b>		
10 Nov	<b>Exam 3 (Covers material from 20 Oct – 5 Nov)</b>	
12 Nov	Parenting & Working	Brooks: Ch 13
<b>WEEK 13</b>		
17 Nov	Parenting & Working (continued)	Brooks: Ch 13 (cont.)
19 Nov	Parenting in Diverse Family Structures	Brooks: Ch 14 <b>TAS Paper #3 Due</b>
<b>WEEK 14</b>		
24 Nov	Parenting in Diverse Family Structures (continued)	Brooks: Ch 14 (cont.)
26 Nov	Parenting at Times of Loss, Trauma, Disaster, or Violence	Brooks: Ch 15 <b>Reaction Paper Due</b>
<b>WEEK 15</b>		
1 Dec	Parenting at Times of Loss... (continued)	Brooks: Ch 15 (cont.)
3 Dec	Societal Violence & Guidance	Gartrell: Ch 9 <b>TAS Paper #4 Due</b>
<b>WEEK 16</b>		
8 Dec	Catch-up time; Course summary	Brooks: Epilogue
15 Dec	<b>Final Exam (Covers material from 17 Nov – 8 Dec) 12:00-2:00 PM</b>	

“There are two lasting bequests we can give our children. One is roots. The other is wings.”  
--Hodding Carter, Jr.