FLEXIBLE SYLLABUS

PARENT AND FAMILY DYNAMICS
COUNSELING 316
HENDERSON 206
MONDAY-WEDNESDAY, 9:30a – 10:45a

Instructor:  Bobbie Jacobs, MS, LPC-S, RPT
Location:  Texas A&M-Commerce
Email – rjacobs@leo.tamu-commerce.edu
Office Hours:  BY APPOINTMENT ONLY

TEXT:

Course Description:
This course will expose students to basic approaches to parenting assessment and development of parenting skills; communication systems study of children, and families with various cultural patterns and lifestyles. Included in the course will be readings from the text.

Course Objectives:
The student will demonstrate:
• The ability to recognize and identify the different family structures
• A familiarity of parenting approaches
• A recognition and understanding of communication patterns within the family system context
• An understanding of the theoretical implications of techniques utilized when working with family systems
• An awareness of cultural importance when working with families

COURSE REQUIREMENTS AND EXPECTATIONS:

Students are expected to attend all scheduled classes unless they have excused absences as described by the student handbook (Policies and Procedures, Academics). Written documentation will be required prior to rescheduling your presentation. More than two unexcused absences will result in a lower letter grade.

Students are expected to read all assigned materials and come to class prepared to participate in class discussion/activities. A pop quiz or two may be on the agenda if there is not sufficient class discussion or participation. YOU HAVE BEEN WARNED!!

Students are expected to demonstrate their grasp and understanding of the class materials through discussion and participation.
Students are expected to be respectful to one another during class meetings and class discussions/activities. **I WILL NOT TOLERATE DISRESPECT FOR OR TOWARD FELLOW STUDENTS IN THIS CLASS.**

Electronic Devices:
It is disrespectful to myself and fellow students to text, check email, or go online during class time, unless I ask you to look up something specific online.

Conduct and Academic Honesty:

With regard to academic conduct in this course, “all students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Please consult the Student’s Guide Handbook, Policies and Procedures, Conduct. Furthermore, with regard to academic honesty, this course will comply with Section A13.12, Academic Honest, A&M-Commerce Procedures: “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.”

University Closing Due : to Weather:
Consult [http://www.tamu-commerce.edu/](http://www.tamu-commerce.edu/) regarding class cancellations due to weather conditions.

Determination of Grades:
**Pop Quizzes/Participation** – As stated earlier in the syllabus, there will be pop quizzes if I feel that class discussion and participation are not up to my expectations. The scores on the quizzes will be added or subtracted from your participation grade.

**Presentation** – See Handout

THERE WILL BE NO EXTRA CREDIT GIVEN DURING THE COURSE OF THIS CLASS.

TOTAL POINTS:
Attendance: 10 points per week (5 points per class)
Tardy -3 points 160 points
Class Participation: 20 points per week (10 points per class) 320 points
Presentation and Handout 120 points 600 points

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90%</td>
<td>540</td>
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<tr>
<td>B</td>
<td>80%</td>
<td>480</td>
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<tr>
<td>C</td>
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<td>420</td>
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<td>D</td>
<td>60%</td>
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<td>F</td>
<td>Below 60%</td>
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Students with Disabilities:
The American with Disabilities Act (ADA) is a federal anti-discrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

THIS SYLLABUS REFLECTS A TENTATIVE SCHEDULE
AND IS SUBJECT TO CHANGE AT THE DISCRETION OF
THE INSTRUCTOR

TENTATIVE COURSE OUTLINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTER</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>WEEK 1</td>
<td>1</td>
<td>JANUARY 14 AND 16 Ecology of Parent-Child Relations</td>
<td>Read Ch. 1</td>
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<tr>
<td>WEEK 2</td>
<td>2</td>
<td>JANUARY 21 HOLIDAY JUNE 23 Cultural Perspectives</td>
<td>Read Ch. 2</td>
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<td>WEEK 3</td>
<td>3</td>
<td>JANUARY 28 AND 30 Theoretical Perspectives on Parent-Child Relations</td>
<td>Read Ch. 3</td>
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<tr>
<td>WEEK 4</td>
<td>4</td>
<td>FEBRUARY 4 - GUEST FEBRUARY 6 Parenting Strategies</td>
<td>Read Ch. 4</td>
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<tr>
<td>WEEK 5</td>
<td>5</td>
<td>FEBRUARY 11 AND 13 The Transition of Parenthood</td>
<td>Read Ch. 5</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>6</td>
<td>FEBRUARY 18 AND 20 Pregnancy and Childbirth</td>
<td>Read Ch. 6</td>
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</table>
WEEK 7  7  FEBRUARY 25 AND 27  Read Ch. 7
Parenting Infants and Toddlers

WEEK 8  8  MARCH 4 –Out of Class Assignment  Read Ch. 8
MARCH 6  
Parenting Preschoolers

WE’RE HALF WAY THROUGH THE SEMESTER

WEEK 9  SPRING BREAK  MARCH 11 AND 13

WEEK 10  MARCH 18 AND 20  Read Ch. 9
Parenting School-Age Children

WEEK 11  MARCH 25 AND 27  Read Ch. 10
Parenting Adolescents and Young Adults

WEEK 12  APRIL 1 - GUEST  Read Ch. 11/12
APRIL 3

WEEK 13  APRIL 8 AND 10  Read Ch. 13
Homosexuality and Parent-Child Relations

WEEK 14  APRIL 15 AND 17  Read Ch. 14
Adolescent Parents

WEEK 15  APRIL 22 AND 24  Read Ch. 15

WEEK 16  APRIL 29 AND MAY 1  TBA

FINALS WEEK  MAY 6 – 10
PRESENTATION REQUIREMENTS AND EXPECTATIONS

Length of time – 10-15 minutes
(Please let me know beforehand how long your presentation will be due to the fact that I have to arrange my lesson for that day around your presentation.)

NO POWER POINT PRESENTATIONS

This presentation is all about you speaking to the class.

Choose a book that has to do with parent/child relationships. The age range can be anywhere from an infant to adolescent.

Read the book and then YOU AND YOUR PARTNER present your findings to the class.

For instance, you might start out with telling the class about the author and any other books the author might have written. Do the books differ in content or topic?

Next give the class a general synopsis of the book. Then tell us what part of the book was most relevant to the parent/child relationship and why.

Last, apply the part that you thought most interesting to a specific infant/childhood/adolescent age and explain to the class how this interaction would look in the parent/child interaction.

In the former paragraph you may act out this scenario with another student or myself. This cannot be spontaneous. When you are presenting this before the class it must flow without any glitches.

Answer any questions the class may have.
You must have a handout for each member of the class and myself. On the handout you will have the following information:

(APA STYLE – I will be looking at content and grammar)
Book title and author
Synopsis of the book
Why you think it is worthwhile for others to read the book.
How can the book be applied to the parent/child relationship

Your handout must be emailed to Deborah two days before your presentation to the class.

When grading your presentation I will be looking at:

Did you stick to your time frame?

How prepared were you?
You may have to glance at your notes once in a while if you get stuck, that’s fine. Please do not read verbatim what you want the class to know about your book.

Did you follow my instructions?

Did the presentation fit together?

PLEASE UNDERSTAND THIS PART – IF YOU ARE NOT PREPARED TO PRESENT THE DAY OF YOUR PRESENTATION, AND YOU DO NOT INFORM ME BEFORE HAND, YOU WILL NOT HAVE ANOTHER CHANCE TO MAKE IT UP. WE HAVE AN EXTREMELY LARGE CLASS AND WE WILL USE EACH CLASS PERIOD OF HAVE SOMEONE PRESENT.

If you know that you are to present, I will not accept “I was stuck in traffic”, or other such excuses. On the day of your presentation, you might want to leave home early enough to account for traffic problems, etc. And if you have been sick lately, maybe you should take vitamins to keep your immune system healthy, so as to not miss your scheduled presentation time.
Mrs. Jacobs has reviewed in class the requirements of our presentations, and I understand that if I am not prepared to present the day we are scheduled to present, we will not be given another opportunity to present. This will result in a significant drop in my grade.

If there has been an emergency situation, Mrs. Jacobs will need documentation.