

FLEXIBLE SYLLABUS

Texas A&M-Commerce
College of Education and Human Services
Department of Psychology, Counseling & Special education

Course: COUN 316; Parent & Family Dynamics

Class Meeting: Monday, Wednesday, Friday 2:00-2:50, SS 310

Instructor: Felicia Ward, MA, LPC-Intern, LCDG-Intern

Email: fward2@leomail.tamuc.edu
(Be sure to include "COUN 316" in the subject line)

Office Hours: by appointment

Required Text:

Bigner, J.J. (2014). Parent-child relations: An introduction to parenting (9th Ed.). Upper Saddle River, New Jersey. ISBN-13:978-0135002193

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

EXPECTATIONS:

Students are expected to read all assigned materials and come to class prepared to participate in class discussion/activities. Pop quizzes 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.** Misbehavior or mistreating of other students may result in a daily grade of 0, dismissal from the classroom and/or other disciplinary action.

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.

Course Assignments & Grades

1. Attendance: Active attendance is defined as arriving to class on time, prepared for the day's lesson, participating in in-class activities, and remaining for the entire class period. Absences will be excused for those specific reasons stated in the Student's Guidebook (pg. 36-37) with written documentation. Students will be permitted to make up missed activities, tests, etc. within a week for un-foreseen excused absences. For any predetermined absences or unexcused absences (oversleeping, work conflicts, taking care of a sick child, etc.) students must submit assignments on or before the assigned due date to avoid penalty. Every three classes in which the student misses part of the class, but less than 15 minutes of the class, will equate to one absence. Every 3 unexcused absences may result in the drop of a letter grade (10 points) from the student's final grade. Excessive absences prior to midterm, may result in an administrative drop from the course by the instructor.

2. Quizzes: Some classes might begin or end with a short, daily quiz, over the assigned study topic. Some quizzes may be completed online in ecollege. Quizzes may not be announced so students should be prepared for them daily.

3. Daily /Weekly grade: A weekly grade will be given based on daily attendance, participation, completion of assignments, and professionalism in class. Though attendance is a separate grade, participation in class is not possible without attendance and preparedness for class. Professionalism may include aspects such as being respectful of others, taking ownership for your mistakes (not blaming others), discussing issues with students or instructor privately, staying awake during class, keeping comments on topic, leaving phones and other distracting devices put away and so on.

4. Book Report Presentation: Students will choose a book on parent child relationship and present the book to the class. Presentations should provide a summary of the book's content and briefly cover the concepts of the book in relation to the class. The book presentation must be supported by handouts (must include a reference) and visual aids. Creativity is encouraged and may be required for an A. Students will also provide three possible quiz/test questions over the presentation that cover the basic knowledge of the book/presentation. Evaluation will be based on information content, student knowledge of the book, relation of the presentation to course material, submitted questions and professionalism/creativity of the presentation.

5. Exams: There will be two course examinations (midterm and final) covering course materials and content. Exams may consist of questions from your reading, quizzes, class discussions and homework assignments. The exam may consist of true/false, multiple choice, short answer, fill in the blank and/or matching sections.

6. Parenting paper: Each student will write a 5 page reflection paper over their views of the application of course material. This paper should focus on how the student has

seen these parenting roles in their own family, other families and/or how they see this information to be useful as a current/future parent themselves.

Student Evaluation/Grades: Student grades will be based on the instructor's assessment in the following areas:

- Attendance 75 points (15%)
- Quizzes 75 points (15%)
- Daily/Weekly grade 50 points (10%)
- Book Presentation 75 points (15%)
- Family Dynamics paper 75 points (15%)
- (2) Exams (75 points each) 150 points (15% each; 30% total)

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

THIS SYLLABUS REFLECTS A TENTATIVE SCHEDULE

Tentative/Flexible Schedule

Week 1 Introductions; Overview of Syllabus; Student/Instructor Expectations

Ch. 1 Ecology of Parent-Child Relations

Week 2 **No School**

Ch. 2 Cultural Perspectives

Week 3 Ch. 3 Theoretical Perspectives on Parent-Child Relations

Ch. 4 Parenting Styles and Strategies

Week 4 **Out of Class Assignment** Quiz 2

Work on Book Reports & book presentations

Week 5 Ch. 5 The Transition to Parenthood

Ch. 6 Pregnancy and Childbirth

Week 6 Ch. 7 Parenting Infants and Toddlers

Ch. 8 Parenting Preschoolers

Week 7 Ch. 9 Parenting School-Age Children

Ch. 10 Parenting Adolescents and Young Adults

Week 8 Review and Expansion

Mid-term Exam

Spring Break Week!!

Week 9 Ch. 11 Parenting in Single-Parent Family Systems

Ch. 12 Parenting in Blended Family Systems

Week 10 Ch. 13 Adolescent Parents

Ch. 14 Family Formation and Parenting in Same-Sex Couples

Week 11 Ch. 15 Parent-Child Relations in High-Risk Families

Week 12 Ch. 16 Best Practices in Parent-Child Relations

Week 13 Filial Therapy

Connecting and parenting an Adopted Child

Week 14 Connecting and parenting an Adopted Child
Foster Care; **Parenting paper due**

Week 15 **Final**
Course Reflection

Week 16 **Final's week**; Class meets Monday May 11 1:15-3:15

Professor reserves the right to make changes to the syllabus.

Conduct and Academic Honesty

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

Note: You have been informed that your test may closely resemble your quizzes. Therefore, IF at any time you are permitted to use resources on an exam and ANY type of quiz materials are discovered, it will result in a grade of 0 on that test and your academic dishonesty will be reported to the department.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute 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

University Closing Due to Weather

Check <http://www.tamuc.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

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PRESENTATION REQUIREMENTS AND EXPECTATIONS

Length of time – 10-15 minutes

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 **1.** Start out with quickly telling the class about the author and any other books the author might have written. Do the books differ in content or topic? **2.** How did the book read? Did it use stories of examples, humor, alliterations...Was it a difficult or easy book to read for you and why. **3.** Describe what you found interesting and/or most informative about the book. **4.** 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. **5.** 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.

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 BE ABLE TO MAKE IT UP.** MISSED PRESENTATIONS WITHOUT PRIOR NOTICE WILL RESULT IN A 0.

Writing Assignment Grading Rubric

Grammar & Spelling	0	≤ 10	≤ 20	≤ 30
	Poor	Needs Work	Good	Excellent
	Several grammatical errors. Paper is difficult to read, unclear and/or some words are undeterminable.	Grammatical mistakes decreased the quality of the paper. Spelling errors make for slow reading, but the writing is still clear.	Great, clear paper. Some grammatical mistakes that did not impact the quality of writing. Some noticeable spelling errors but paper is easy to read.	Clearly written paper. Only minor, unnoticeable mistakes.
APA	0	≤ 10	≤ 20	≤ 30
	Poor	Attempted	Good	Excellent
	Several formatting mistakes or major formatting mistake(s). Student did not follow APA formatting.	More than 4 mistakes, or repetitive mistakes. Student clearly attempted formatting.	3-4 minor formatting mistakes. Paper is clearly APA, but has some formatting errors.	1-2 minor mistakes. Great APA, with only minor or unnoticeable errors.
Content	0	≤ 10	≤ 25	≤ 40
	Poor	Attempted	Good	Excellent
	Paper is missing the detail of the assignment. Student does not clearly address the assignment in detail.	Paper is missing part of the assignment as detailed in the syllabus and/or in class. Or, the paper fails to clearly explain points.	Paper follows the writing assignment but does not go in to detail or fails to explain some points.	Paper clearly follows assignment. Includes detail on all information outlined in the syllabus and/or in class.

Other Point Deductions:

Grammar and spelling: Issues with the basics of professional writing (such as jargon or use of slang) may result in an **extra 20 point deduction** (on top of receiving no points for spelling and grammar) for incompetence. This type of writing is not school appropriate and reflects the student is either unprepared for college level work or did not put forth a notable amount of effort in to the writing.

Citations: Failure to cite sources and/or references is considered a form of plagiarism. Due to the important of citations, incorrect citations will result in a **5 point deduction each**.

Plagiarism: Plagiarism is a form of academic dishonesty in which somebody claims another's work to be their own or fails to give the appropriate credit to the originating source. Plagiarism may result in an **irreplaceable 0**.

*Disclaimer: It is not plausible to foresee all possible writing issues, for this reason **other point deductions may occur as the instructor sees fit.***