

Brescia University College
Family Studies 2226A
Parenting
September 2014 - December 2014
Friday 8:30 - 11:30

Professor: Kevin Clouthier

Phone:

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Brescia University College Course Description:

Using parenting theory and research, this course investigates the topic of parenting in-depth, exploring relevant topics such as infant development, parent-child communication, gender socialization, discipline, and more.

Course Introduction:

Is parenting a personal, familial or social activity? This half-credit course will introduce students to the exploration of this primary process in the socialization of children. Parenting has been a human activity for millennia. However, there have been numerous influences that have impacted how parenting has been undertaken through the ages. Course materials will offer students an historical perspective of parenting practices as a foundation for the discussion of contemporary theories and research associated with parent-child interaction. The topics that we will explore focus on the challenges that individuals and couples confront from contemplating starting a family and adopting the parenting role. With that context established, we will begin examination of the challenges that parents confront as children grow through the developmental stages from birth to adolescence. There will also be study of special issues such as child maltreatment, parenting with special child populations and how social policy impacts how parenting practices.

In addition to information from the course text, students will access complementary materials to deepen their understanding of parenting to inform personal and academic growth. Lectures, in-class activities, and writing assignments will construct a foundation of current Canadian parenting practices.

Overall Course Goal:

Students will learn and apply concepts, cultural and contextual determinants and theories of parenting that will build a solid personal foundation to create healthy parent-child interactions and to develop a strong base from which a professional identity can begin to form.

Course Objectives:

At the conclusion of this course, successful students will be able to . . .

1. respond to the opening question in the introduction that asks whether parenting is a personal, familial or social activity
2. describe contemporary parenting issues in-depth, such as determinants of parenting practices, parenting through developmental stages ranging from contemplation of becoming a parent to launching in late adolescence, contemporary parenting constellations, and parenting theories.
3. explain the historical context of parenting
4. synthesize parenting research with personal values

In addition students will further develop academic skills including . . .

5. critical thinking
6. analytical skills.

Antirequisite(s): Family Studies 2200E if taken in 2010-11 or 2011-12.

Prerequisite(s): Any Family Studies 1000-level course, or permission of instructor.

Required Text:

Holden, G. W. (2010). *Parenting: A dynamic perspective*. London: Sage. PDP

Additional Assigned Readings:

Additional reading materials are identified in the Course Calendar towards the end of this document.

Recommended Reading:

Muller, J. (2010). *Writing in the social sciences: A guide for term papers and book reviews*. Don Mills, ON: Oxford University Press.

Evaluation and Grading:

Assignment	Percentage of Final Grade
1. Research Reaction Paper	20%
2. Mid-term Exam	30%
3. Personal Learning Reflection	15%
4. Final Exam	35%

Research Reaction Paper:

This assignment requires you to explore contemporary parenting research. You will locate and review two research reports from peer reviewed journals on a subject relevant to the course materials. You are required to demonstrate your learning of the two articles through a brief review. You will also compare and contrast the findings from the studies in the discussion and conclusion sections of your report. You will be graded on accuracy, clarity and demonstration of your understanding of the results of the research.

Exams:

Students will complete mid-term and course final exams. Each exam is based on material covered to that date through reading and class discussion. Possible: multiple choice, short answer, and/or essay format.

Personal Learning Reflection:

Reflection is an important process in social science scholarship. Each student, as part of the course, will complete a brief reflective learning document that will be submitted on the assigned date. Brief questions that need to be completed for this assignment will be identified below.

Course Policies:

Class time is our time. You are requested to participate in the class and refrain from texting, Facebook, and other social media sources.

Late Assignments. The policies governing requests for accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section at the end of the outline. Exams must be taken when specified unless there is academic accommodation, granted with documentation for medical and personal emergencies. Assignments must be handed in on the day they're due unless there is academic accommodation. Late assignments get 10 points off per day otherwise. The submission date turns over at 4 pm. In other words, hand in your paper at 4:01 pm on the day it's due, and it's 10 points off. The best strategy is to submit the assignment on time. Assignments not submitted at the class must be handed in at the registrar.

Alphabetic Grade	Numeric Range	Description
A+	90 - 100	One could scarcely expect better from a student at this level
A	80 - 89	Superior work which is clearly above average
B	70 - 79	Good work, meeting all requirements, and eminently satisfactory
C	60 - 69	Competent work, meeting requirements
D	50 - 59	Fair work, minimally acceptable
F	Below 50	Fail

Course Etiquette.

Come to class. Be prompt for class. Class will begin promptly at 8:30 as a demonstration of respect for those who are present when the class is scheduled to begin. If you are late for class please enter the room as quietly and discreetly as possible. Your respect for your peers and for me will be appreciated.

Please do not leave class before the conclusion of the allotted time. There are exceptions of course, but these should be rare, not standard. If you do need to leave, please notify me before the class begins.

Students are here to participate in the learning process. You are asked to participate in and respect the intention of this class to be a learning community. Conversation is welcome as part of the learning community. However, you are requested to refrain from talking or whispering with your friends. Finally, in the desire to explore diverse ideas everyone is asked to please be respectful of the variety of perspectives that will be expressed.

Learning is a process of being able to listen, analyze and synthesize diverse point of view. Divergent opinions may be and should be expressed, but done so in a respectful way. The expression of diverse points of view also are to be respected. These expressions serve as an important launch for discussion and learning. Should anyone require further clarification to comprehend a different perspective, you are encouraged to ask for clarification and engage in conversation that encourages varied perspectives that will open space for others to participate.

Finally, when sending an email to me, put something in the subject line like "FS2226A." Address email with a salutation such as, "Dear Professor Clouthier" or "Hello Professor Clouthier." "Hey", "Yo" or "Hi" are not examples of professional and respectful salutations. Please sign your name to your email

Assignment Descriptions

1. Research Reaction Paper - 20% of Final Grade

Maximum: 4 pages (excluding title page)

Format: Double Spaced, Times New Roman or Calibri 12 point

Challenge: Research study reports are one of the major methods of knowledge transfer. The ability to read, understand and synthesizing research knowledge is an important element of advancing social science in general and parenting, specifically.

Requirement: Each student will access two (2) contemporary (2006 or later) research studies from peer reviewed journals pertaining to the subject of this course, parenting. The research can be qualitative, quantitative or mixed research method. The report will include the following précis for each study:

- i. Reference Citation: APA style
- ii. The study purpose
- iii. Description of the participants in the study
- iv. The research method
- v. Results and discussion
- vi. The meaning and/or learning that you have taken from each research article that includes:
 - a. the relevance of the studies to the subject of the course (parenting)
 - b. what questions do the results and discussion sections of each study raise for you
 - c. what you would want future research to develop from these studies
 - d. how do these studies contribute to your learning

In the discussion and conclusion section of your report, you are required to compare and contrast the studies discussing the points of agreement and difference. You are required also to describe how you make sense of the findings.

Please resist the temptation to re-iterate the abstracts from the studies in the report that you submit for this assignment. Instead, share what your thinking is regarding the outcomes of the research that has been described. The grading of this assignment will focus upon clear and concise writing that conveys the meaning that the studies convey to you.

2. **Personal Learning Reflection** 15%

This is a writing assignment that requires the student to reflect upon the learning experience in the class. In addition to develop critical thinking skills this assignment encourages the synthesis of knowledge with personal experience. To accomplish these goals, the writing is personal. Personal writing is presented in the first-person. In this style of writing, the use of “I” is acceptable and expected. It is not intended to be referenced from the literature. The structure of this assignment is as follows:

1. Description:
 - a. What was my initial personal perspective of parenting before this course began?
 - b. What is my perspective of parenting as this course concludes?
2. Analysis:
 - a. Demonstrate critical thinking about parenting or an issue in parenting and the meaning that has emerged by writing about your understanding and insight.
3. Reflection:
 - a. What is the implication of this learning as it pertains to you personally and professionally? How does this learning merge with other courses that you are or will take?
4. Reflexivity:
 - a. How has this learning impacted you, as a person?
5. Conclusion: How will you use this knowledge in your personal life and professional career?

Course Calendar: (Readings are to be completed before class.)

Session	Date	Reading	Assignment
1 Introduction	September 5		
2 Beliefs to Evidence & Theory	September 12	Holden: Preface, Chapters 1 & 2	
3 Parenting Research	September 19	Holden: Chapter 3: Parenting Research	
4 Controversy Over Parent Influence	September 26	Holden Chapter 4: Controversy Over Parent Influence	
5 Determinants of Parenting	October 3	Holden Chapter 5: Determinants of Parenting	
6 Contemplating becoming Parents	October 10	Holden Chapter 6, pages: Deciding to Have a Child pp. 135-137 Transitioning to Parenthood pp. 145-148	
7 Parenting to Protect -Infancy, Preschool and Middle Childhood	October 17	Holden Chapter 7 pages: Forming Attachments pp. 163-165 Infant Effects & Temperament pp. 165-166 Gender Identity, Pro-social Development and Autonomy pp. 173-177 Holden Chapter 8 pages: Birth Order pp. 184-188 Fathers' Involvement pp.188-190 Marital Conflict pp.196-199 Marital Dissolution pp.199-200 Neufeld & Mate: Chapter 6: Hold onto Your Kids	
8	October 24		In-Class Exam
9	October 31	No Class	
10 Parenting to Prepare - Adolescents	November 7	9 Holden Chapter 9: Adolescent Development pp.208-214 DeVore & Ginsburg	Research Analysis Assignment Due
11 Parenting in Different Family Constellations	November 14	10 Holden Chapter 10	
12 Cultural Differences in Parenting	November 21	11 Holden Chapter 11: Canadian Aboriginal Parenting pp. 27-36	
13 Parenting Maltreatment, Social Policy & Conclusion	November 28	12 Holden Chapter 12 13 Holden Chapter 13 pp.318-326 Corporal Punishment in Canada working-class-parenting-fail	Personal Learning Reflection Due

The **Final Exam** will be held during Brescia's final exam period (December 6 to 17, 2014).

Final Note: This syllabus may be amended by the professor if needed.

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website:

<https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2014/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at http://www.brescia.uwo.ca/academics/registrar_services/index.html . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.cfm> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.