

# SYLLABUS

## PSYC3360.060

### Spring 2022

## Instructor Information: Kristie Allen, M.A.

Hello! My name is Kristie Allen. I serve as the Graduate Admissions Advisor for the Department of Psychology and Counseling and as an adjunct instructor for the Department. I graduated from Grand Valley State University (Allendale, MI) with my Bachelors in Psychology and later from UT Tyler with my Masters in Clinical Mental Health Counseling. I am passionate about working with college students to find meaning in their coursework and a greater purpose in their educational journey. This class will focus on contemporary issues in parenting as well as the major methods, theoretical points of view, and findings in parenting research. It is my sincere hope that once this class is over, you have a renewed appreciation for the role effective parenting plays in a healthy society.

The best way to contact me is to send a message through CANVAS. I usually respond to messages within one business day, Monday through Friday. Weekend availability will vary. You can also e- mail me directly at [kallen@uttyler.edu](mailto:kallen@uttyler.edu) or call me at **(903) 566-6177**.

Each Wednesday, I will be available from 12:00pm-1:30pm via ZOOM for Virtual Office Hours. You can use this link to access our meeting room: <https://uttyler.zoom.us/j/99097067518?pwd=bSt5WXIvL0F4clprQnBmaWYvdk1LQT09> ([Links to an external site.](#))

I am committed to facilitating an online learning environment that is equitable, inclusive and welcoming and that fosters a climate of mutual respect and full participation. Given that some of your points will derive from interacting with other students via discussion board posts, I expect you all to demonstrate that same level of respect to one another.

Please be kind, open-minded, and receptive to feedback as that is the best way to ensure you get the most you can out of this class.

## Course Catalog Description:

An examination of parents' roles and effects on the growth and life span development of their children. Emphasizes specific parenting styles and practices and their effects on the cognitive and social/emotional development and functioning of children at each stage of life.

## Student Learning Outcomes (broken down by chapter):

### **PART I – Understanding Parents and Child Rearing**

#### **Chapter One:**

- To describe how views about children and childhood have changed over time.
- To recognize the many competing sources that influenced how children are viewed and reared.
- To summarize the origins of parenting research

#### **Chapter Two:**

- To explain the role that theories have for understanding parenting.
- To describe the key theoretical perspectives related to parenting.
- To summarize the central differences between the theories

#### **Chapter Three:**

- To list the prominent ways to studying parents.
- To explain the strengths of each approach.
- To compare the strengths and limitations of the approaches.

#### **Chapter Four:**

- To explain different approaches and views regarding parental influence on children's development.
- To describe associations between parenting and children's outcomes.
- To summarize the trajectory view of parental influence.

#### **Chapter Five:**

- To explain the types of influences on parental behavior.
- To compare the different types of influences.
- To summarize how detriments can interact.

## **PART II – Parenting and Development**

### **Chapter Six:**

- To describe the processes involved in the decision to have a child, pregnancy, and delivery.
- To list some of the challenges in parenting a newborn.
- To summarize some of the complex ethical issues regarding fertility.

### **Chapter Seven:**

- To describe the major challenges involved in parenting an infant and toddler.
- To summarize how child rearing changes when infants become toddlers.
- To list some of the ways that parents can promote their children's early development

### **Chapter Eight:**

- To describe the key developmental tasks preschoolers face.
- To summarize the common challenges parents of preschoolers deal with.
- To list the key age-appropriate child-rearing techniques.

### **Chapter Nine:**

- To summarize the increasing complexity involved in parenting during the middle childhood years.
- To describe some of the most common problems experienced by children in this period and the ways parents can respond.
- To list positive and negative trajectories in the middle childhood.

### **Chapter Ten:**

- To recognize the types of changes occurring in adolescents.
- To list the key parenting challenges at this developmental period and potential ways of dealing with them.
- To summarize the parenting issues associated with having emerging adults.

## **PART III – Contemporary Issues**

### **Chapter Eleven:**

- To describe the non-traditional families and give examples.
- To explain the challenges that non-traditional families can face.

- To summarize the ways different family types may affect parenting and children's developments.

### **Chapter Twelve:**

- To list the types of risks for adequate parenting and the sources of those.
- To describe some of the ways the risks can affect parenting and in turn children.
- To summarize sources of resiliency in families.

### **Chapter Thirteen:**

- To summarize the considerable diversity in child-rearing beliefs and practices across cultures.
- To describe culture common and culture specific components of child rearing.
- To explain some of the cultural influences on parenting.

### **Chapter Fourteen:**

- To describe the major race/ethnicity variations in parenting in the United States.
- To summarize the process of racial/ethnic socialization.
- To explain some of the ways that religion is linked to child-rearing.

### **Chapter Fifteen:**

- To identify the major forms of child maltreatment.
- To describe the key parental and other risk factors associated with maltreatment.
- To summarize some of the ways that children are affected by maltreatment.
- To list some of the costs and solutions to the problem.

### **Chapter Sixteen:**

- To summarize how public health problems relate to parents.
- To describe different approaches and programs used to address the problems.
- To explain the utility of as well as problems associated with controversial solutions.

### **Evaluation and Grading:**

#### **Assignments: 50%**

3 Article Analyses

3 Discussion Board Activities

#### **Evaluations: 50%**

3 Exams

I will do my best to ensure assignments are graded within a week of submission. I will drop your lowest assignment grade (article analysis OR discussion board) at the end of the semester, so please do not ask to redo or have a second chance at your assignment.. This is your freebie! You will also have an extra credit opportunity worth 20 points that will go towards your assignment points. Because of this policy, I will not be lenient on due dates so no need to ask for an extension as it will not be granted.

### **Course Flow – What Can You Expect?**

It is important to begin with the expectation that this course will require a similar amount of time and effort from you as a face-to-face course, but that you will have more flexibility as to when you complete the work.

This class is divided into Modules that are two weeks in length. Each module contains course objectives, PowerPoint slides, video clips, articles, and other assignments that you will produce as the semester goes on.

You will want to make sure that you have read and taken notes over each chapter and viewed the additional module content before taking each exam.

### **Textbook:**

Parenting – A Dynamic Perspective, 3rd edition, by George W. Holden [ISBN: 9781506350424]

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available

### **Exams:**

- The exams are located in Canvas in their correct
- You may use your textbook, Power Points, notes, **but NOT another person**. Do not rely on these items exclusively because of the time constraints. You really need to KNOW the material.
- During the exam you are not allowed to do any backtracking. If you hit the back button it will lock you out of your
- Each exam is a mixture of 50 questions, true/false and multiple
- The exams are timed, 200 minutes
- Please study as if this was a lecture-based

- Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student

### **Article Analyses:**

There is a grading rubric for the article analyses located in the "Getting Started" module.

You will be tasked with completing three article analyses over the course of the semester. You must first find an **empirical research article** related to the textbook readings required that week. I want you to choose an article published within the last five years, preferably from one of the following peer-reviewed journals:

- Journal of Family Psychology
- Journal of Family Issues
- Journal of Child and Family Studies
- Clinical Child and Family Psychology Review
- Journal of Early Adolescence
- Journal of Adolescence

You have access to these journals (and plenty more!) through the UT Tyler Library: <https://www.uttyler.edu/library/> ([Links to an external site.](#)) . Google Scholar is also an excellent search engine. Each analysis should be 2 pages in length, double spaced, 12 pt. Times New Roman font. Please include:

- **Summary:** What theoretical idea(s) or research questions inspired the study? What methods were used to investigate the topic? What were the most notable results? What implications do the results have for real life and/or for future research? (20 points)
- **Analysis:** How do these findings relate to this week's textbook chapters? Were the findings consistent with what was presented in the text? What were the main strengths of the article? What did you think the authors did especially well in describing or analyzing their results? What were the main weaknesses of the article? What were the limitations of the methods used? What interpretations did the authors make that you think are in error, unjustified, or over-stated? What lingering questions do you have? (30 points)

Total Points Possible - 50

Be sure that you cite all sources in APA style and include a Works Cited page. Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student Affairs.

There is a grading rubric for these assignments in the "Getting Started" module. Once you have submitted an assignment through **Turnitin**, you cannot make any corrections or additions to the assignment.

### **Discussion Boards:**

There is a grading rubric for each discussion board activity which is located in the "Getting Started" module. The Discussion boards are located under specific modules.

For each Discussion Board assignment, you will be given two potential questions to answer. I am requesting you **choose ONE question to answer**. Discussion Boards require a substantial initial post (2-4 paragraphs in length) worth 25 points. This post must include a reference to the textbook OR one peer-reviewed journal article. These sources must be cited using APA format (pro tip - the syllabus includes the APA citation for the text!). You will be required to respond to at least two fellow students' posts worth 10 points each. These replies must provide content and depth and are to be continual throughout the length of the assignment's open period. I will also give 5 points for accurate grammar/spelling.

Total Points Possible - 50

Be sure that you cite all sources in APA style. Please read the section on academic dishonesty. It is not tolerated **AT ALL**. If cheating is suspected, you will be reported to the Office of Student Affairs.

### **Course Schedule:**

- See the due dates in the course summary at the bottom of the syllabus in
- There are 7 unit modules and the Start Here module in this course, each with their own unit due
- You have some flexibility in your schedule as each module is 2 weeks in length. You **MUST** manage your time effectively, work steady, and make sure to meet ALL due dates on time. Modules will lock Sunday at 11:59pm. Because you have ample time to complete assignments, **I will not reopen a module for you to complete and turn in**

- You will note the semester ends on April 17 for this class. That is a week earlier than other classes so just be mindful!
- Assignments will be closed as due dates pass and late assignments will not be

### **Getting Started Module: Due Date - Sunday, January 16 by 11:59pm**

- Read and make sure you understand all the material contained here. Pay particular attention to the course schedule and the syllabus.
- Do the Meet and Greet discussion question to "show up" for the class and to practice for the other graded discussion

### **Module 1: Due Date - Sunday, January 23 by 11:59pm**

- Chapter 1: Introduction: From Beliefs to Scientific Evidence
- Chapter 2: Theoretical Perspectives on Parenting
- **Discussion Board 1**

### **Module 2: Due Date - Sunday, February 6 by 11:59pm**

- Chapter 3: Infancy: Approaches to Parenting Research
- Chapter 4: Infancy: How Important are Parents?
- Chapter 5: Infancy: Determinants of Parenting
- **Exam 1: Chapters 1 - 5**

### **Module 3: Due Date - Sunday, February 20 by 11:59pm**

- Chapter 6: Becoming a Parent
- Chapter 7: Parenting Infants and Toddlers
- Chapter 8: Parenting Preschoolers
- **Article Analysis 1**

### **Module 4: Due Date - Sunday, March 6 by 11:59pm**

- Chapter 9: Parenting During the Middle Childhood Years
- Chapter 10: Parenting Adolescents and Emerging Adults



- **Discussion Board 2**
- **Exam 2: Chapters 6 - 10**

**Module 5: Due Date - Sunday, March 20 by 11:59pm**

- Chapter 11: Parenting in Non-Traditional Families
- Chapter 12: Parents at Risk
- **Article Analysis 2**

**Module 6: Due Date - Sunday, April 3 by 11:59pm**

- Chapter 13: Parenting Across Cultures
- Chapter 14: Cultural Diversity in U.S. Parents
- **Discussion Board 3**

**Module 7: Due Date - Sunday, April 17 by 11:59pm**

- Chapter 15: Child Maltreatment: When Parenting Goes Awry
- Chapter 16: Parents and Social Policy
- **Article Analysis 3**
- **Exam 3 Chapters 10 - 16**

**Extra Credit Opportunity:**

Please visit the [Extra Credit Module](#) for information on your extra credit options.

**Academic Dishonesty:**

Canvas has tools that shows when/if a student has plagiarized information. It will generate a report once you submit your work and any information matching other sources will be highlighted in a document. I am sure you know that this would be considered to violate our Academic Dishonesty Policy and you will be turned into the Student Affairs office for review. Your work must be original and in your own words. I cannot stress enough; make sure ALL of your work is ORIGINAL. If you aren't sure if the work you are about to submit abides by the academic dishonesty policy of the university) don't submit it. You know if the work you are submitting is completely original. Make sure that you always include in-text citations as well as a Works Cited page in APA format with all of your work. For assistance with APA formatting, you may visit the writing center on campus and find this site to be helpful:

<https://owl.english.purdue.edu/owl/resource/560/01/>.

## **University Policies**

### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### **Student Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php> (Links to an external site.)

### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-> (Links to an external site.)

[carry/index.php](http://www.uttyler.edu/about/campus-carry/index.php)

### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit

[www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free). (Links to an external site.)

## **Grade Replacement/Forgiveness and Census Date Policies**

### **Spring 2022 Census Date - January 24**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the

Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. (Links to an external site.) Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W, grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Special COVID-19 Fall 2021 Info**

*Information for Classrooms and Laboratories:* Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\) \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff. Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\) \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

## **Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

<https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, [\(Links to an external site.\)](#) the SAR office located in the University Center #3150 or call 903.566.7079.

## **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

## **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be complet

## **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

## **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

## **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- "Cheating, includes, but is not limited to:
  - copying from another student's test paper;
  - using during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes,. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;

- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
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- "Plagiarism, includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for
  - "Collusion, includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic
  - All written work that is submitted will be subject to review by plagiarism

## **CEP Vision and Mission and Program Standards**

### **Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

### **Mission**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural

diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.