For detailed information on basic course information (including the course learning objectives), the Wilmington University grading system, the academic integrity policy, the attendance policy, and information for students with special needs, refer to their respective portions on the class Blackboard page. Students are responsible for reviewing each of those portions of the complete syllabus on the class Blackboard page.

COURSE DESCRIPTION:
This course will explore various parenting perspectives and offers something for parents, grandparents, teachers, caretakers, or those who simply wish to study parenting. Topics include various parenting styles, intergenerational parenting, formation of the parent-child unit, culture, ethnicity, influence of socio-economic status, and more. Also including will be learning how to parent and parenting in a technological society.

COURSE RATIONALE:
Becoming a parent is not accompanied by a manual, and most parents develop their parenting skills on the job. Styles of parenting depend on many environmental and social influences, including culture, socio-economic status, prevailing social problems, ethnicity, the status and well-being of society at large, as well as current prevailing parenting patterns.

I. COURSE OBJECTIVES

GOAL A:
Be familiar with historical and cultural perspectives on parenting and parent intervention
Learning Outcomes: The student will:
A-1 Discuss how parenting advice has evolved over the past 50 years.
A-2 Become familiar with the top evidence based parent education programs in the United States.
A-3 Discuss the evolution of specific parenting practices from acceptable to unacceptable.
A-4 Understand and apply risk factors and protective factors as they apply to public policy.
GOAL B:
Understand contemporary social and economic issues that have impact on parenting.
Learning Outcomes: The student will:
B-1 Discuss the role of public policy has in fostering parent education programs.
B-2 Understand the importance of evidence based practices.
B-2 Explore the certification requirements for several top parenting programs
B-3 Understand the importance of providing evidence-based programs with fidelity.

GOAL C:
Be familiar with major theorists.
Learning Outcomes: The student will
C-1 Research and identify the top 5 evidence based parenting programs.
C-1 Identify the key concepts including terms and definitions for each theory.
C-2 Identify key individuals associated with each theory.
C-3 Identify strengths and weaknesses of each theoretical position.

GOAL D:
Learn to use and to teach parenting skills
Learning Outcomes: The student will:
D-1 Explore normal stages of childhood development for infants, toddlers, preschool age, school age children and preteens and teenagers.
D-2 Apply normal development concepts to set appropriate parenting expectations
D-3 Understand and apply parenting skills such as time out, limit setting, natural consequences, rules and boundaries, praise and reward, the role of attention, and communication.
D-4 Discuss parenting expectations of children in relation to larger societal expectations.

GOAL E:
Understand the roles of parents and other caregivers in different cultures.
Learning Outcomes: The student will:
E-1 Define terms related parenting.
E-2 Define the roles of parents, and other adults in the life of a child.
E-3 Understand the affect culture and gender have on parenting styles.
E-4 Explain the role of family in different cultures.

GOAL F:
Explore and practice teaching parenting skills to parents individually and in group settings.
Learning Outcomes: The student will:
F-1 Describe the pros and cons of teaching parenting skills to individuals versus groups.
F-2 Practice explaining parenting concepts to parents as well as other helping professionals such as teachers, social workers, faith based providers, and policy makers.
F-3 Become proficient at explaining the importance of protective factors to parents and obtain parent “buy in” such that parents are willing to try new parenting practices.
F-4 Explore methods of teaching parenting skills to professionals working with parents.

GOAL G:
Be familiar with community resources available to assist parents
Learning outcomes. The student will:
G-1 Become Familiar with state and local government agencies that offer assistance to parent
G-2 Explore non-profit and not for profit programs that help parents, such as the Parent
Information Center, Parents as Teachers, and other providers.
G-3 Explore special populations and the resources available to them, such as cultural support groups, and support for children with disabilities.

GOAL G:
Use appropriate written and oral communication skills
Learning Outcomes: The student will:
G-1 Write clearly, concisely, and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
G-2 Use appropriate APA format for scholarly writings.
G-3 Speak with confidence, clarity, and conciseness.
G-4 Research, prepare, and deliver professional presentations

II. METHODOLOGY:

A. Teaching Methods: Classes will consist of lectures, structured discussions, outside readings, internet based resources, written assignments, tests and quizzes.

This class will use the Wilmington University Blackboard system. The syllabus, assignments, rubrics, tests, quizzes and grading information are posted on the course Blackboard.

B. Evaluation Procedures

- Students are expected to complete the assigned reading and any required assignments each week. Reading assignments should be completed prior to the class in which the topics are discussed. This will contribute to a more engaging learning environment and meaningful class discussions.
- Class attendance is mandatory. In an online class, attendance means logging into Blackboard frequently. Participation means engaging in the discussions frequently and making meaningful contributions. Participation is a key factor in your individual success and the success of the class overall.
- Students will submit written assignments during this course. All written assignments will be typed (double spaced) using APA format, including size 12 Times New Roman font on pages formatted with 1-inch margins on all sides. Written assignments must include a cover page and a references page in addition specified page length requirements. Written assignments will be submitted via the Assignment Manager in Blackboard.
- Written assignments that do not conform to APA format will suffer a substantial grading penalty. Take the time and make the effort to review APA format before submitting written work. Refer to APA style and writing resources available through the course homepage.
- Writing is a critical skill upon which your reputation and credibility will be established in the professional world. As such, writing assignments in this course are expected to be free of mechanics, usage, grammar, and spelling (MUGS) mistakes. Written assignments with the aforementioned problems will suffer a grading penalty. Students are expected to seek outside assistance to improve the quality of their writing if writing is of issue for the student. Students are
encouraged to seek assistance from the Student Success Center or the Smarthinking Online Tutoring option through Blackboard.

- Any student caught plagiarizing material in this course will receive a grade of zero for that assignment. Plagiarism need not be intentional; students must ensure that they are properly giving credit to the source of their information. Refer also to the WU Academic Integrity Policy.
- Students should refer to the writing assignments grading rubric available on the course's Blackboard pages.
- All assignments must be completed on-time to be considered acceptable for submission. Late assignments are detrimental to the student’s overall class performance. Assignment due dates are clearly posted in the course syllabus and in the instructions for each assignment. Unless prior arrangements are made with the instructor, late assignments will incur a one grade penalty for every day they are late. For example, a paper that would have received an A will be graded a B if it is turned in one day late, a C if it is turned in two days late, a D if it is turned in three days late, and an F if it is turned in four days late. Assignments will not be accepted if they are more than four days past due. If you do not turn in an assignment, your grade for that assignment will be entered as a zero.
- Students are expected to check the course Blackboard page and their WilmU e-mail accounts regularly during this course. Throughout the course the instructor will send out information as a course announcement and/or email. It is important that you regularly check for announcements and/or emails for the most up-to-date information.
- When submitting written work via Blackboard, students must save their work in one of the following formats: .doc, .docx, or .rtf. Assignment saved in any other format are often unreadable, therefore the assignment will be considered late if it needs to be resubmitted. The instructor is not responsible for notifying you that he could not open your assignment; students are responsible for submitting the assignment in the proper format.
- When sending an e-mail to the instructor (or anyone else for that matter), remember to use an appropriate salutation along with a grammatically correct message written in a professional tone. This will help foster mutual respect between students and the instructor.

C. Grading and Point Values:

- Class participation (7 sessions @ 10 points each) 70 points
- Parenting Styles Paper 100 points
- Top 5 Evidence Based Parenting Programs Comparison paper 100 points
- Protective Factors Analysis 100 points
- Parent/Child Interaction Observation 100 points
- Parenting Skill Poster and Presentation 100 points
- Weekly Quizzes (5 quizzes @ 25 points each Week 2 quiz worth 30) 155 points
- Cumulative Final Exam 50 points

TOTAL 775 points

To calculate your grade, add together the total number of points that you have earned and divide by eight. For example, if you have earned 675 points, then calculate your grade as follows:
The following is a summary of assignments for this course. Refer to the Blackboard site for specific instructions and due dates for each assignment.

D. Assignments

1. Parenting Styles Paper 100 points
Write a paper in APA style discussing your parenting experience as a parent (or child) and your personal philosophy on parenting. Who are you as a parent? What are your expectations of yourself as a parent? Discuss the joys and the challenges of parenting. Then discuss possible solutions for each challenge.

2. Top 5 Evidence Based Parenting Programs Comparison paper 100 points
Research the top 5 parenting programs in the United States using .gov or .edu websites. What do these programs have in common? How do they differ? Are the programs evidence based? Is there a certification process? Why is this important?

3. Protective Factors Analysis 100 points
Parenting professionals used to concentrate on fixing risk factors. Today, these professionals promote protective factors. What are protective factors? Identify 5 protective factors. Explain why each factor is important. What is the payoff for parents’ effort? Why is it worth the effort?

4. Parent/Child Interaction Observation 100 points
Observe a parent and a child interact together for 20 minutes to one hour. Use course concepts to discuss strengths and opportunities for improvement. Write a sample intervention paragraph as an example of how you might address these observations with the parent.

5. Parenting Skill Poster and Presentation 100 Points
Create a poster to help parents learn about and successfully introduce a new parenting skill from this course. Present your poster to the class discussing why you chose this skill, and how you might use this poster in your future job as a parent educator. Your poster will be hung in our classroom until night 7, at which time you may take it with you to use as you wish.

III. COURSE OUTLINE:

Please review the course Blackboard site for this information. Weekly assignments are posted under the Assignments tab. The week in Distance Learning begins on Monday and ends on Sunday.

<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Readings</th>
<th>Assignments</th>
</tr>
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</table>
| Week 1 | Chapter 1: Historical and Theoretical Influences of Childrearing  
 Chapter 2: Parenting Patterns and the Impact of                        | Parenting Styles Paper                        |
<p>|        |                                                     | Online Quiz on chapters 1 and 2 due before next |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter 3: Parents and Children in Varied Family Structures</th>
<th>Top 5 Evidence Based Parenting Programs Comparison paper</th>
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<tr>
<td></td>
<td>Chapter 4: Child Socialization Strategies and Techniques</td>
<td>Online Quiz on chapters 3 and 4 due before next class</td>
<td>Online Quiz on chapters 3 and 4 due before next class</td>
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<tr>
<td>Week 2</td>
<td>Chapter 5: Becoming Parents and Parenting Infants and Toddlers Chapter 6: Parent-Preschooler Interactions</td>
<td>Protective Factors Analysis</td>
<td>Protective Factors Analysis</td>
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<tr>
<td></td>
<td>Chapter 5: Becoming Parents and Parenting Infants and Toddlers Chapter 6: Parent-Preschooler Interactions</td>
<td>Online Quiz on chapters 5 and 6 due before next class</td>
<td>Online Quiz on chapters 5 and 6 due before next class</td>
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<tr>
<td>Week 3</td>
<td>Chapter 7: Parents and Their School-Age Children Chapter 8: Parent-Adolescent Interactions</td>
<td>Parenting Skill Poster and Presentation</td>
<td>Parenting Skill Poster and Presentation</td>
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<td></td>
<td>Chapter 7: Parents and Their School-Age Children Chapter 8: Parent-Adolescent Interactions</td>
<td>Online Quiz on chapters 7 and 8 due before next class</td>
<td>Online Quiz on chapters 7 and 8 due before next class</td>
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<tr>
<td>Week 4</td>
<td>Chapter 9: The Relationships of Young Adults, Their Parents, and Their Children</td>
<td>Parent/Child Interaction Observation</td>
<td>Parent/Child Interaction Observation</td>
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<td></td>
<td>Chapter 9: The Relationships of Young Adults, Their Parents, and Their Children</td>
<td>Online Quiz on chapter 9 due before next class</td>
<td>Online Quiz on chapter 9 due before next class</td>
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<tr>
<td>Week 5</td>
<td>Chapter 10: Middle Age and Older Parenthood and Grandparenthood Chapter 11: Parenting Children with Special Needs</td>
<td>Online Quiz on chapters 10 and 11 due before next class</td>
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<tr>
<td></td>
<td>Chapter 10: Middle Age and Older Parenthood and Grandparenthood Chapter 11: Parenting Children with Special Needs</td>
<td>Final Exam 50 questions from all chapters</td>
<td>Final Exam 50 questions from all chapters</td>
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<tr>
<td>Week 6</td>
<td>Chapter 12: Families at Risk and Families Coping with the Death of a Family Member Special Topics: To Be Determined</td>
<td>Final Exam 50 questions from all chapters</td>
<td>Final Exam 50 questions from all chapters</td>
</tr>
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<td>Chapter 12: Families at Risk and Families Coping with the Death of a Family Member Special Topics: To Be Determined</td>
<td>Final Exam 50 questions from all chapters</td>
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<tr>
<td>Week 7</td>
<td>Chapter 12: Families at Risk and Families Coping with the Death of a Family Member Special Topics: To Be Determined</td>
<td>Final Exam 50 questions from all chapters</td>
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